School plan 2015 – 2017

Premer Public School 2900
School background 2015 - 2017

School vision statement
Our school is a dynamic productive school with a joint vision of investing in our school to produce valuable community members of the future. The strong links between community organisations are the vehicle in which we will propel the school into the future. Community involvement is important in increasing opportunities for students and staff.

The school community believes that students need a whole education to prepare them for challenges in the future. The importance of developing a work ethic and the chance to be involved in creative thinking and problem solving as well as being able to build and maintain relationships with each other.

The vision is reflected in the school motto; Work and Honour and the school purpose statement of Creating Opportunities for Success.

Our role is to provide key learning opportunities for all students to achieve success. Clear expectations are communicated with students and community to nurture a healthy work ethic and respect which is vital to success in the rapidly changing 21st century.

School context
Our school has an enrolment of 24 students which has grown steadily since 2008. A shared vision of growth and sustainability exists within all sectors of the community. The school has an outstanding reputation of over 133 years of education.

An equal number of students live on nearby farms and the village of Premer. The school is classed as rural and is approximately an hour from the centres of Gunnedah and Quirindi.

The school has partners in each of these areas of being the Liverpool Plains School Alliance for Quirindi. In the Gunnedah group of schools the school has links with the Namoi Valley Partners In Learning. Both alliances provide regular networking and professional learning for teachers and valuable learning and sporting opportunities for its students.

The community has an involved network of groups and individuals that support the school with resources.

Staff comprises of a teaching principal and fulltime classroom teacher. Two learning support teachers and a school learning support officer to cater for individual learning programs. Our students are also coached in sports, art, drama and public speaking by staff and community members and have achieved outstanding success documented in newspapers.

Drawing on the skills bank of our community is important to providing the best opportunities for our students.

School planning process
The school adopted a consultative process that involved the whole of the community. A simplified template was sent out via emails to the families and the school newsletter distribution list. The parents, community and students were involved in giving input into their aspirations for the school. Why it was important and how we could achieve this through processes and key providers.

This consultation process was important in determining our school vision as all members of the community were invited to share their own vision for the school.

Other consultative processes involved the parent community organisation whereby a discussion was held on what they felt was important in the education of their children and why.

Students were involved in the consultation phase where the planning template was used. Students were also invited to predict what their school would look like in the future.

To implement this planning process of consulting with the community the principal attended several school planning days that gave a framework of how to consult with the community in developing a school plan.
Purpose:
Challenging teachers to improve performance will build capacity across the system with expert teaching teams. What teachers do directly impacts on the opportunities of our students. That is why teachers have an obligation to be responsive for the diverse needs of our students, recognise their abilities and respond to support their needs.

STRATEGIC DIRECTION 1
Build teacher capacity, to improve performance and adopt innovative practices that will drive student improvement.

Purpose:
Improvement in learning builds confidence and will have a positive impact on student well-being. Promoting student responsibility for learning and choices to learn gives students autonomy and ownership. Meeting student needs and being an advocate for all students is a primary focus of both teachers and inter-agency health and well-being services.

STRATEGIC DIRECTION 2
Improve student learning and welfare to equip them in the rapidly changing society of the 21st century.

Purpose:
The community is a key stakeholder in the success of the school and is a valuable tool that has a wide skill base. The community realises the importance of a growing school in a small community and all stakeholders need to be nurtured to sustain involvement.

STRATEGIC DIRECTION 3
Increase community involvement and build school profile and enrolments to be a sustainable school and a school of choice.

Keeping a proactive community focussed on drawing support will serve two purposes of school improvement and community engagement.
### Strategic Direction 1: Build teacher capacity to improve performance and adopt innovative practices to drive student improvement.

<table>
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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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</table>
| Why do we need this particular strategic direction and why is it important? Challenging teachers to improve performance will build capacity across the system with expert teaching teams. What teachers do directly impacts on the opportunities of our students. That is why teachers have an obligation to be responsive for the diverse needs of our students, recognise their abilities and respond to support their needs. | **How do we develop the capabilities of our people to bring about transformation?**  
**Students:** Give student support in self-directed learning activities.  
**Staff:** Joint staff development days. Sharing of skills, expertise and management structures within Liverpool Plains network meetings. Shared professional learning in: Data Walls, understanding of A-E reporting continuums, 3 way reporting, analysis of PLAN data tracking on the continuum and the development of an innovative professional learning plan. | **How do we do it and how will we know?**  
Consultation processes to develop shared reporting format. Support early career teachers and experienced teachers and develop a data bank of their place on the continuum of Professional teaching standards. Training to develop deep knowledge of the Australian Curriculum. Professional learning that is planned and reflects school plan and teaching goals. Training in comprehension workshops. Develop shared language practice. Professional learning for staff to develop knowledge of assessment practices. Increase understanding of skills in the Quality Teaching Framework. | **What is achieved and how do we measure?**  
**Product:** All teachers develop innovative competency based professional learning plans aligned to the standards. All teachers have a deep knowledge of the Australian Curriculum and the freedom to adapt it to meet local needs (Local Schools Local Decisions). All teachers reflect on their own classroom practice and work towards attaining higher levels of accreditation as indicated through evidence on The Performance and Development Plan. | **Premer Public School 2900**

