School plan 2015 – 2017

Quambone Public School - 2919

STRATEGIC DIRECTION 1
Student Learning

STRATEGIC DIRECTION 2
Leadership

STRATEGIC DIRECTION 3
Student and Community Engagement
### School background 2015 - 2017

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#### School vision statement

At Quambone Public School, we believe that learning is inclusive and community based. Quambone Public School believes in a safe and collaborative learning environment which focuses on providing students with the skills and knowledge to make positive choices. Students are encouraged to become successful and confident learners in all aspects of their academic and social lives. A strong partnership with the small schools in the Western Plains Network is utilised for professional learning, to gather data and create strategic directions.

#### School context

Quambone Public School is in the Coonamble Shire and belongs to the NSW Western Plains Network of Principals. It is located 55 km West of Coonamble and 210 km north of Dubbo. The school is well resourced with excellent facilities for its students, including stimulating classrooms, a well-resourced library, covered playground equipment as well as large playground areas. The school plays an important role in the community and is seen as a focal point for many community events. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Quambone Public School. We are fortunate to have a wonderful group of students who share an enthusiastic approach to learning, complemented by staff who are committed to providing quality education for all students. This year (2015) the school has an enrolment of 26 students, with 16 Primary students (3-6) and 10 Infants (K-2). Quambone Public School benefits from equity funding, which is used to support student learning, leadership, quality teaching and engagement as outlined within the school plan.

#### School planning process

In 2014, the principal, staff and community members were engaged in the school planning process. Below is an outline of how the school planned for the 2015-2017 School Management Plan:

- **Western Plains Small schools Network Meetings:** These meetings allowed Principals to identify the overall needs of the network.
- **Community Survey:** The school sought the opinions of the school community through a consultation survey to gain feedback about the school and to plan future directions. This occurred in Term 3 and Term 4 of 2014.
- **Community Meeting:** A meeting was held with school staff and community members to refine the school directions.
- **Surveys:** Students, parents and teachers participated in a school survey.

As a result of these processes, three strategic directions were identified to form the purpose and structure of the 2015-2017 Strategic Plan.
Purpose:
To improve student learning and outcomes through the development and delivery of consistent high quality programs and practices while supporting their emotional, social, and physical wellbeing.

Purpose:
To create effective leaders by supporting staff to develop their teaching skills through professional learning and practice, and to develop effective leaders through leadership programs.

Purpose:
To improve student social and emotional wellbeing and the whole school organisational effectiveness in a positive school community environment. Building on effective partnerships with families and to develop technologically competent students.
### Strategic Direction 1: Student Learning

#### Purpose
To improve student learning and outcomes through the development and delivery of consistent high quality programs and practices while supporting their emotional, social, and physical wellbeing.

#### People

**Students:**
Develop student understanding of why assessments are important in setting goals for improvement
Develop the skills to have positive relationships within the school and wider community

**Staff:**
Staff will develop the capacity to use assessments more effectively in the process of forward planning for teaching and learning
Staff proactively identify and embed opportunities for the development of social skills

**Parents:**
Develop a heightened understanding of the role of assessments in the process of teaching and learning and acceptance and tolerance of difference

**Community:**
Community leaders demonstrate acceptance and tolerance of difference whilst supporting the school

#### Processes
- Develop and implement an assessment scope and sequence
- Staff and parent professional learning of the continuums, PLAN and Quality Teaching elements
- Teachers will engage in regular parent conferences and community meetings
- Professional learning for teachers and parents on the understanding and implementation of the new syllabi
- Interagency support to develop student well-being, such as speech therapy, Dubbo Centre for Effective Reading, Royal Far West
- In school and extra curricula programs such as PD lessons, Supercamp, Leadership camps, Healthy Harold, PLPs and the ASPIRE program

#### Products and Practices

**Product:**
70% of students to reach the national benchmark by the end of each year.

**Product:**
Students to achieve Personalised Learning Plan (PLP) goals

**Practise:**
Develop the understanding that learning happens when students are emotionally, socially and physically healthy

**Practice:**
Quality Teaching strategies will be embedded in teaching programs

**Practice:**
Successful Transition and leadership programs to enhance student understanding of their role in society

**Practice:**
All students will develop a deep understanding of the importance of being confident, successful learners in society

#### Improvement Measures
- 70% of students to reach the national reading benchmark by the end of each year
- 100% of students to achieve at least one of their PLP goals throughout the year

#### Evaluation Plan:
- Regularly monitor assessment results and data and record semester improvement
- Monitor student application in all areas and their interaction with others in society through observation and record keeping
Strategic Direction 2: Leadership

**Purpose**

To create effective leaders by supporting staff to develop their teaching skills through professional learning and practice, and to develop effective leaders through leadership programs.

