



# Adaminaby Public School Strategic Plan 2015-17



## School Context

Adaminaby Public School is a one teacher school in the Snowy Mountains, situated 54 km from Cooma. It is a small school which provides a wide range of experiences in all key learning areas with an emphasis on developing literacy and numeracy skills. The school provides education for students drawn predominately from the rural areas of the northern Monaro.

## Our Vision

At Adaminaby Public School we strive to provide a broad range of experiences and learning opportunities within a practical, innovative and flexible curriculum that will engage and motivate all students to learn, discover and apply their knowledge within their school day and in their daily lives.

Strategic Direction 1	Strategic Direction 2	Strategic Direction 3
Excellence in Learning	Quality Teaching	Strong Leadership
<b>Purpose</b>	<b>Purpose</b>	<b>Purpose</b>
To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations, both now and in the future.	To ensure that student learning is underpinned by high quality teaching practices and is consistently implemented across the school through strong professional development and a shared responsibility for student improvement.	To ensure learning for students is fostered from strong, strategic and effective leadership based on quality educational delivery and consistent, high standard and shared professional practices.

# Strategic Direction 1: Excellence in Learning

Purpose	People	Processes	Products and Practices
<p>To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations, both now and in the future.</p> <div data-bbox="120 611 553 1481" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Improvement Measures:</b></p> <ul style="list-style-type: none"> <li>• School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)</li> <li>• Maintain Student attendance rate at or above state average.</li> <li>• Maintain or increase the number of families accessing the school’s playgroup service. (currently 7)</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Students: K-6 students contributing towards the direction of their learning to ensure focused experiences and individualised learning.</li> <li>• Students: Are engaged in quality learning which integrates the skills and capacities necessary for 21<sup>st</sup> century learning.</li> <li>• Staff: Develop teacher’s deep understanding of where students are at in their learning in order to develop individualised programs.</li> <li>• Staff: Develop capabilities for teaching staff in the area of differentiated learning. This will include planning for skill development for staff to design and implement appropriate program and lesson design.</li> <li>• Parents: To encourage students and school to work in a collaborative partnership to learn about the teaching and learning opportunities available to students in the school.</li> <li>• Community: developing stronger partnerships and strengthening early childhood education and transition to school processes.</li> </ul>	<p><b>Strategies to use to get there:</b></p> <ul style="list-style-type: none"> <li>• Plot students on the Literacy and Numeracy Continuums as they achieve outcomes. Utilise PLAN software, and use to monitor individual student learning needs.</li> <li>• Provide information to families about the attendance of their children through reports and information on the importance of attendance through newsletter.</li> <li>• Continue to refine Adaminaby Achievers Positive Behaviours Program.</li> <li>• Organise classrooms so they are print rich, with learning centres to allow a safe, supportive environment to enable learners to develop confidence, take risks, learn to work independently, and develop social skills while becoming self managed learners who can problem solve to complete tasks.</li> <li>• Promote home reading for all students by promoting quality high interest literature, monitored by reading logs and which is encouraged and rewarded through the school newsletter.</li> <li>• Implementation of daily fitness and physical education program.</li> <li>• Drama, dance, music and performing arts workshops to be conducted on a regular basis.</li> <li>• Whole School Performance for the school and local community to be staged in term 3 of 2016 and to continue each alternate year.</li> <li>• Art Show to be established and conducted in term 2 of 2017 and to continue each alternate year.</li> <li>• Weekly woodwork program for 3-6 students.</li> <li>• Stephanie Alexander Kitchen Garden (SAKG) program implemented throughout the year focusing on healthy eating and healthy lifestyle choices.</li> <li>• Participation in events organised to aid transition, Monaro Small School Network student days, orientation and information days at Monaro High School, Cooba camp and combined staff development days.</li> <li>• Continue to provide a playgroup program with a focus around literacy and numeracy, to lift the skills of incoming kindergarten students and strengthen relationships with community.</li> <li>• Professional learning / release time to participate in planning and evaluation of school programs and practice, as well as analysis of student achievement data to identify and address student learning needs.</li> <li>• Parents are updated on the progress of their children through a written report sent home twice yearly, as well as parent teacher interviews and informal discussions.</li> <li>• Feedback regularly given to students about their learning.</li> </ul>	<p><b>What is achieved and how do we know?</b></p> <ul style="list-style-type: none"> <li>• School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)</li> <li>• Attendance rates matched to school education area and the state average.</li> <li>• Consistent positive rewards system linked to values across school.</li> <li>• Clearly defined documents that map learning from K-6 to inform tracking of student needs.</li> <li>• Student achievement data tracked and evaluated using PLAN</li> <li>• Sharing of practice and developing assessment criteria for consistency when tracking students on the continuums.</li> <li>• Parents and students provided with feedback about achievements and programs in the school.</li> <li>• Skills and attributes of CAPA and PDHPE will be developed and evidenced in teachers programming.</li> <li>• Students will demonstrate improved performance skills and increased confidence at speaking in front of an audience.</li> <li>• Student success will be celebrated with the community, increasing links between community and school.</li> <li>• Effective and explicit implementation of values across the school.</li> </ul>

