

School plan 2015-2017

Ardlethan Central School 1051



School background 2015–2017

School vision statement

Ardlethan Central School is a supportive, productive and dynamic environment where all students strive to reach their potential. We embrace the small school environment that allows us to ensure every individual is engaged with purposeful and meaningful learning to grow and develop into engaged, independent and reflective learners.

Ultimately our students are motivated to reach their full potential becoming positive responsible and respectful citizens in an ever changing world.

Small School Big Opportunities...

School context

Ardlethan Central School is a K–12 rural school in the Riverina Region, South Western NSW. Our aim is to deliver quality education and training that inspires all students to succeed. Students attain outstanding success in all areas, including cultural, sporting and academic pursuits.

Dedicated teachers and support staff create a supportive, dynamic learning environment for our students. Teachers receive ongoing professional development focusing on the latest teaching practices to deliver quality learning experiences to all students. Our professional and caring staff understands that each student is an individual and learns in a variety of ways.

A community of schools partnership program utilising shared staffing arrangements, the Riverina Access Partnership continues to extend students' academic, sporting, social and leadership opportunities.

The focus and strength of the school is the ability to provide tailored and individualised learning opportunities for every child from Kindergarten to year 12.

School planning process

In developing this plan the School has undertaken a wide consultation process involving the staff, students and community. The consultation has been both formal and informal and has been and will continue to be an ongoing process.

Staff have engaged with The Melbourne Declaration and from this gained a deeper understanding of the current reforms directing the changes in education. Staff have completed the Tell Them From Me survey and responses analysed.

The P&C has been consulted and informed and worked in conjunction with the staff to develop the strategic directions. P&C members have been led through the Melbourne declaration and what it means for students within our school and community.

Informal contact and conversations with parents who do not attend P&C meetings have been held.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Build leadership capacity and ensure consistently high standard educational practices

Purpose:

Our shared purpose is to create a professional environment that is aligned with the Australian Professional Standards, where teachers engage professionally and collaboratively to deliver 21st century learning with expertise; where they commit strongly to the development of their pedagogy, modelling reflective self-learning to ensure high standards in all areas of their professional life. We will embed quality leadership and organisational structures to support innovation, relationships and sustainability.

STRATEGIC DIRECTION 2

Inspire and engage students to be all that they can be, to set challenging and aspirational goals for themselves to make a positive difference in our world

Purpose:

Our shared purpose is to promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that our students are motivated to reach their full potential. Students will develop to be engaged, independent, reflective learners exhibiting responsibility, resilience and adaptability with their learning.

STRATEGIC DIRECTION 3

A high performing school and a community that is inclusive, informed and engaged

Purpose:

Our shared purpose is to develop community trust and strategic support to ensure our students become successful learners, confident and creative individuals and responsible, respectful and tolerant citizens as members of a diverse community.

Strategic Direction 1: Build leadership capacity and ensure consistently high standard educational practices

Purpose

Our shared purpose is to create a professional environment that is aligned with the Australian Professional Standards, where teachers engage professionally and collaboratively to deliver 21st century learning with expertise; where they commit strongly to the development of their pedagogy, modelling reflective self-learning to ensure high standards in all areas of their professional life. We will embed quality leadership and organisational structures to support innovation, relationships and sustainability.

Improvement Measures

- All teachers and leaders will have a high level of understanding about all Australian Professional Teaching Standards & The Performance Development Framework and will confidently demonstrate strong evidence to validate achievement of all standards linked to professional learning goals.

There will be an increase number of teachers being accredited at Professional Accomplishment or above.

Increases in the proportion of tertiary education students from underrepresented groups.

People

Students

Have leadership opportunities through engagement in high quality, relevant pedagogy that is future focused.

Staff

Engage staff in professional development that is relevant, future focussed and shaped by research, evidence and feedback.

Parents/Carers

Through community consultation parents become increasingly involved in the development of the school directions and plan.

Community Partners

The school is a community school where information and learning is continually provided to community partners.

Leaders

Engage with the Australian Professional Standards for Teachers.

Processes

The executive will strategically lead and develop, in consultation with staff, an effective and focused professional learning schedule for Ardlethan Central School staff. This will be informed by the Performance Development Framework, Australian Professional Teaching Standards, Syllabi implementations, current educational research and reforms and 21st century Learning dimensions.

Professional Learning and negotiated initiatives focused on Information & Communication Technologies (ICT) will embed expanding applications of a range of ICT across the school to improve learning for all (staff and students), administration functions, monitoring of learning and learning and social connections beyond the school.

Evaluation Plan

Professional Learning Plans with evidence of:

Teacher accreditation information and data.

Team and whole staff meeting minutes.

Action Implementation Plans for teams.

Post school destination surveys.

Practices and Products

Practices

The teaching staff at Ardlethan Central School demonstrate and share expertise, have high levels of contemporary content knowledge and best teaching practices, and rely on evidence-based teaching strategies.

Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

Demonstrating and building best practice and professional capabilities within and across KLA's

Improve student wellbeing through implementing whole-school approaches to student welfare that build positive relationships, foster respect and responsibility, and provide targeted early intervention and support as appropriate.

