School plan 2015 – 2017

Finley Public School

High Performing Staff

Future Focused Learning

Innovative Learning Communities
### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
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<tr>
<td>At Finley Public School we aim to be a dynamic learning community who pride ourselves on achieving excellence through delivering quality teaching and learning experiences that encourage creativity, critical thinking, problem solving, collaboration and communication to ensure our students become well rounded global citizens.</td>
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<thead>
<tr>
<th>School context</th>
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<td>Finley Public School is located in a small rural town. It has a steady enrolment including a range of students from diverse backgrounds. The school receives funding to support equity groups across the school. FPS sets high expectations of all students with primary focuses on raising the literacy and numeracy levels of students and recognises the need to implement specific quality programs in reading and numeracy. We offer a kitchen garden program as well as many extra curricula opportunities including sport, debating, public speaking and Tournament of the Minds. Teaching and learning programs are personalised for students with an overarching goal of developing the whole child. Parents and members of the community make valuable contributions to the school’s programs and the well-being of the students.</td>
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<tr>
<th>School planning process</th>
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<td>The school community was consulted using the following methods:</td>
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<td>- Staff meetings reviewing current practices and setting future directions.</td>
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<td>- Staff completed Tell Them From Me Focus on Learning Survey.</td>
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<td>- Survey to parent body seeking opinions of the school community via two stars and a wish.</td>
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<td>- P &amp; C meetings to review the survey findings, staff and student discussion points and provide input into the school’s future directions.</td>
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<td>- Vision, Strategic Directions and School Plan are to be presented to the school community via the newsletter, P&amp;C meetings and staff meetings for further consultation.</td>
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<td>- Morning tea to meet with Aboriginal families to seek opinions on embedding Aboriginal perspectives.</td>
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<td>- Parent, teacher, Aboriginal Education Officer, student meetings to discuss Personalised Learning Plans</td>
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Finley Public School’s 2015-2017 Strategic Directions

**Purpose:** Students are engaged in personalized student-centered learning experiences which are delivered by quality teachers. Teachers are empowered through relevant and valuable professional learning enabling them to make evidence-based and data-informed decisions to improve student learning outcomes.

**Purpose:** To develop in students the skills, knowledge, mindsets and attitudes that will equip them to be creative, resilient, confident, and successful global learners, citizens, and leaders.

**Purpose:** To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organizational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment inside and outside of classrooms.
## Strategic Direction 1: High Performing Staff

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes/Project</strong></th>
<th><strong>Products and Practices</strong></th>
</tr>
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<tbody>
<tr>
<td>Students are in engaged in personalised student centred learning experiences which are delivered by quality teachers. Teachers are empowered through relevant and valuable professional learning enabling them to make evidence based and data informed decisions to improve student learning outcomes.</td>
<td><strong>Students:</strong> All students engage in quality programs that are tailored to meet their instructional needs. <strong>Staff:</strong> Staff will engage in ongoing professional learning and collaborative practices to continue to develop their expertise in differentiating learning, developing and implementing quality teaching and learning programs, data analysis to guide and improve student learning.</td>
<td>Establish a professional learning team to implement and lead staff to develop their knowledge base and skills around the Quality Teaching Framework, consistency of teacher judgement, formative assessment and new syllabi. Establishment of policies, programs and processes that identify, address and monitor student learning including, but not limited to, all aspects of student assessments and reporting and whole school, and across schools, structures to support optimal curriculum delivery. For example, School wide timetables are structured so that stage teams are released at the same time for collaboration and school wide timetables are structured to allow for teachers to engage in classroom observations of peers and team teaching opportunities. Staff access and participate in local and area professional learning opportunities and develop systems for collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.</td>
<td><strong>Product:</strong> All staff collaborate within and across schools to ensure consistency of curriculum delivery for differentiation and consistency of teacher judgement. <strong>Practice:</strong> The school has embedded 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 students outcomes. <strong>Product:</strong> All teachers have negotiated with their supervisors and have a Professional Learning Plan which is aligned with the Australian teaching standards and the school plan. <strong>Practice:</strong> School wide and/or interschool relationships provide mentoring and coaching support to ensure the ongoing development of all staff and achievement of their goal. <strong>Product:</strong> All teachers will be fully conversant and implement all aspects of all syllabuses at a high level and all lessons embed elements of the QT framework. <strong>Practice:</strong> Evident in programs that curriculum delivery is clearly linked to syllabus requirements and QT elements.</td>
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### Improvement Measures

All staff collaborate within and across schools to ensure consistency of curriculum delivery for differentiation and consistency of teacher judgement.

