### School vision statement

Our school aims to equip students with the skills and motivation to be effective life long learners, well rounded individuals and responsible and caring citizens through the combined efforts of teachers, students, parents and the community.

### School context

Our school is in a rural area approximately 30km west of Wauchope. The majority of our students come from properties ranging from 5 to 2000 acres. Parent levels of education and occupation vary widely. Some work on their land, others have employment in Wauchope or Port Macquarie areas. Our parents have high expectations of the school. Our students range in ability levels from those who have high support needs to others who achieve academic levels in the top 20% of the state. The school has a long history of achieving above average results. As the school has two classes, (K-2 & 3-6) we are able to modify and/or extend learning opportunities for students so as to better cater for individual needs. Parent/Community support for the school through the P&C has been strong for a number of years. Parent/Community involvement in classroom learning programs has declined due to many parents becoming re-engaged in the workforce. The school has a long history of supporting community groups and functions.

### School planning process

Two staff meetings were conducted where staff had the opportunity to share thoughts and ideas regarding the most appropriate strategic directions for the school.

Two P&C meetings involved introducing the new planning processes to parents and community members. P&C members ideas and opinions were taken into consideration for future development of our plans.

All staff met and collaboratively developed our strategic directions for the next three years. All were in a agreement over the three areas selected.

Staff and parents were introduced to the 5P model and the concept of the Golden Circle by Simon Sinek.

The Parent body had in-depth involvement in setting direction for parent and community involvement. P & C members were invited to become part of the working team that would write up our school plan and strategic directions.

The writing team created our new plan. This was shared with all staff and the P&C for comment and/or modification.

(Note: See planning process notes for greater detail.)
Purpose:
We are all stakeholders working towards enhancing student learning and wellbeing by forming partnerships between school, parents and community.

To have the most impact on student learning and engagement, we are targeting that which research says has the biggest impact on students’ learning – their parents’ involvement.

Purpose:
A well rounded creative and performing arts program for students is intrinsically stimulating and essential for each student’s intellectual development.

Purpose:
Staff and parents recognise that highly effective teaching is paramount to improving student literacy levels. The school places high priority on individual literacy learning needs to ensure all students maximise their potential.
# Strategic Direction 1: Enhancing Parent and Community Partnerships

## Purpose

Why do we need this particular strategic direction and why is it important?

We are all stakeholders working towards enhancing student learning and wellbeing by partnering with parents and community.

To have the most impact on student learning and engagement, we are targeting that which research says has the biggest impact on students’ learning – their parents’ involvement.

## Improvement Measures

- Parent tutors register will show evidence of additional support for literacy programs beyond 80 days/year by the end of 2017.
- Parent tutors register will show evidence of additional support for creative and practical arts programs beyond 20 days/year by the end of 2017.
- Five parents will be trained as parent tutors by the end of each year.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students**: To develop excellence in learning skills, knowledge and capabilities through accessing parent/community expertise and enthusiasm; with an emphasis on literacy and creative arts.

**Staff**: To promote parent/community involvement through regular contact and communication with parents.

**Parents/Carers/Community Partners**: Opportunities will be made available for parents/community to impart suitable skills and knowledge among students and staff.

Training will be provided for parents/community members in areas where this might be required.

**Leaders**: To display greater confidence in others to take on responsibilities beyond what has been normal-practise.

To identify training needs of staff and parents and provide access to the required professional development for these groups.

## Processes

How do we do it and how will we know?

- Targeted parent tutors reading/literacy programs for K-2, including specific recording of student progress.
- A variety of parents/community members will provide a smorgasbord of creative skills (art, cooking, dance, gardening, craft) for students. Student engagement, motivation and participation will be high. Eg. Photos of students working.
- Staff will make better use of all forms of contact with parents. Eg. Newsletters, phone calls, direct contact.
- Staff will provide adequate training and resources for parents/community members as required to enable successful delivery of various academic and creative endeavours.
- Parents/community will support and enhance the schools literacy and creative arts programs.

## Products and Practices

What is achieved and how do we measure?

- Students will attain a level of literacy commensurate with their chronological age or above; specific sight words and reading levels.
- Student progress will be recorded on a tracking chart. Standardised tests will be used to monitor reading progress.
- We will have an increased number of parents/community members involved with student learning. Records will be kept regarding this involvement.

**Product**:

- Students will gain improved skills and knowledge in creative arts, cooking and dance. This will be measured by performances at assemblies and the annual Christmas Tree.
- We will have an increased level of artwork for displays and an improvement in the quality of artwork. There will be an increase in the numbers present at community dance functions.

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

- Greater level of parent/community involvement in student learning.
- Greater commitment of staff to include parent/community in student learning.
- Improved home/school links and parent/teacher relationships.

## Evaluation Plan

Records will be kept of the numbers and activities supported by the parents/community members.
# Strategic Direction 2: Extending Creative and Performing Arts

## Purpose

**Why do we need this particular strategic direction and why is it important?**

A well-rounded creative arts and performing program for students is intrinsically stimulating and essential for each student's intellectual development.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** To develop students with a love for learning; with emphasis on developing each child's individual talents in creative and performing arts.