Products

Staff and students have purposeful leadership roles within the school and community based on professional expertise.

All staff at Ardlethan Central School engage in professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

Strategic Direction 2: Inspire and engage students to be all that they can be, to set challenging and aspirational goals for themselves to make a positive difference in our world

Purpose

Our shared purpose is to promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that our students are motivated to reach their full potential. Students will develop to be engaged, independent, reflective learners exhibiting responsibility, resilience and adaptability with their learning.

Improvement Measures

Increase the proportion of students in Years 3, 5, 7 & 9 in the top two performance bands for reading and numeracy.

All students will achieve at least one cluster of growth on all aspects of the Literacy and Numeracy continuums.

All Teachers' utilising 21st Century learning opportunities for students

People

Students

Develop their capacity to learn and undertake an active role in their own learning

Staff

Professional development and peer mentoring staff will be able to establish goals to inform teaching and learning programs and pathways for all students.

Parents/Carers

Develop a shared understanding with parents/caregivers of learning expectations and provide opportunities in which collaboratively student/teacher/parent can work to achieve negotiated goals.

Community Partners

Increased community engagement will develop a shared understanding of the role community play in enhancing student educational success and opportunities.

Leaders

Develop and facilitate the collaboration and communication between student, teacher, parent and community to work as a cohesive team in achieving school and community goals.

Processes

Continue the HOW2Learn journey that may also be punctuated by other innovations that link to it including but not limited to executive functioning skills, career development plans, visible learning.

Strengthen the systematic monitoring of student progress and, where appropriate, develop individual student learning profiles and learning plans, including personalised learning plans for Aboriginal students.

Evaluation Plan

Effective implementation of Ladder and Set Up initiatives

Student, staff and community surveys

Continued community consultation

Collect data on participation rates and accomplishments of programs and achievements.

Greater use of data to inform teaching

Practices and Products

Practices

Every student is actively and consistently engaged in learning that is meaningful and developmental and behaviour is of a high standard.

Staff evaluate and monitor teaching and learning practices by using expert knowledge of the value and significance of the skills, interests and prior achievements of students. Quality Teaching elements will consistently inform the development of learning experiences for students.

Students are self-aware, build positive relationships and actively contribute to the school and community.

Strategic Direction 3: A high performing school and a community that is inclusive, informed and engaged

Purpose

Our shared purpose is to develop community trust and strategic support to ensure our students become successful learners, confident and creative individuals and responsible, respectful and tolerant citizens as members of a diverse community.

Improvement Measures

We increase opportunities for children and young people to contribute to and connect with their communities.

We will share our vision with students, parents and families, other stakeholders and from this continue to create a shared vision.

All school community members will know the school's Strategic Directions and educational opportunities.

The school will enjoy a significant increase in the contributions made to achieve the school's vision by school and wider community members.

People

Students

Develop an understanding and appreciation of Australia's social, cultural, linguistic and religious diversity.

Staff

Develop staff and leaders ability to collaborate effectively with the local community to ensure positive and shared views of local schools local decisions.

Parents/Carers

Develop opportunities for regular effective collaboration with all stakeholders in a mutually respectful setting to foster positive school/parent/community relationships.

Community Partners

Develop knowledge in community members of the integral role they play within the school setting and in developing positive, active community members of the future.

Leaders

Develop collaboration between all stakeholders to ensure that there is a development of mutual trust, respect and responsibility for the continuing success of the school and community.

Processes

Lead and develop systematic, practical, inclusive school communications/promotions.

Build and create new community partnerships and networks by promoting, developing and participating in school, cultural and community projects.

Increase parental involvement and participation through school events, career pathways and representation at community events.




Evaluation Plan























































Collect data on participation rates on school and community events. (surveys, attendance records, community feedback)

Practices and Products
































































Key funding initiatives: progress monitoring of initiatives, impact and resources

2015





























































Off track  Implementation Delayed  On track 

1. Aboriginal background loading			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
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  	END TERM 4 ANNUAL MILESTONE		
2. Low level adjustment for disability			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
  	MID TERM 1		

























Key funding initiatives: progress monitoring of initiatives, impact and resources

2015		Off track 	Implementation Delayed 	On track 
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3. Quality Teaching, Successful Students (QTSS)				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
  	MID TERM 1			
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Key funding initiatives: progress monitoring of initiatives, impact and resources



2015		Off track 	Implementation Delayed 	On track 
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4. Socio-economic background				
Milestone		Evaluation processes and impact assessment		Resources (\$ value)
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Key funding initiatives: progress monitoring of initiatives, impact and resources

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Key funding initiatives: progress monitoring of initiatives, impact and resources

2016





























































Off track  Implementation Delayed  On track 

1. Aboriginal background loading			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
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Milestone		Evaluation processes and impact assessment	Resources (\$ value)
  	MID TERM 1		
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













































Key funding initiatives: progress monitoring of initiatives, impact and resources

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Key funding initiatives: progress monitoring of initiatives, impact and resources

2017





























































Off track  Implementation Delayed  On track 

1. Aboriginal background loading			
Milestone		Evaluation processes and impact assessment	Resources (\$ value)
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Key funding initiatives: progress monitoring of initiatives, impact and resources

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