All teachers have a negotiated Professional Learning Plan which is aligned with the Australian teaching standards and the school plan and can show strong evidence against these standards that validates achievement of learning goals.

All teachers will be fully conversant and implement all aspects of all syllabuses at a high level and all lessons embed elements of the QT framework.
## Strategic Direction 2: Future Focused Learning

### Purpose
To develop in students the skills and knowledge and mindsets and attitudes that will equip them to be creative, resilient, confident and successful, global learners, citizens and leaders.

### People

#### Students:
Think creatively, deeply and critically and make relevant connections in a student centred learning environment.
Reflective on learning through peer assessments and learning journals.

#### Staff:
Capacity will be enhanced through ongoing support and professional learning opportunities

#### Parents/Carers:
Opportunities are provided for families to understand and support the systems and processes within the school that improve student engagement and wellbeing.

#### Leaders:
Leadership capacity will continue to be enhanced through opportunities to lead learning across the school and Stage teams to promote student achievement.

### Processes

Project based learning activities will be designed and delivered to engage students in creativity, collaborative and critical thinking skills
Research, develop and implement a range of Information & Communication Technologies (ICT) that will support and enhance learning (student and staff) and administration and that will embed best practise in ICT including ‘Bring Your Own Device’ (BYOD) and links to learning opportunities nationally and globally.
Embed systems and structures across the school that will prioritise high level self-reflection and feedback for all learners informed by the policies and regular evaluation of high functioning, well-organised teams including LST, PBL and the whole school Wellbeing.

### Products and Practices

#### Product:
All students are highly engaged in quality, relevant Key Learning Areas catering for the development of skills to be successful global learners at their point of instructional need.

#### Practice:
All students (the school) achieve excellent valued added results.
Curriculum programs and teaching practices effectively develop the knowledge and understanding of skills of all students using evidence based teaching practices and innovative delivery mechanisms where appropriate including project based learning activities.

#### Product:
Students will be provided with opportunities to engage in and upskill in the use of technology to assist in their learning.

#### Practice:
A range of technologies will be confidently and expertly accessed to enhance learning in all subjects.

#### Product:
Revised, understood and implemented Learning and Support policy and Student Wellbeing policy.

#### Practice:
LMBR systems and processes will be incorporated to ensure whole school data management adheres to state directions. Whole school responsibility for student learning and wellbeing.

### Improvement Measures

*All students are highly engaged in quality, relevant Key Learning Areas as evidenced in classroom observations, student and teacher feedback and monitoring of teaching programs to show differentiation.
*Revised, understood and implemented Learning and Support policy and Student Wellbeing policy.
*All students show evidence of learning progression on learning continuums
*10% increased attendance
*All students and staff will competently and confidently access a wide range of ICT that notably enriches learning opportunities for all.
**Strategic Direction 3: Innovative Learning communities**

### Purpose

To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment inside and outside of classrooms.

### People

**Students:**
Students will be supported through strong partnerships with families and the wider community. Student wellbeing is promoted through positive rapport with teachers.

**Staff:**
All teachers are committed to building positive relationships and partnerships within and beyond the school community to generate innovation.

**Parents/Carers:**
Families feel a sense of belonging to the school and are committed to working with the staff to improve student learning.

**Leaders:**
Capacity to lead and inspire will be enhanced through positive and deliberate interactions within and beyond the school community to promote our school and establish links and educational networks.

### Processes

Establish links with community of schools, other educational providers and other organisations to support the schools programs.

Teachers engage in professional learning, current research, networks and dialogue to implement innovative strategies in their classrooms to engage learners and improve learning.

### Products and Practices

**Product:**
Positive and respectful relationships across the school community underpin a productive learning environment and support students’ development of strong identities as global learners.

**Practice:**
The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student learning.

**Product:**
All teacher facilitate a student centred learning environment where relevant learning takes place

**Practice:**
All adults and students within the school community work in trusted and respectful partnerships to enhance the learning and well-being of all stakeholders.

### Improvement Measures

School community members have a clear understanding of the school's strategic directions and practices and there is a noticeable increase in participation of community members to achieve educational priorities.

Positive and respectful relationships across the school community are observed and feedback provided showing a productive learning environment.