## Strategic Direction 2: Quality Teaching

Purpose	People	Processes	Products & Practices
<p>To ensure that student learning is underpinned by high quality teaching practices and is consistently implemented across the school through strong professional development and a shared responsibility for student improvement.</p> <div data-bbox="112 590 542 1289" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Improvement Measures:</b></p> <ul style="list-style-type: none"> <li>School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)</li> <li>All staff indicate understanding of and commitment to Performance and Development Framework.</li> <li>All staff actively engaged in shared programming and planning</li> </ul> </div>	<ul style="list-style-type: none"> <li>Students: are well prepared for their potential life roles as family, community and workforce members</li> <li>Students: embrace opportunities, make rational and informed decisions about their own learning and accept responsibility for their own actions</li> <li>Students: are enterprising, show initiative and use their creative and critical thinking abilities</li> <li>Staff: actively engaged in goal setting through growth coaching processes aligned to the National Standards for Teachers.</li> <li>Staff: Work together to improve teaching practice and regularly evaluate programs and give constructive feedback.</li> <li>Parents: Partnerships to bring mutual benefits and maximise student engagement, achievement and promote home school partnerships.</li> </ul>	<p><b>Strategies to use to get there:</b></p> <ul style="list-style-type: none"> <li>Plot students on the Literacy and Numeracy Continuums as they achieve outcomes. Utilise PLAN software, and analyse data to evaluate the effectiveness of teaching practices.</li> <li>Implement L3 in the K-2 literacy group, modified implementation in the 3-6 group, using the L3 pedagogy.</li> <li>Explicit teaching of inferential questioning and a variety of comprehension strategies, including the use of L3 'Reading To' strategies.</li> <li>Utilise High Country Learning Model to teach planning tools and strategies for independent writing.</li> <li>Implement strategies from TOWN and TEN programs, with focus on hands on activities, problem solving and explicit teaching of all mathematics strands.</li> <li>Shared planning, team teaching and reflective practices to build teacher and student capacity that has strong focus on 21<sup>st</sup> century learning.</li> <li>Individual targets set and strategies developed for meeting the needs of indigenous students in literacy and numeracy.</li> <li>Explicitly teach digital literacy skills to develop student's understandings and skills.</li> <li>Teachers collaboratively set goals for their professional development to improve their performance. Professional learning and opportunities to engage in coaching conversations and goal setting to improve practice, aligned to the Performance and development Framework.</li> <li>Developing a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observation and feedback</li> <li>Provide professional learning and support for teachers to meet accreditation requirements.</li> <li>Engage with Monaro Small School's Network to build staff capacity in quality planning, teaching, assessing &amp; reporting in numeracy.</li> </ul>	<p><b>What is achieved and how do we know?</b></p> <ul style="list-style-type: none"> <li>School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)</li> <li>Clearly defined scope and sequence documents for literacy and numeracy</li> <li>Individual Performance and Development Plan (PDP) for each teacher</li> <li>Staff collaborate to support planning and programming processes</li> <li>Teachers actively engaged in planning their own professional development to improve their performance.</li> <li>All teachers will be highly committed to the continuous improvement of their own teaching and will be focused on the development of knowledge and skills required to improve student learning.</li> </ul>

## Strategic Direction 3: Strong Leadership

Purpose	People	Processes	Products and Practices
<p>To ensure learning for students is fostered from strong, strategic and effective leadership based on quality educational delivery and consistent, high standard and shared professional practices.</p> <div data-bbox="120 544 553 1460" style="border: 1px solid black; padding: 5px;"> <p><b>Improvement Measures:</b></p> <ul style="list-style-type: none"> <li>School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)</li> <li>Improved teacher and school leader capacity to support sustainable school improvement and student learning, as measured through increased number of leadership opportunities and surveys</li> <li>Maintain or increase parent involvement in whole school planning and evaluation, currently 3 families.</li> </ul> </div>	<ul style="list-style-type: none"> <li>Staff: Support a culture of high expectations and community engagement within the school</li> <li>Staff: Use resources strategically to improve student outcomes</li> <li>Leaders: Design a process for providing teachers with ongoing feedback and coaching around best practice.</li> <li>Parents: Involvement in school planning and evaluation helps families engage with their children’s education and the school community.</li> <li>Parents and Community: have opportunities to participate in a wide range of school related activities</li> <li>Students: involved in leadership opportunities at their level.</li> </ul>	<p><b>Strategies to use to get there:</b></p> <ul style="list-style-type: none"> <li>Establish systems and practice to promote authentic community involvement in school planning and evaluation</li> <li>Foster leadership potential in all students through added responsibility in the school (eg Roster of roles each week)</li> <li>Student leaders to continue more active roles in school assemblies</li> <li>Student leaders to attend the National Young Learners conference in Sydney in term one</li> <li>Collaborate and share with school leaders in local school networks, the Monaro Education Group and the Monaro Small Schools Network, to support school’s own programs.</li> <li>Develop and maintain communication pathways with the community, utilising school newsletter, school enews app, school website and facebook page as well as informative flyers and platforms for verbal communication.</li> <li>Develop capabilities of staff to demonstrate leadership of their classroom, their strategic direction and whole school initiatives.</li> <li>Shared and active engagement of all staff in distributed leadership processes to further develop leadership capacity and sustain improvements in teaching and learning.</li> <li>Implement strategic financial management to maximise resources available to implement the school plan.</li> <li>Promote the school and facilities to be used creatively to meet a broad range of student learning interests and needs.</li> </ul>	<p><b>What is achieved and how do we know?</b></p> <ul style="list-style-type: none"> <li>School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)</li> <li>Staff capacity to implement planning and evaluation processes that support whole school improvement</li> <li>Improved teacher and school leader capacity to support sustainable school improvement and student learning.</li> <li>Effective organisational structures that optimise student learning outcomes are in place</li> <li>Increased involvement of community in decision-making and evaluation of school policy and practice</li> <li>Enhanced student leadership and greater student participation in leadership activities.</li> <li>Shared responsibility of continuous improvement efforts, evident through leadership, teaching, learning, and community evaluations to review learning improvements.</li> </ul>

