School plan 2015 – 2017

Drake Public School 1771
## School background 2015 - 2017

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<th>School vision statement</th>
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<td>Provide educational experiences and opportunities that will engage and motivate students to achieve their personal best, and become successful learners, and creative and confident individuals.</td>
<td>Drake Public School is located approximately 100km from Lismore. In 2015, the year commenced with 32 students enrolled at Drake Public School. 14 students in Kindergarten – Year 2, and 18 students in Year 3 – Year 6. The school will be staffed with 2 class teachers and a teaching principal. Administration staff include a 3 day a week School Administration Manager and 2 part-time School Learning Support Officers. Drake Public School is a Stephanie Alexander Kitchen Garden school and operates under the guidance of a Kitchen Specialist and a Garden Specialist. Drake Public School caters for the needs of children from a small isolated rural community with many students travelling each day by bus from surrounding properties. Parents, community members and staff work collaboration to promote student achievement through providing a wide variety of challenging quality educational programs and a strong network for all students.</td>
<td>The school planning process involved the use of a variety of strategies to ensure all stakeholders were given the opportunity in developing a shared vision and common purpose for the school. Parents were consulted through their involvement in focus groups, surveys, and during meeting such as monthly P &amp; C meetings. The involvement of parents and community members allowed them to engage in shared decision making and allowed them to be informed during the planning process. Students completed surveys and were involved in focus groups in which they were able to discuss various school programs and activities.</td>
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**Purpose:** To improve student learning through relevant, challenging and engaging learning experiences, in a differentiated learning environment that values individual student differences.

**STRATEGIC DIRECTION 1**
Challenging, engaging and inclusive curriculum

**Purpose:** To ensure learning for all students is led by staff that continually develop their knowledge and skills to enable educational delivery of a high standard and shared professional practices.

**STRATEGIC DIRECTION 2**
Develop Quality Leadership, Management and Professional Learning Practices

**Purpose:** To build stronger relationships with the school community and with other schools across networks, by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

**STRATEGIC DIRECTION 3**
Collaborative supportive engagement with the school community and schools across networks
**Strategic Direction 1: Challenging, engaging and inclusive curriculum**

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<td>To improve student learning through relevant, challenging and engaging learning experiences, in a differentiated learning environment that values individual student differences.</td>
<td><strong>Students:</strong> Students are encouraged and supported to take responsibility for their own learning and setting learning targets to ensure focused experiences and individualised learning. <strong>Staff:</strong> Teaching programs address the individual needs of all students, and reflect current policies, programs and processes in order to monitor student learning needs. <strong>Parents/Carers:</strong> Parents and Carers have an understanding of what their children are learning and demonstrate a commitment to strengthen and deliver on school learning priorities. <strong>Leaders:</strong> School leaders ensure class programs are differentiated to meet individual student need and lead to improved student outcomes.</td>
<td>- Track student progress using Literacy and Numeracy continuums on PLAN, Best Start and NAPLAN results to guide student learning and focus on individual student need. - Continue implementation of ‘Get Reading Right’ strategies in K-6 Literacy sessions. - Provision of LaST support for students with results that indicate they are performing below expected stage outcomes, or below individual student targets. - Continued implementation of Individual Learning Plans for all students, involving teachers, students and parents setting goals in Literacy, Numeracy and Social Wellbeing. - Implementation of NSW Syllabuses for the Australian Curriculum in English, Mathematics, Science, and History through the formulation of K-6 Scope and Sequences.</td>
<td>- 90% of students, currently reading below level 30, achieving individual student targets in reading levels. - 90% of students achieving individual student targets in all aspects of the Literacy Continuum. - 90% of students achieving individual student targets in all aspects of the Numeracy Continuum. - High level of quality teaching and learning practices demonstrated and documented through teaching and learning programs, and evident in classrooms. - Continual and consistent assessment practises for data collection and analysis. Teaching programs and Individual Learning Plans continually reviewed as data is collected and analysed. - Performance for equity groups within the school is comparable to the performance of all students in the school.</td>
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**Improvement Measures**

- 90% of students, reading below level 30, achieving individual student targets in reading levels.
- 90% of students achieving individual student targets in all aspects of the Literacy Continuum.
- 90% of students achieving individual student targets in all aspects of the Numeracy Continuum.

**Evaluation Plan**

- The school will analyse school-based and external assessment data to monitor, track and report on student and school performance.
- Individual student reports distributed in each term which include descriptions of student’s strengths and areas of growth.
## Strategic Direction 2: Develop Quality Leadership, Management and Professional Learning Practices

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| To ensure learning for all students is led by staff that continually develop their knowledge and skills to enable educational delivery of a high standard and shared professional practices. | **Staff:** Teachers develop individualised personalised professional development programs to identify professional learning needs.  
**Leaders:** Design and implement a process of providing ongoing feedback and support to ensure best practice.  
**Leaders:** Organise, provide and/or support professional learning experiences, in line with teachers personal professional development plans. | - Develop teacher knowledge, skills and understanding to increase the capacity to implement the NSW Syllabuses for the Australian Curriculum, through Teacher Professional Learning.  
- Develop a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observations and feedback. | - Teachers demonstrate they are highly committed to the continuous improvement of their professional practice, through the attendance at professional learning activities to expand their knowledge, skills and to improve current teaching practices.  
- High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment and improved learning outcomes.  

### Improvement Measures
- 100% of staff develop and implement individualised personalised professional development programs.
### Strategic Direction 3: Collaborative supportive engagement with the school community and schools across networks

**Purpose**

To build stronger relationships with the school community and with other schools across networks, by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

**People**

- **Students**: Engage student leaders in the development of leadership capabilities which integrate skills and learning experiences.
- **Staff**: Actively engage parents in the learning of their children, through involvement in parent/teacher meetings and conferences.
- **Parents/Carers**: Strengthen the collaborative partnership with home/school/community to develop a deeper understanding of the learning opportunities available to all students.
- **Leaders**: Establish active partnerships and work collaboratively with parents and community to ensure continuity of learning for all students.

**Processes**

- Continued implementation of the Stephanie Alexander Kitchen Garden Program, through the utilisation of parents and community members as volunteers.
- Further develop the weekly music program, incorporating performances at school and at community events.
- Provide a range of extra-curricular learning experiences, aligned with school’s vision, values and priorities.
- All classrooms are well managed, with well-planned teaching and learning experiences, so that all students engage in learning productively.
- Effective programs are in place for transition to Kindergarten, Year 3, and High School.

**Products and Practices**

- Increase the number of parents involved in school activities to 90%, including involvement in P & C events, assemblies, and attendance at other events within the wider community.
- 90% of students achieving average attendance rates of 90% or more.

**Improvement Measures**

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- 90% of students achieving average attendance rates of 90% or more.