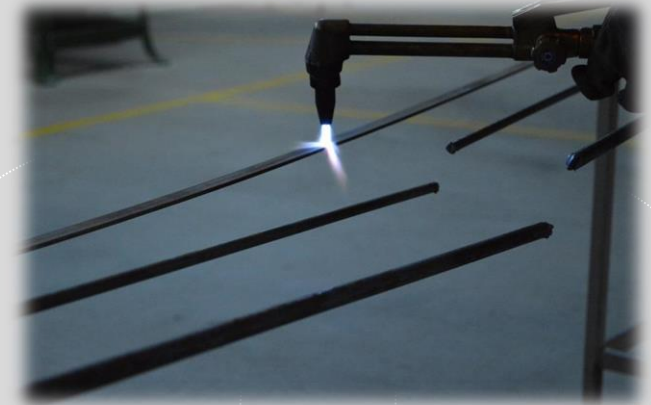


School plan 2015 – 2017

Ariah Park Central School 1055





School vision statement

We promote excellence and equity by ensuring all students become successful learners who are confident and creative individuals, and also active and informed citizens through educational experiences within a culture of care, respect and enrichment.

School context

Ariah Park Central School is a rural K-12 school of 125 students located in the Riverina of New South Wales. Over the last five years, the school has consistently performed at or above state average in external NAPLAN testing. The school offers small class sizes and has a dedicated team of staff committed to delivering high outcomes for all students.

The school is focused on building solid foundations in Literacy, Numeracy and Community values underpinned with a culture of 21st century learning.

School planning process

The 2015-2017 School Plan has been developed in consultation with staff, parents and students at Ariah Park Central School. The Ariah Park Parents and Citizens Association have also contributed to the development of the plan.

The consultation process followed a framework designed to identify school priorities that will lead our students into the future and develop the strategic directions.

Consultation occurred via face to face meetings and workshops conducted at each stage of the plan. The school developed a draft publication of the plan to further gather information from those that may not have had the opportunity to participate in person at one of our meetings. The Ariah Park Indigenous community have engaged in the development of a comprehensive cultural program that supports indigenous education.

The executive team and staff believe that this plan will take Ariah Park Central School into the future and is based on sound base line data from whole school surveys, internal and external assessment data and the alignment of the Department of Education and Communities reforms and State Strategic Plan. 2015-2017



STRATEGIC DIRECTION 1

Learning and Engagement

Purpose:

Our purpose is to create innovative, resourceful and reflective learners with the ability to engage with the challenges of our rapidly developing world.

A culture of excellence and 21st century curriculum underpins this purpose.



STRATEGIC DIRECTION 2

Wellbeing,
Community, Culture
and Values

Purpose:

Our purpose is to create a safe learning environment that is rich in community values and tolerant of individual differences. Curriculum developed for this purpose requires learners to be responsible, cooperative and respectful citizens. Our students reflect confidence, responsibility and resilience in their everyday lives.



STRATEGIC DIRECTION 3

Teacher Quality,
Performance and
Development

Purpose:

Our purpose is to create a culture of continuous professional growth in teacher performance that is collaborative, sustainable, and transparent and aligned with the Australian Professional Standards to deliver quality 21st century teachers.

Strategic Direction 1: Learning and Engagement

Purpose

Our purpose is to create innovative, resourceful and reflective learners with the ability to engage with the challenges of our rapidly developing world.
A culture of excellence and 21st century curriculum underpins this purpose.

Improvement Measures

- ❖ Increased percentage of students demonstrating expected growth in each aspect of NAPLAN and Literacy Continuums relevant to cluster timeframes.
- ❖ Increased percentage of students receiving 1 band 5 or higher in their HSC.

People

Students:

Develop the mindset and capabilities of our students to analyse their overall learning progress and performance, to make informed judgements about their successes and future learning.

Staff:

Develop a growth mindset and to continually engage with new and emerging technology. Committed to improving numeracy, literacy and technology programming collaboratively with staff.

Parents:

Engage and support learning both at school and home. Parents recognise the importance of education and become part of the learning journey with their child.

Community partners:

Develop sustainable, professional relationships to open new opportunities for students and staff

Leaders:

Motivate and inspire staff to be the best they can and continue to lead and manage the school to result in constant improvement.

Processes

Establish a school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Development of curriculum and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices, data analysis and the delivery of innovative curriculum.

