Strategic Direction 1:
Innovative and Quality Teaching
Context:
Developing a culture of collaboration, evidence-seeking knowledge generation, educational innovation, educational leadership, learning engagement and accomplishment.

Strategic Direction 3:
Enhance Student Engagement through broader opportunities
Context:
Strategically designing learning experiences that inspire and engage students whilst overcoming isolation through targeted learning opportunities and using new technologies to access specialist support.

Strategic Direction 2:
Learning for Improvement
Context:
Integrating and imbedding systems and pedagogy that track individual student learning to ensure the learning impacts teaching and that students can take ownership of their improvement and progression in learning.
### School vision statement

Rowena Public School aims to provide every child with a high quality education through caring and collaborative partnerships with staff, students, parents and the community. Students will participate in engaging, enjoyable learning experiences, while endeavouring to achieve their personal best and become respectful and successful life-long learners. A strong partnership with the small schools in the Western Plains Network will be maintained to provide social, academic and professional learning opportunities for staff, parents and students.

### School context

Rowena Public School is in the Walgett Shire and belongs to the NSW Western Plains Network of Schools. It is located 100 km North East of Walgett and 140km East of Narrabri.

The school is well resourced with excellent facilities for its students; these include stimulating classrooms, a well-resourced library, covered playground equipment as well as large playground areas.

The school plays an important role in the community and is seen as a focal point for many community events. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Rowena Public School.

We are fortunate to have a wonderful group of students who share an enthusiastic approach to learning, complemented by staff who are committed to providing quality education for all students. The majority of students live in the outlying districts surrounding Rowena, and travel to and from school by bus. This year (2015) the school has an enrolment of 24 students (13 Primary and 11 Infants). Rowena Public School benefits from Equity funding, which is used to support students in all key learning areas.

### School planning process

Early in 2014 the school sought the opinions of the school community about the school in terms of Community Engagement.

100% of families returned surveys, all indicating they are satisfied with community engagement I believe indicating they are happy with the community engagement of RPS. The survey results showed that the school community were very satisfied with the school’s community engagement in 2014.

A community consultation meeting was then organised. People that could not attend the meeting were given the ability to provide suggestions for a vision, goals, aspirations and ideas. All parts of the community were encouraged and all community members were asked to attend.

Community meeting had 90% of families represented. Huge amounts of data collated and goals were narrowed down.

I then attended a workshop delivered by a Principal School Leadership with principals from other small schools to increase understanding of the process. This proved an invaluable experience and allowed the sharing of many ideas and understandings.

Continuously worked on 5Ps and 2015 milestones for each SDD, aiming to have SMP draft ready to share with community early Term 1 to critique and edit appropriately. Community were provided with a draft and ideas and questions were encouraged. Some questions and idea were suggested in the following meeting.
Purpose:
To provide a high standard of education through a combination of curriculum resources and teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student and for teaching to become a collaborative pursuit for innovation and excellence within a culture that values quality learning and teaching in all facets of classroom interactions.

Strategic Direction 2:
Learning for Improvement

Context:
Integrating and imbedding systems and pedagogy that track individual student learning to ensure the learning impacts teaching and that students can take ownership of their improvement and progression in learning.

Purpose:
To ensure that student learning will be at the centre of our school practices, with consistent data collected and analysed. Thorough and consistent analysis of learning data should inform and impact teaching programs regularly to ensure efficient and effective teaching and learning. Tools such as PLAN and the Literacy and Numeracy Continuums are utilised to ensure student progress and development.

Strategic Direction 3:
Enhance Student Engagement through broader opportunities

Context:
Strategically designing learning experiences that inspire and engage students whilst overcoming isolation through targeted learning opportunities and using new technologies to access specialist support.