### Improvement Measures

- **All teachers develop innovative competency based professional learning plans aligned to the standards.**

  As a member of the Liverpool Plains Community of Schools (LPCOS) the school shares: a common student report to parents; a common learning language; an understanding of 21st century teaching Paradigms with a focus on self-directed learning, feedback and assessment practices; and an expert teaching team. All teachers ensure routine tracking of student performance.

- **Leaders:** Readings on Hattie research on Visible learning and self-directed learning. Pool resources to employ Kerrie Betts for professional learning in the Leadership Framework and Assessment for Learning.

- **Parents/Carers:** Community workshops around self-directed learning and research on Visible learning.

- **Community Partners:** Establish a Professional Learning Community with Walhallow, Spring Ridge and Blackville schools to meet fortnightly for professional learning.

### Evaluation Plan

- National School Improvement Tool to monitor schools improvement over the year. Also evaluate against the School Excellence Framework. Report on Milestones and make adjustments. Classroom observations, feedback (written), staff survey, informal and formal parent feedback via surveys and focus groups. Self-reflection tool on AITSL website to assist teachers to move to higher levels of accreditation.

### Practice:

- Three way reporting is the process used by all small schools in the network. All students speaking with increasing confidence about their progress in learning. Parents are informed about their child’s progress and there is clear understanding of how they are progressing.
Strategic Direction 2: Improve student learning and welfare to equip them in the rapidly changing society of the 21st century.

**Purpose**

Why do we need this particular strategic direction and why is it important?

Improvement in learning builds confidence and will have a positive impact on student well-being. Promoting student responsibility for learning and choices to learn gives students autonomy and ownership.

Meeting student needs and being an advocate for all students is a primary focus of both teachers and inter-agency health and well-being services.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Master core subjects and give opportunities to think deeply and make relevant connections. Challenge students to develop assessment practices of themselves and their peers.

**Staff:** Provide training to collect data; written aural videos photos.

**Parents/Carers:** Information leaflets and face to face sessions in areas of student assessment, emotional intelligence, resilience and the term disability and the implications to learning.

**Community Partners:** Involve local Pre School and High School in supporting transitioning students.

**Leaders:** Plan activities that encourage leadership and mentoring opportunities with peers. Organise information for families on the importance of student wellbeing and how it relates to student learning.

**DEC staff:** Utilise DEC to support the use of innovative technology within the school. Kay Macartney (Assistant Principal Learning and Support) work to assist coordinating online courses. Assistance with adjustments and personalised learning and support pathways.

**Processes**

How do we do it and how will we know?

Teach learning goals and success criteria. Establish personal learning pathways for all students and explicitly teach the six comprehension strategies.

Presentations and workshops to Build Resilience in students. Implement You can do it Program- 5 keys to success. Engage students in emotional intelligence learning activities. Organise information for families on the importance of student wellbeing and how it relates to student learning.

Information sessions that give a clear understanding of what constitutes a disability and the impact all forms can have on student learning.

Utilise Hunter New England Health and relevant agencies to refer at-risk students.

Liaise with Pre School regularly to inform school of screening checks and referrals that need to be followed up prior to school.

Hold meetings to establish consistent teacher judgement on work samples so all school groups have a consistent marking for reports. Interschool writing and numeracy sessions to facilitate understanding for both students and teachers on the criteria to be met.

**Products and Practices**

What is achieved and how will we know?

**Product**

Every student enthusiastically engages in their learning and performs to the best of their ability on the learning continuum.

A uniform system of reporting and assessment is used throughout the Network of Schools and is clear to understand for all parents.

Structures are in place within the community of schools network that assess data consistently and provide all students with feedback in a three way reporting process between themselves, their teachers and parents.

All Indigenous students match the learning outcomes of their respective cohort as evidenced in external and school based data.

Socioeconomic disadvantage ceases to be a significant determinant of educational outcomes for our students as evidenced in school based data on student growth (effect size).