**Staff:** Staff will provide opportunities for students to develop a broader range of skills and interests through both academic and non-academic programs. Staff will engage in professional development that improves their own levels of skill and competence in parting new skills to students.

**Parents/Carers/Community Partners:** Opportunities will be created for parents/community members to share their interests, skills and talents with our students.

**Leaders:** Leaders will find and create new opportunities for staff professional development in this domain and will lead by example through becoming involved in new professional development programs.

## Processes

**How do we do it and how will we know?**

- Provide a wide range of opportunities for students to excel in the creative and performing domains. Student engagement and interest will be evident through their participation, levels of motivation and quality of their work.
- Staff will further develop their own skills and will access new resources and technologies in order to provide students with new and exciting learning opportunities and experiences.
- Parents/community with varying interests/skills will be encouraged and supported to share their skills, talents and interests with the students and staff.

### Improvement Measures

- All students (K-6) will participate in lessons that involve developing their skills in: colouring, cutting, sketching, pasting, collage, painting, pottery, puppetry, learning a musical instrument, bush dancing, modern dancing, and digital technologies such as design, illustrating, animation by the end of each year.
- Parent tutors register will show evidence of additional support for creative and practical arts programs beyond 20 days/year by the end of 2017.

## Products and Practices

**What is achieved and how do we measure?**

- Students will develop a broader range of creative and performing skills. Students will be encouraged to develop a greater level of skill and expertise in any area that they choose.
- Opportunities will be provided to students to perform or demonstrate their skills and achievements through assemblies and other school functions. Eg. Dance, singing, art, musical instruments.
- Staff will promote a culture of inquiry and innovation, where creative exploration and independent learning are valued, encouraged and supported.

### Evaluation Plan

Progress towards goals will be documented in our milestones records.

All staff will participate in a minimum of 10 hours of personal professional development time by the end of each year. This will involve each individual staff member improving their level of skill and/or expertise in an aspect of creative and practical arts.

### Product

- Students will develop a greater level of skill and expertise in creative and practical arts. These will be displayed around the school and at local competitions.

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

### Practice

- Improved variety of creative learning opportunities available to students.
- Opportunity for greater links with our local HS to engage older students.
- Opportunity for greater links with our parent/community.
Strategic Direction 3: Literacy for Life

**Purpose**

Why do we need this particular strategic direction and why is it important?

Staff and parents recognise that highly effective teaching is paramount to improving student literacy levels. The school places high priority on individual literacy learning needs to ensure all students maximise their potential.

**People**

How do we develop the capabilities of our people to bring about transformation?

- **Students:** To follow a whole school systematic approach to learning sight words and reading skills.
- **Staff:** To make use of established school based sight words program and regularly monitor student progress.
- **Parents/Carers/Community Partners:** Parent/community will be engaged to help boost student reading skills.
- **Leaders:** Leaders will explore opportunities for staff development in the areas of writing and comprehension.

**Processes**

How do we do it and how will we know?

- All students will learn 300 sight words by the end of year 2, based on the *See and Say* program.
- Regular monitoring will provide evidence of progress.
- Students will aim to achieve 10 levels of reading improvement each year (K-2), based on RR levels.
- Ongoing assessment will inform teachers of each child's progress.
- Explicit teaching of writing and comprehension skills will be provided.

**Products and Practices**

What is achieved and how do we measure?

- Students in each year (K-2) will learn 100 sight words. Students will be extended on to the next years words as soon as possible.
- Students will be assessed using the software – *See and Say*.
- Students will progress 10 reading levels in the year.
- Students will be assessed several times during the year using RR levels.
- Students will progressively develop their writing skills (2-6). Students will understand how to write using the 10 criteria used for marking in National assessments.
- Staff will maintain student work samples from early and half way through the year. These will be marked using a consistent approach, focusing on specific targets each year.
- Students will be taught how to use the 10 marking criteria.
- Students will achieve at 80% or higher in comprehension activities.
- At the end of T1, T2 and T3, a comprehension task will be given to students, marked, then discussed with students.

**Evaluation Plan**

Progress towards goals will be documented in our milestones records.

**Improvement Measures**

- School based assessment data will show all students in K-2 achieving at or beyond grade level to 90% accuracy with sight words by the end of 2017.
- School based data will show 80% (or higher) of students (K-2) achieving beyond 6 levels of improvement by the end of each year.
- School based assessment data will show all students in 3-6 achieving beyond 80% in comprehension at grade level.

- Students will learn 300 sight words by the end of year 2, based on the *See and Say* program.
- Regular monitoring will provide evidence of progress.
- Students will aim to achieve 10 levels of reading improvement each year (K-2), based on RR levels.
- Ongoing assessment will inform teachers of each child's progress.
- Explicit teaching of writing and comprehension skills will be provided.
- Explicit teaching of writing and comprehension skills will be provided.
- Staff will continue to explore new ways of teaching writing. NSW DEC resources will be utilised to help students better prepare for writing assessments.
- Staff identify and use quality resources for comprehension. Explore Super 6 Strategies.

**Product:**

- Students will gain high levels of achievement in literacy.

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

**Practice:**

- Strategic approach to literacy learning.