

School plan 2018-2020

Enngonia Public School 3626



School background 2018–2020

School vision statement

At Enngonia Public School, we believe that learning is inclusive, culturally connected and community based. Enngonia Public School promotes a safe and collaborative learning environment that focuses on providing students with the skills and knowledge to make positive choices. Students are encouraged to strive for success and become confident learners in all aspects of their growth.

School context

Enngonia Public School is a T2 school with an enrolment of 35. It is located 100km north of Bourke in Western NSW. The school has a pre-school component as well as K–6.65% of the student population identify as Aboriginal.

Enrolments remain stable with minimal change in numbers. Enngonia Public School continues to move forward in improving students' results through the use of Personalised Learning Plans (PLPs) and Individual Education Programs (IEPs). Staffing remains stable at Enngonia Public School, ensuring consistency with the achievement of student outcomes.

The school has developed a strong partnership with Pymble Uniting Church and 'Uniting City and Country' program. This organisation has provided significant support in a number of formats.

The school is also developing partnerships with a number of independent schools to provide students with opportunities in a variety of subject areas.

A strong partnership with the small schools in the Western Plains Network provides professional and educational support.

School planning process

July2017– Wellbeing framework chosen to underpin strategic directions.

July2017– Staff/Parent and Community survey developed for future direction planning.

July2017– Planning of the next strategic directions communicated to parents/community through newsletter.

August2017 Previous school plan presented at P & C meeting and discussions around what has been achieved in the last three years.

August2017 Survey sent out to parents and community members.

September2017– Survey results collected and collated

November2017– Draft plan written with assistance from staff.

November2017–School plan approved by Enngonia Public School staff

December2017– School plan approved by Enngonia Public School P & C.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Student Engagement

Purpose:

Our purpose is to create a learning culture in which quality learning experiences enable students to have the confidence to take responsibility for their own ongoing learning.

Quality learning experiences, along with positive, respectful and caring relationships will contribute to a culturally connected lifelong love of learning which supports the wellbeing of students and allows them to make connections within and beyond the school.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

Our purpose is to develop a teaching culture that is innovative, engaging and makes strong connections with professionals beyond the school.

A positive, collaborative teaching culture will develop skilled and high performing teachers that focuses on the explicit teaching of literacy and numeracy across all learning areas.



STRATEGIC DIRECTION 3 Community Engagement

Purpose:

Our purpose is to create an inclusive school culture that develops positive and trusting relationships and meets the needs of the whole community.

The school will build understanding and respectful partnerships with the community to share skills and enhance students learning.

Strategic Direction 1: Student Engagement

Purpose

Our purpose is to create a learning culture in which quality learning experiences enable students to have the confidence to take responsibility for their own ongoing learning.

Quality learning experiences, along with positive, respectful and caring relationships will contribute to a culturally connected lifelong love of learning which supports the wellbeing of students and allows them to make connections within and beyond the school.

Improvement Measures

Increase the proportion of students achieving their Personalised Learning Goals, in line with the Premiers Priorities.

Improved levels of student wellbeing and engagement in decision making processes.

People

Students

Utilise given tools and strategies to develop their self-esteem through quality literacy and numeracy programs and exploration of their own and other cultures.

Staff

Differentiate their teaching to meet individual student needs and base their teaching practices on feedback and evidence from the implementation of quality literacy and numeracy programs.

Parents/Carers

Collaboratively develop personalised learning plans for students that support literacy and numeracy practices and incorporate different cultural perspectives.

Community Partners

Work collaboratively with the school staff to support student achievement in learning, engagement and wellbeing.

Leaders

Establish processes and structures to utilise professional learning, mentor programs and collaborative practices to identify, monitor and address student learning needs.

Processes

Personalised Learning

Deliver quality, student centred experiences which allow students to become confident and resilient learners and develop positive self-esteem.

Student Wellbeing

Implement a whole school program that will allow students to develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.

Evaluation Plan

- Ongoing review of PLAN Data—every 5 weeks
- Wellbeing self-assessment tool
- Personalised Learning Data
- Student TTFM (T3)
- Internal student performance data
- Classroom observations
- Review of NAPLAN data

Practices and Products

Practices

Students and staff are involved in the continuous monitoring of personalised learning plans and assessment data to inform planning for quality learning experiences.

