School plan 2015 – 2017

Empire Vale Public School
<table>
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<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td>Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.</td>
<td>Empire Vale Public School is situated in a rural environment South of Ballina. The school is the focal point for the area and provides both educational and social opportunities for the community. Our students come from a range of home environments which include cane farms as well as rural, residential and rented properties in the Empire Vale and South Ballina areas. The school provides a wide range of educational experiences in the six key learning areas (KLAs) catering for the intellectual, physical, social and emotional development of our students. The school is also part of the <em>Southern Cross Community of Small Schools</em> as well as the <em>Plateau to the Sea</em> community of schools.</td>
<td>The school community has participated in rigorous consultation to develop this School Strategic Plan. The school planning process started with a series of meetings with our Principals network in 2014 and again in 2015. From there our small schools network met to discuss strategies for sharing resources between schools. Parent and student interviews were conducted in 2014 to assist in establishing the Strategic Directions. The Empire Vale Public School Parents and Citizens have met and endorsed the strategies and the processes that have been developed. The school staff meets each week and discusses our vision for the school; the staff also discusses the strategies, processes and practices we need to implement to achieve our strategic directions. More recently, our School Development Day enabled the staff to fine-tune the school plan with follow-up consultation with interested parents and community.</td>
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Purpose: To deliver an equitable, reliable and challenging learning environment for students based on quality, high level professional practice.

Purpose: To promote a positive learning culture through a strong creative arts program whilst building sustainable, respectful partnerships that enrich community and student engagement.

Purpose: To provide broader learning opportunities for students and staff in our small schools as well as our small school collegiate group.
Strategic Direction 1: Delivering consistently high quality educational practices across our school.

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Why do we need this particular strategic direction and why is it important?</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>To deliver an equitable, reliable and challenging learning environment for students based on quality, high level professional practice.</td>
<td>Staff: Encourage capabilities development for teaching staff in best practice against the National Professional Teaching Standards for Teachers. Include planning for skill development for all staff to design &amp; implement appropriate programs.</td>
<td>School team to focus on establishing frameworks for quality educational practices in learning, supported by curriculum (num/lit). Professional learning (PL) around AITSL Australian Teacher &amp; Performance &amp; Development Framework. This will underpin a review of the PDF process. Engaging in PL to keep current with Department changes in management and pedagogy. Run Best Start / PLAN program to monitor student progress. NAPLAN items analysis used to monitor teaching for achievement of specified targets.</td>
<td>Product: To increase the % of students achieving at or beyond expected stage standard from their year 3 to year 5 NAPLAN.</td>
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<td>Staff: Improve teacher capacity to articulate and deliver effective teaching practices for increased student outcomes.</td>
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<td>Product: K-6 scope &amp; sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy &amp; numeracy.</td>
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<td>Staff: Develop teacher capabilities for authentic engagement of students in their own learning.</td>
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<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>Staff: Engage with SXCSS Network to build capacity in quality planning, teaching, assessing and reporting in Literacy and numeracy.</td>
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<td>Practice: School leader, staff and students reflecting and reporting on the achievement of their own learning and leadership goals.</td>
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<td>Improvement Measures</td>
<td>Parents/Carers: Improve parental knowledge of the language continuum to better understand their own children’s learning.</td>
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<td>Practice: Significant levels of participation, collaboration and professional development through networks (SXCSS and PTTS).</td>
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<td>- To assess students along the continuum in the early years (K/1) and again in year 2 to assess that they’re progressing at an expected rate.</td>
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<td>Practice: Literacy achievement is tracked and monitored through Best Start/PLAN, LL/L3 and Board of Studies continuums.</td>
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<td>- To increase the % of students achieving at or beyond expected stage standard from their year 3 to year 5 NAPLAN.</td>
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Additional Measures:
Year 5 student growth data from 2015 NAPLAN will be aligned to State average expected growth in Reading and Numeracy.

Improvement Measures

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Strategic Direction 2: Student Engagement

Purpose
Why do we need this particular strategic direction and why is it important?
To promote a positive learning culture through a strong creative arts program whilst building sustainable, respectful partnerships that enrich community & student engagement.