Purpose:
Students will be exposed to quality learning experiences to engage and challenge them, taking full advantage of external specialist support and expertise to ensure students are exposed to a wide variety of opportunities across all key learning areas. The school will become a leader in rural education utilising new and innovative technologies to overcome rural isolation in providing a quality 21st century education.
### Strategic Direction 1: Innovative and Quality Teaching

#### Purpose

To provide a high standard of education through a combination of curriculum resources and teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student and for teaching to become a collaborative pursuit for innovation and excellence within a culture that values quality learning and teaching in all facets of classroom interactions.

#### Improvement Measures

- A high quality school curriculum supported by innovative and up to date teaching pedagogy and programming.
- Organised whole school curriculum supported by 21st century technologies and resources.

#### People WHO

- **How do we develop the capabilities of our people to bring about transformation?**
  - **Students:** Understand staff are required to undertake TPL as professionals and why it is important to improving student outcomes.
  - **Staff:** Understand that teaching is a constant pursuit for excellence and to take advantage of given structures to reflect upon and enhance what teaching looks like in our school.
  - **Parents/Community:** Build parent understanding about the type of TPL staff undertakes and how it relates to the school plan and how it will improve student achievement.
  - **Community:** Build proactive learning alliances with other schools and community members.

#### Processes

- **How do we do it and how will we know?**
  - Implement staff professional learning and mentoring on ways to implement the new syllabuses as well as targeted areas in Literacy and Numeracy teaching.
  - Observation of teaching, internally and with other schools, to promote discussion around quality pedagogy.
  - Development of a programming evaluation tool by staff tied strongly to QT elements and APS.
  - Build proactive learning relationships with schools in our area and beyond to take advantage of centres of excellence.
  - Evaluate school assessment practices to ensure consistency in judgement with stage indicators and continuums, utilising BestStart and PLAN data.
  - Stream-lining and organisation of current school resources to ensure quality, appropriate resources are linked with whole school programming.

- **Evaluation Plan:**
  - Evidence of innovative pedagogy developed from TPL in programs.
  - Feedback from program evaluation sheets. E.g evidence of QTE and APS and new resource usage.
  - Teaching pedagogy reflection sheets from peer observations.
  - Parent and community satisfaction survey is developed and delivered.

#### Products and Practices

- **What is achieved and what will achieve it?**
  - **Product:**
    - A high quality school curriculum supported by innovative and up to date teaching pedagogy and programming.
  - **Practices:**
    - Quality, engaging and effective learning programs that are in line with the new syllabus requirements and reflect Quality Teaching Elements and Australian Professional Standards.
    - Quality Teacher Professional Learning aimed at staff identified weaknesses and aligned with the school plan.
    - Review school reporting format in conjunction with School Council and P&C.
  - **Product:**
    - Organised whole school curriculum supported by 21st century technologies and resources.
  - **Practices:**
    - Whole school scope and sequences created and implemented and up to date, 21st century resources linked to each area of learning and in line with new syllabuses.
## Strategic Direction 2: Learning for Improvement

### Purpose
To ensure that student learning will be at the centre of our school practices, with consistent data collected and analysed. Thorough and consistent analysis of learning data should inform and impact teaching programs regularly to ensure efficient and effective teaching and learning. Tools such as PLAN and the Literacy and Numeracy Continuums are utilised to ensure student progress and development.

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

- **Students:** Understand and take control of their learning progression on continuums and data walls. Also understandings developed around why students require assessment.
- **Staff:** Capacity to track student learning is increased and becomes more accurate and purposeful toward teaching and learning programs.
- **Parents/Community:** Build parent and carer knowledge of student tracking programs and what is required to move from level to level and how to support in the home.

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

- Development of systems and structures that ensure individual student learning is tracked and celebrated. e.g Data Walls, Continuum progress, PLAN.
- Students with extra needs such as remediation support and gifted and talented students are supported in their learning through specified teaching programs.
- Development of consistent assessment practices from K-6. Development of assessment schedule that will ensure all student learning is tracked in efficient and effective ways that will support quality teaching.
- Teaching Staff develop knowledge of continuums working with staff from larger schools. Visits to schools with best practice in use of continuums to measure student growth.