Establish opportunities within the wider learning community and continue strong coordinated learning communities to maintain a broad diverse curriculum.

Products and Practices

Practices

Students are able to articulate their learning and have a capacity to engage with high order critical thinking and self-reflect on their achievement and learning goals.

Curriculum planning and programming is driven by performance data that is underpinned by a culture of capacity building and constant improvement.

Students receive a diversity of experiences as part of their learning journey including excursions, hands on practical experiences, using technology and self-directed learning.

Students access rich programs and experiences that connect them to post school pathways and employment.

Products

Increased percentage of students demonstrating expected growth in each aspect of NAPLAN and Literacy Continuums relevant to cluster timeframes

Increased percentage of students receiving 1 band 5 or higher in their HSC.

Strategic Direction 2: Wellbeing, Community, Culture and Values

Purpose

Our purpose is to create a safe learning environment that is rich in community values and tolerant of individual differences. This purpose requires learners to be responsible, cooperative and respectful citizens. Our students reflect confidence, responsibility and resilience in their everyday lives.

Improvement Measures

- ❖ At Least 90% of Students demonstrate positive behaviour in the domains of respect, resilience and responsibility.
- ❖ Increase in satisfaction of student and parent survey responses with respect to positive behaviour at school. (Tell Them From Me).

People

Students

Develop understanding of individual differences and engage with the values education program. Students take ownership and believe in the core school rules.

Staff

Clear and consistent about behaviour expectations for students and model the schools core rules and values.

Parents

Recognise and support the schools core rules and values and create a consistent approach both at home and school

Leaders

Create a collaborative approach to develop and promote the core rules and values and allocate resources to support projects.

Processes

Implement a school community approach to wellbeing that has clearly defined behavioural expectations and creates a positive learning environment. This is supported by systems to provide greater access to centralised information and data for student case management.

Establish explicit programs that teach values and individual perspectives that enable students to connect, succeed and thrive in a dynamic society.

Establish individual student learning and assistance programs to remove socio-economic and location learning barriers to ensure equitable learning experiences.

Products and Practices

Practices

Students, parents, staff and community are united in supporting the schools core values and model these values in everyday life.

Students are self-aware, build positive relationships and actively contribute to the school, community and the society in which they live.

All individuals regardless of their difference are treated equally and accommodated to ensure their full participation.

Students engage with the wider digital world as a responsible digital citizen.

Products

At Least 90% of Students demonstrate positive behaviour in the domains of respect, resilience and responsibility.

Increase in positive student and parent wellbeing survey responses. (Tell Them From Me).

Strategic Direction 3: Teacher Quality, Performance and Development

Purpose

Our purpose is to create a culture of continuous professional growth in teacher performance that is collaborative, sustainable, and transparent and aligned with the Australian Professional Standards to deliver 21st century teacher quality.

Improvement Measures

- ❖ All staff demonstrate significant professional growth engaging with the performance and development cycle as reported by supervisors.
- ❖ Strong staff growth in the areas of leadership development and use of data to inform teaching practices.

People

Students:

Provide feedback on the quality of their learning.

Staff

Establish a culture of continuous growth in their teaching and performance. Participate in professional learning and seek support when having difficulty. Develop a willingness to support each other and adopt an open classroom culture.

Parents

Engage with student learning and provide feedback on school satisfaction and teacher quality.

Leaders

Focus on leading rather than managing teachers. Supervision to be a continuous process of capacity building. Seek and provide opportunities for professional development identified within personal learning and school plans. Promote the culture of capacity building rather than compliance.

Processes

Establish effective, transparent systems that strengthen staff performance and creates a culture that recognises and delivers systematic expectations for learning and teaching.

Establish rigorous, targeted individual professional learning plans that lead to sustainable improvement, capacity building, and formal teacher accreditation.

Establish routines for staff to individually and collaboratively reflect on data and review teaching practices to inform and improve teaching programs.

Products and Practices

Practices

Monitoring systems are in place to ensure that teacher performance expectations are met.

Staff are effectively engaged in collaborative professional learning partnerships and actively seek to improve capacity.

Teachers evaluate and reflect on their performance and development and have a greater capacity to improve their teaching and learning.

Products

All staff demonstrate significant professional growth engaging with the performance and development cycle as reported by supervisors.

Strong staff growth in the areas of leadership development and use of data to inform teaching practices.