People
How do we develop the capabilities of our people to bring about transformation?
Students: Students engage with a variety of rich creative learning projects to build social skills, social inclusion and peer collaboration
Students: Student engagement with creative arts partnerships build active citizens
Students: Students knowledgeable and skilled in creative arts key learning area
Community: Community highly engaged and active in contribution to school/community partnerships with Creative Arts focus
Community: Confident to utilise student performances and/or exhibitions to promote our school.
Staff: Capable and skilled at using a range of media to build upon our students understanding of the Media Arts whilst promoting the success of our school.
Staff: Skilled and knowledgeable at utilizing creative arts program to increase student engagement, providing all students with opportunities to thrive.

Processes
How do we do it and how will we know?
Work in partnership with local community members, story tellers, artists, historians and Aboriginal Elders to mentor and inspire our school community
Provide ample opportunities for students to participate in Arts related opportunities on a local, state, national and international level
To maintain strong partnerships with local galleries such as the Northern Rivers Community Gallery and Lismore Regional Gallery. Continue to work alongside Sydney based Arts providers such as The Museum of Contemporary Art in Sydney and The Sydney Symphony Orchestra to develop learning resources and educational programs to engage rural students.

Products and Practices
What is achieved and how do we measure?
Product: To provide rich learning experiences and opportunities for students to build peer relationships through creating the Sweet As art exhibition
Product: To provide a wider audience for students’ creative expression.
Product: Our school will continue to strive to provide 100% student involvement in our annual school performances, music and dance programs, public speaking, debating assembly performances, NAIDOC celebrations, creative writing, artist mentoring, working with media and exhibiting artworks.
Product: To increase the number of parents and community members supporting and being engaged in Arts based activities.
Evaluation Plan:
The school will individualise our creative arts education programs to allow our ‘at risk’ students to achieve success within all Arts activities.
After each major Arts related activity, teachers, students and the community will be provided opportunities to give feedback regarding both practice and product outcomes.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices: To successfully build artistic skills, appreciation and partnerships

Practices: Our students will be actively engaged in local performance opportunities, workshops and exhibition prospects. Our school will provide opportunities to participate in local, state, national and international Arts initiatives.

Practices: The school will develop and promote opportunities for parents to support the school through sharing their skills with students, designing and making items for our performances as well as participating in school based art workshops.
Strategic Direction 3: Joint School Initiatives

**Purpose**
Why do we need this particular strategic direction and why is it important?
To provide broader learning opportunities for students and staff in our small schools as well as our small school collegiate group.

**People**
How do we develop the capabilities of our people to bring about transformation?
Staff: K-2 Staff are being up-skilled in curriculum knowledge, pedagogy and leadership.
Leaders: Collegiality is strengthened through regular meetings and topic expertise is shared between schools.
Students: Student learning and welfare is enhanced.
Community Partners: Community agencies and organisations are invited to attend joint events and inform families of their roles thereby enhancing community relations.

**Processes**
How do we do it and how will we know?
K-2 staff will meet twice a term at different venues supporting PL in new syllabi - Maths (Sem1) and Science (Sem2). The structure of the meetings will be alternate TPL delivery model (expertise) followed by collaborative sharing model.
Staff will self-nominate to facilitate meetings and further develop leadership capacity.
Principals will meet once a term to plan, prioritise, support, share and discuss PL opportunities and directions for staff, students and community. Regular electronic communication occurs between Principals.
A variety of Community of Schools days are held each term involving all or a portion of our schools;
- General Knowledge
- Spelling Bee
- Public Speaking
- Science
- NAIDOC
- Theatre Sports
- Chess
- Sport – Swimming, Athletics, AFL

**Products and Practices**
What is achieved and how do we measure?
Product: K-2 Staff are implementing new syllabi in Maths and Science.
Product: Leadership development and collegiality occurs for all small school Principals in the group.
Product: Students interact through interschool academic, social and cultural experiences. Student wellbeing, understanding and inclusion is enhanced through these activities.
What are our newly embedded practices and how are they integrated and in sync with our purpose?
Practices: A member from each small school engages in Professional Learning sessions on a regular basis. This is targetted and strategic for the K-2 staff in particular.
Practices: Principals collaboratively plan and prioritise strategic directions for combined school activities and professional learning.
Practices: Students participate in interschool activities. Students are recognised for achievement across a larger student group.

**Improvement Measures**
- Collect baseline data measuring staff satisfaction with targeted collaborative PL
- Collect initial anecdotal evidence from staff of impact on practice and student learning of targeted collaborative PL
- Deliver a survey of teacher attitudes towards teaching maths and science and revisit at the end of the year.
- PDF conversations to evaluate the implementation of processes and strategies of the new curriculum areas
- Students will provide feedback on events and organised activities