**Practice**

Informed learners that are using their skills and knowledge to move through the learning continuum and reflect where they
<table>
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<tr>
<th>Brokering Agents: Psychologists, Nutritionists, Nurses Speech Pathologists, Steps Screening vision. (New England Health) Royal Far West will improve student welfare.</th>
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<tbody>
<tr>
<td>Evaluation Plan</td>
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<td>Report on Milestones and make adjustments.</td>
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<td>Evaluate against the School Excellence Framework.</td>
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<td>Establish a Situational Analysis team to analyse school data, work samples, test results, interviews, face to face and phone.</td>
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<td>Plan data Assessment, Personalised Learning and Support Signposting Tool (PLASST) and adjustments.</td>
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<td>Confident self-directed learners that are reporting on their learning to their parents and carers.</td>
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<td>Every Student Every School and the Rural and Remote Blueprint is driving welfare systems in the LPCS and is improving access to support.</td>
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Strategic Direction 3: Increase community involvement and build school profile and enrolments to be a sustainable school and a school of choice.

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<td>Why do we need this particular strategic direction and why is it important? The community is a key stakeholder in the success of the school and is a valuable tool that has a wide skill base. The community realises the importance of a growing school in a small community and all stakeholders need to be nurtured to sustain involvement. It is essential that the common goal of increasing community involvement will in turn lead to improved school profile and similarly school enrolments. Keeping a proactive community focused on drawing support will serve two purposes of school improvement and community engagement.</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td><strong>Students:</strong> Become involved in planning community and school events. Encourage students to promote the school and be role models in the community.</td>
<td>Enlist community support to volunteer at the school through a survey of skills and interests that community members may have.</td>
<td><strong>Product:</strong> Change in school culture through regular community consultation and actioning their feedback. This will be evidenced by changes in data.</td>
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<td><strong>Staff:</strong> Encourage student participation in local events and be involved in helping the community. Be involved in organising community activities.</td>
<td>Regular community consultation and opportunities for feedback.</td>
<td>Improved connections that allow access for all to attend early childhood education. (Early Action for Success.)</td>
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<td><strong>Parents/Carers:</strong> Appoint a parent to be a welcoming network of support to new, potential and existing families. Develop an action team to coordinate plans and events to improve partnerships.</td>
<td>Organise a forum each year, with specialists to address community issues, conflict management, bullying, drugs and building self-esteem.</td>
<td><strong>Opportunities in extra curricula activities for all students.</strong></td>
<td>Effective structures that result in increased school and Pre School enrolments and attendance.</td>
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<td><strong>Community Partners:</strong> Invite School Psychologist and Police to collaborate and engage community in facilitating learning on issues that relate to the community.</td>
<td>Hold information days for all interested schools on addressing bullying and the effects of drugs.</td>
<td><strong>Opportunities in extra curricula activities for all students.</strong></td>
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<td><strong>Leaders:</strong> Source the people involved in the processes and facilitate their role. Providing extra curricula activities and increase early childhood links with the Pre School. Improved connections and improve access to early childhood education for all in our rural community. (Early Action For Success)</td>
<td>Coordinate events and rosters where community members can be involved.</td>
<td><strong>Practice:</strong> Innovative ways of interacting with the community are continuing to build stronger relationships.</td>
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<td>Early action childhood team targeting Pre School age students and families to attend local playgroup and Pre School. Increase opportunities for students to attend Pre School and school through advertising and subsidies.</td>
<td>School improvement is growing to be part of the culture for all stakeholders.</td>
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<td>Consult with department to maximise learning opportunities with all Pre School aged children.</td>
<td>Enrolments are increasing, the profile of the school is growing and the community is committed to supporting the school in all arenas. As a result financial savings from volunteers can be directed to shortfalls in staffing allocations.</td>
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<td><strong>Evaluation Plan</strong> Refer to National School Improvement Tool to reflect on what level the school is at. Evaluate against School Excellence framework.</td>
<td>Social isolation is reducing, families are involved in the school and school and family partnerships are strengthening due to effective structures.</td>
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Improvement Measures

- Change in school culture through regular community consultation and actioning their feedback. This will be evidenced by changes in data.
- Effective structures that result in increased school and Pre School enrolments and attendance. Opportunities in extra curricula activities for all students.
- Social isolation is reducing, families are involved in the school and school and family partnerships are strengthening due to effective structures.
Regular reporting against the milestones.
Collect data from school based surveys. Phone interviews to a broad range of families including Aboriginal families. Surveys to students and community members. Attendance records monitored regularly for unexplained and partial absences.

Families are supporting their children to be active community members because they have the knowledge and strategies to do so.
Extra-curricula activities, connections and access to early childhood education is increasing.