School background 2015 - 2017

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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td>We are a true community school where students, their families, staff and the local community are welcomed, valued and involved.</td>
<td>We are a well-established Southern Highlands school surrounded by a unique, beautiful, rural village environment. We offer individualised learning programs focused on supporting all key areas of quality education as well as enhancing each child's natural talents and interests. Our highly-skilled, enthusiastic and caring staff provide opportunities to ensure that each child reaches their full potential. Hands on learning through discovery experiences are enhanced by the use of current technology, as well as a natural bush reserve, kitchen garden and children's kitchen. A strong creative arts program includes individual tuition in piano, violin, cello, guitar, voice and group, recorder, general musical skills and choir. Our school is well supported by families and community members who contribute to the many experiences offered to the students in reading, sport and the creative arts.</td>
<td>The school has consulted with staff, students and parents in 2014 and early 2015, in a self-evaluation process that is transparent and inclusive of all stakeholders. This process included discussions at P&amp;C meetings, parent/student surveys and focus group feedback sections. Formal surveys sent to parents were well received and returned an 80% response. Staff examined responses from the surveys, collated all results and looked at common elements. The responses were extremely positive of current practices of the school with the only area highlighted as a need for improvement being home/school partnerships. In 2015, during staff meetings, all staff analysed our current school performance against the School Excellence Framework to guide us in the development of our strategic directions and areas for improvement. The priority areas for our school to achieve excellence have been included in the products and practices section of the school plan. Data was also collected from internal and external testing including NAPLAN, L3, TOWN, TEN, Consistent Teacher Judgement and teacher observations and conferences with students. This school planning process will ensure our students acquire the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.</td>
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School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Strive for excellence in all teaching and learning areas

**Purpose:**
To support all students to achieve their full potential through the delivery of engaging, purposeful quality teaching and learning programs that will inspire both the student and the teacher. Ensuring that programs are differentiated to meet the needs of all students. Teachers will enhance their knowledge and skills through shared professional learning to ensure they are well-equipped to reflect on their teaching, strengthen their classroom practice and improve student outcomes.

**STRATEGIC DIRECTION 2**
Ensuring embedded creativity in all aspects of student learning

**Purpose:**
To embed creativity in all aspects of student learning as it is important that students are excited, involved and enthusiastic 21st Century learners. To ensure that our teaching and professional development practices will reflect the skills the students will require to become fully engaged and successful learners, able to reach their full potential. This creative direction will encourage imagination, resourcefulness and a willingness to think outside the square.

**STRATEGIC DIRECTION 3**
Communication at all levels to develop a positive school culture

**Purpose:**
To strengthen the partnership between home and school to facilitate innovation, quality educational support and expectations of high standards and academic success. To strengthen school systems which promote community collaboration and engagement to support the achievement of student learning outcomes. To ensure that our shared values of inclusivity, respect, responsibility and high expectations continue to be upheld through the delivery of effective student welfare and well-being programs.
## Strategic Direction 1: Strive for excellence in all teaching and learning areas

### Purpose

**Purpose:**

To support all students to achieve their full potential through the delivery of engaging, purposeful quality teaching and learning programs that will inspire both the student and the teacher.

Ensuring that programs are differentiated to meet the needs of all students.

Teachers will enhance their knowledge and skills through shared professional learning to ensure they are well-equipped to reflect on their teaching, strengthen their classroom practice and improve student outcomes.

### Improvement Measures

- 95% of students above National Minimum Benchmark levels in NAPLAN – Writing and Numeracy
- 100% of students meet the end of stage requirements in diagnostic Mathematics assessment
- 100% of teaching staff have documented evidence and personalised professional learning plans that are reviewed regularly and linked to the school plan.

### People

#### Students

Engaged, confident learners developing their capacity to succeed through access to high quality teaching and learning programs.

#### Staff

Develop capabilities of staff through ongoing professional development and reflection of effective practice using peer observations and Instructional Rounds.

Maintaining consistent assessment and evaluation practices and plotting students using PLAN.

### Processes

#### Community of Schools Writing Project:

Teachers will improve their ability to plan, teach and assess writing through professional learning in Focus on Writing workshops with local schools.

Teachers will use Consistent Teacher Judgement and moderation to assess student work samples and improve student writing.

#### CMIT (Count Me in Too) and TOWN (Taking Off With Numeracy)

Staff to participate in CMIT on line training and continue with TOWN training to improve students understanding in Mathematics.

All students tested regularly and placed on Mathematics Learning Continuum.

### Products and Practices

#### Products:

High quality teaching and learning programs implemented to meet the needs of all students.

Consistency in Teacher Judgement and sound knowledge of pedagogy reflecting the elements of the Quality teaching framework.

All teachers engaged in shared professional learning which includes peer observation and reflection.

#### Practices:

**Excelling in effective classroom practice**

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

**Excellence in collaborative practice**

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

**Excellence in Learning and Development**

The school evaluates professional learning activities to identify and promote the most effective strategies.