**People**

- **Staff:** Capabilities will be enhanced by designing and implementing differentiated and personal professional learning plans.
- **Leaders:** Develop the understanding and skills of effective leaders within school and society.
- **Students:** Students to develop an understanding of the role of a leader before being offered leadership opportunities.
- **Parents:** Develop parents understanding of the expectations of leaders within our school.

**Processes**

- Develop the leadership capacity of school leaders through networking and professional development.
- Leadership camps offered to Year 5 and 6 students, e.g. Future Leaders, GRIP and Young Leaders.
- Students identify the key elements of role models responsibilities and how they build on society.
- Students shown how to achieve leadership goals set in PLPs.
- Follow student progress to high school to ensure leadership skills are being utilised.
- Develop staff leadership skills through roles and responsibilities within the school and community.
- Collaboration with other small schools on strategies, programs and extra curricula opportunities.

**Products and Practices**

- **Product:** All staff to complete a Performance Development Framework targeted at improving pedagogy.
- **Product:** Active participation in leadership opportunities and in transition to high school.
- **Practice:** Teaching staff to complete a Performance Development Framework at the start of each year with goals for professional development.
- **Practice:** Teaching staff to have informal meetings based around professional learning with their supervisor on a termly basis.
- **Practise:** Students to attend and effectively complete activities at leadership camps.
- **Practise:** Upper Primary students demonstrate and understanding of, and articulate these, leadership goals when developing PLPs.

**Evaluation Plan:**

- Half yearly and yearly performance reviews to monitor success of personal staff goals.
- Observation and reviews of student implementation of leadership skills.

**Improvement Measures**

- Staff to successfully achieve their professional goals outlined in their Performance Development Framework.
- Student participation in leadership opportunities.

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### Strategic Direction 3: Student and Community Engagement

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| To improve student social and emotional wellbeing and the whole school organisational effectiveness in a positive school community environment. Building on effective partnerships with families and to develop technologically competent students. | Students: Develop students’ capacity to be confident, active participants in learning to enhance success and positive self-esteem  
Staff: Develop staff capabilities in providing a differentiated and engaging teaching and learning program. Staff roles and responsibilities to be clear  
Parents: Develop understanding and involvement in school educational programs, events and surveys by providing information and a cohesive, friendly school environment  
Community: Provide the wider community with information of school events through newsletter and social media page in order to encourage attendance and active involvement in events and surveys | • Provide opportunities for students to participate in extra-curricular activities  
• Promote school events through school newsletter, notes and Facebook page  
• Offer opportunities to support parents in helping their children to reach their personal best  
• All students to have access to technology such as computers, iPads, SmartBoard and VC  
• Develop a whole school technology program overview that enhances student learning and engagement across all KLAs.  
• Run events at school that promote community engagement such as Education Week, NAIDOC Week, Mothers Day, Fathers Day and other annual events  
• Use parent knowledge and expertise when planning and organising events | Product: All students to achieve and maintain an attendance rate of 90% or above  
Product: Community engagement data to be collected from all school community members  
Product: Community involvement and participation in school run events  
Practice: Teachers to deliver quality teaching and learning programs and extra-curricular opportunities that increase student engagement.  
Practice: The school will develop practices to provide students with opportunities to engage and collaborate with other schools, including the use of VC.  
Practice: The school will engage the school community in areas of student learning, including technology, through events such as Education Week  
Practice: Students will confidently use 21st Century technology to take an active role in their learning  
Practice: Regularly invite the community to school events and other events run at the school |

### Improvement Measures

- School attendance rate to be maintained at a rate of 90% or above
- An improvement in community engagement data collected from all school community members using the School Community Engagement survey and parent involvement in school based events

### Evaluation Plan:

- 100% of community surveys returned
- Attendance rate 90% or above