

# School plan 2015 – 2017



## Ardlethan Central School - 1051





## 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 Future...**

## 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.*



## 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 21<sup>st</sup> 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 21<sup>st</sup> 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

A Professional Development Team will strategically lead and develop all aspects of effective and focused professional learning for Ardlethan Central School staff. This team's work will be informed by the Performance Development Framework, Australian Professional Teaching Standards, Syllabi implementations, current educational research and reforms and 21<sup>st</sup> 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.

## Products and Practices

### 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.

### 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.



## 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 21<sup>st</sup> 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

Establish a 'Learning Innovations' team (students, staff, parents, community members) that will investigate, develop, lead implementation of and evaluate innovative programs/initiatives to deliver powerful learning opportunities for all students.

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 new and innovative programs/initiatives

Student, staff and community surveys

Continued community consultation

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

### Products and Practices

#### Products:

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

Improved results in standardised external testing.

Qualifications gained through access to a broad career focused curriculum.

Post school destination surveys will indicate students in suitable career paths.

#### 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	People	Processes	Products and Practices
<p><b><i>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.</i></b></p> <p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ We increase opportunities for children and young people to contribute to and connect with their communities.</li> <li>❖ We will share our vision with students, parents and families, other stakeholders and from this continue to create a shared vision.</li> <li>❖ All school community members will know the school's Strategic Directions and educational opportunities.</li> <li>❖ The school will enjoy a significant increase in the contributions made to achieve the school's vision by school and wider community members.</li> </ul>	<p><b>Students:</b> Develop an understanding and appreciation of Australia's social, cultural, linguistic and religious diversity.</p> <p><b>Staff:</b> Develop staff and leaders ability to collaborate effectively with the local community to ensure positive and shared views of local schools local decisions.</p> <p><b>Parents/Carers:</b> Develop opportunities for regular effective collaboration with all stakeholders in a mutually respectful setting to foster positive school/parent/community relationships.</p> <p><b>Community Partners:</b> 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</p> <p><b>Leaders:</b> 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.</p>	<p>The 'Learning Innovations' team will lead and develop systematic, practical, inclusive school communications/promotions.</p> <p>Build and create new community partnerships and networks by promoting, developing and participating in school, cultural and community projects.</p> <p>Increase parental involvement and participation through school events, career pathways and representation at community events.</p> <p><b>Evaluation Plan</b> Collect data on participation rates on school and community events. (surveys, attendance records, community feedback)</p>	<p><b>Product:</b> There is a school-wide, collective responsibility for student learning and pathway development, with high levels of student, staff and community engagement.</p> <p>The school is recognised as productive, professional and responsive as a result of its effective engagement with members of the local community.</p> <p>The use of school and community facilities is optimised to enhance educational and community pathways.</p> <p><b>Practice:</b> Staff initiate processes to establish effective two-way communication with parents, caregivers and the wider community about school issues and student learning.</p> <p>We collaborate regularly with the wider community drawing upon their knowledge and resources to increase the relevance of teaching and learning across the school and community.</p>