Teachers draw on and implement evidence-based research to improve their performance and development.

### Evaluation Plan:

Student engagement monitored.

Data collected from school based and external testing, work samples and teacher annotations.
Strategic Direction 2: Ensuring embedded creativity in all aspects of student learning.

**Purpose**

To embed creativity in all aspects of student learning as it is important that students are excited, involved and enthusiastic 21st Century learners.

To ensure that our teaching and professional development practices will reflect the skills the students will require to become fully engaged and successful learners, able to reach their full potential.

This creative direction will encourage imagination, resourcefulness and a willingness to think outside the box.

**People**

**Students**
Independent, self-reflective, collaborative learners.

**Staff**
Competent in the use of diverse range of IT equipment. Take responsibility for changes in practice required to achieve improved school performance and use data on a regular basis to monitor the effectiveness of their own efforts.

**Parents**
Provide opportunities for teachers and parents to work together to better support 21st Century learning pedagogy.

**Community**
Provide opportunities to showcase students’ achievements to the community.

**Processes**

The school identifies expertise within its staff and draws on this to further develop its professional community.

Ensuring resources such as computers, IPads, Apps are continually updated to support and develop IT skills.

Students use reflection on assessment and reporting processes and feedback to plan learning.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.

Regular opportunities for students to showcase their work/talents during class presentations, assemblies.

**Products and Practices**

**Products:**
High quality teaching and learning programs demonstrating 21st Century learning.

Creative and diversified learning environments created to encourage the practice of collaborative and inquiry-based learning.

Students engaged, motivated and self-directed in their learning.

All teachers engaged in shared professional learning, including demonstrated ability to use blogs, Ipad movies, podcasts and QR codes.

**Practices:**
Interesting learning spaces organised to allow for collaborative and inquiry-based learning.

Alternative assessment tools such as photo journals, podcasts, artworks, I movies used to capture students interest.

New homework policy/system implemented that is student driven and allows for creative interpretation.

Teachers engage in professional discussion to improve classroom practice and share skills.

**Improvement Measures**

- 95% of students above National Minimum Benchmark levels in Literacy
- 100% of students engaged in learning and completing self-directed homework tasks.
- 100% teachers improving IT skills

21st Century learning means creativity, use of higher order thinking skills, engagement in goal setting and self-directed learning, problem solving and inquiry based learning.
Strategic Direction 3: Communication at all levels to develop a positive school culture

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<td><strong>Purpose:</strong> To strengthen the partnership between home and school to facilitate innovation, quality educational support and expectations of high standards and academic success. To strengthen school systems which promote community collaboration and engagement to support the achievement of student learning outcomes. To ensure that our shared values of inclusivity, respect, responsibility and high expectations continue to be upheld through the delivery of effective student welfare and well-being programs.</td>
<td><strong>Students</strong> Take responsibility for their own behaviour, develop empathy towards others and develop the skills necessary to be active and informed 21st Century citizens. <strong>Staff</strong> Actively contribute to the different modes of communication to inform parents of school learning and activities. <strong>Parents</strong> Build awareness of the process involved with the school’s welfare and discipline policy.</td>
<td><strong>Communication</strong> Use of various modes of communication to engage our school community and keep them informed of upcoming events and school practices and achievements. <strong>PBS</strong> All classes will adopt the PBS matrix as a basis for all class and playground rules.</td>
<td><strong>Products:</strong> Communication strategy which embraces the components of Newsletter, School Website, Skoolbag App and School blog. <strong>Highly successful 125 year celebrations in 2016</strong> Students effectively communicating with each other respectfully, responsibly and safely. Students respect the rights and opinions of others, build positive relationships and actively contribute to the school and the community in which they live.</td>
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<td><strong>Improvement Measures</strong></td>
<td><strong>Community</strong> Net work with community members, local businesses and the local media to celebrate student learning and achievement.</td>
<td><strong>Evaluation Plan</strong> Results from “Tell Them From Me” surveys for students and “Focus on Learning” survey for teachers to guide future directions for student well-being. <strong>Parent and community input at P&amp;C and through school satisfaction surveys to provide data on parent satisfaction.</strong></td>
<td><strong>Decision-making informed through analysis of data.</strong></td>
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<td>✗ 100% teaching staff regularly contribute to school website, newsletter and blog. ✗ 100% parents access Skoolbag App to keep informed of school activities and information. ✗ Student “Tell Them From Me” surveys responses indicate positive student relations and learning. ✗ 100% of parent satisfaction responses remain high (agree or strongly agree).</td>
<td><strong>Community Partners</strong> Network with past and current students and families in preparation for celebrating 125 years of Penrose School in 2016.</td>
<td><strong>Curriculum Workshops</strong> Professional learning sessions in curriculum areas with a focus on literacy, numeracy and the 21st century approach to teaching and learning.</td>
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