Relationships between all stakeholders are valued and nurtured to create confident and resilient learners.

Products

A student centred learning environment supports all students to ensure they develop confidence and are challenged. They receive timely and meaningful feedback on their learning to inform future direction.

Positive and respectful relationships across the school community underpin a productive learning environment, within and beyond the school.

Strategic Direction 2: Quality Teaching

Purpose

Our purpose is to develop a teaching culture that is innovative, engaging and makes strong connections with professionals beyond the school.

A positive, collaborative teaching culture will develop skilled and high performing teachers that focuses on the explicit teaching of literacy and numeracy across all learning areas.

Improvement Measures

Improved collaboration and interagency engagement to improve performance in 'Learning Culture' on the School Excellence Framework

All teachers maintaining current or working towards accreditation standards to continue developing their skills to deliver best practice literacy and numeracy learning

People

Students

Provide timely and respectful feedback to teachers on their learning experiences through the use of learning intentions and success criteria.

Staff

Provide timely feedback to other staff on their professional learning and adjust their teaching strategies to maximise the impact of student learning.

Parents/Carers

Engage in interagency partnerships and meetings to provide quality outcomes for students.

Leaders

Establish and improve processes to link the school with external professionals. Guide the development of feedback and observations for professional learning.

Processes

Collaborative Practice

Develop and implement collaborative partnerships with learning alliances, counselling, wellbeing services and other organisations.

Evaluative Practice

Develop an evaluation practice that guides, supports and shares teacher professional learning to improve the delivery of quality literacy and numeracy practices across the school.

Evaluation Plan

- Ongoing review of PLAN data—every 5 weeks
- Teacher reflections on TPL
- Meeting minutes
- Classroom Observation Data
- Lesson Plan/Teaching Programs
- Teacher Observation feedback sheets
- NAPLAN Data(T3)
- Internal Surveys

Practices and Products

Practices

Continuous collaboration with professionals beyond the school will result in targeted and holistic quality teaching for all students.

The evaluation and sharing of professional learning including the use of data is an embedded practice that informs decisions, interventions and initiatives in literacy and numeracy.

Products

Structures are put in place to enable regular meetings with professionals to collaboratively plan, reflect and improve on the delivery of student programs.

Systems become embedded practice where teachers share professional learning to create consistent teaching and learning environments that are based on a deep understanding of the literacy and numeracy progressions.

Strategic Direction 3: Community Engagement

Purpose

Our purpose is to create an inclusive school culture that develops positive and trusting relationships and meets the needs of the whole community.

The school will build understanding and respectful partnerships with the community to share skills and enhance students learning.

Improvement Measures

Improved sharing of cultural knowledge to increase student capacity in cultural competence.

Improved parental attendance at parent-teacher meetings, learning and support meetings and Personalised learning plan meetings.

People

Staff

Establish links with parents and community partners to provide culturally relevant programs and experiences for students.

Parents/Carers

Engage in school and interagency meetings to provide quality outcomes for students.

Community Partners

Develop programs with staff and parents to provide students with high quality learning experiences.

Leaders

Develop processes to increase partnerships with staff, parents and community to improve student outcomes.

Processes

Community Partnerships

Develop programs and initiatives that allow parents and community partners to share their skills to enhance students' learning.

Community Engagement

Actively engage parents and the broader school community in supporting the reinforcement of student learning.

Evaluation Plan

- Ongoing review of PLAN data—every 5 weeks
- Meeting Minutes
- Internal Surveys
- Lesson Plans/Teaching Programs
- External Surveys
- TTFM Parent Survey

Practices and Products

Practices

Initiatives that are developed with parent and community partnerships will be implemented and continuously evaluated and refined to provide students with high quality learning experiences.

Parents and the broader community develop a deep knowledge and understanding of the different ways that students learn.

Products

Culturally relevant programs embedded into student learning, collaboratively developed with parents and community.

Parents and community partners will engage in meetings to share and support information around how students learn and their wellbeing.