### Products and Practices
**What is achieved and what will achieve it?**

- **Product:** The average result in student growth from year 3 to 5, as measured against the previous three year cohort, will be at least 15 points above state average in NAPLAN assessments.
- **Practices:**
  - Student learning systems and procedures will track and ensure individualised student growth.
  - Literacy and Numeracy Continuums will form the basis of student grouping structures and class pedagogy.
  - Students will understand their progress along the continuums.
  - Teaching programs reflect the impact of ongoing staff assessment analysis.
  - An inspiring culture of learning and personal best that is motivated by the exchange of knowledge within the school and through our learning partnerships.

### Improvement Measures
- The average result in student growth from year 3 to 5, as measured against the previous three year cohort, will be at least 15 points above state average in NAPLAN assessments.

### Evaluation Plan:
- Student survey reflects an understanding of their learning progression.
- Feedback from program evaluation sheets. E.g evidence of use of continuum and PLAN data impacting teaching.
- External Assessments reflect progression in learning e.g. NAPLAN results, ICAS results.
### Strategic Direction 3: Enhanced Student Engagement through broader opportunities.

<table>
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<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
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<tbody>
<tr>
<td>Students will be exposed to quality learning experiences to engage and challenge them, taking full advantage of external specialist support and expertise to ensure students are exposed to a wide variety of opportunities across all key learning areas.</td>
<td><strong>Students:</strong> Take on the challenge of different programs and opportunities that they may not have attempted before.</td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and what will achieve it?</strong></td>
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<td><strong>Overcoming isolation through the use of 21st century technologies to access specialised and enhanced support and learning opportunities/programs to develop successful and engaged students.</strong></td>
<td><strong>Staff:</strong> Seek opportunities for students to engage in and integrate programs into everyday classroom routines.</td>
<td>• The development of online learning opportunities for students linked to individual learning programs. Fully utilise school ipads to more engage and support student learning in a more efficient and meaningful way.</td>
<td><strong>Product:</strong> Overcoming isolation through the use of 21st century technologies to access specialised and enhanced support and learning opportunities/programs to develop successful and engaged students.</td>
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<td><strong>Increased student engagement in learning and learning outcomes.</strong></td>
<td><strong>Staff:</strong> Being open-minded and creative in programming and willing to implement new and varied programs.</td>
<td>• Implement the Marimba school music program to engage all students in learning music and performance skills.</td>
<td><strong>Increased student engagement in learning and learning outcomes.</strong></td>
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<td><strong>More extensive and varied school curriculum.</strong></td>
<td><strong>Parents/Community:</strong> Provide innovative ideas and bring opportunities using parental expertise and connections to help engage students in their learning.</td>
<td>To engage a professional musician to create quality music lessons delivered at school to provide a whole school music program for all students.</td>
<td><strong>More extensive and varied school curriculum.</strong></td>
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<td>• Overcoming isolation through the use of 21st century technologies to access specialised and enhanced support and learning opportunities/programs to develop successful and engaged students.</td>
<td>• Taking advantage of local expertise to help support student engagement and involvement in all sports. Update school sporting resources to help support class learning of fundamental skills.</td>
<td></td>
<td><strong>Practices:</strong></td>
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<td>• Increased student engagement in learning and learning outcomes.</td>
<td>• Integration of French and Japanese programs in each classroom.</td>
<td>- Engaging all students in a quality and integrated music, technology, sporting, languages and leadership programs.</td>
<td>- Engaging local experts and integrating their knowledge into the school curriculum.</td>
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<td>• More extensive and varied school curriculum.</td>
<td>• Integrating a new school leadership structure and giving students leadership opportunities.</td>
<td>- Accessing support services via polycom technology e.g. Speech Therapy.</td>
<td>- The school will become a leader in rural education utilising new and innovative technologies to overcome rural isolation in providing a quality 21st century education.</td>
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**Evaluation Plan:**

- 100% of teaching programs are integrating the following: Musical opportunities; Specific extension and remediation programs; Language teaching incorporated; Technology used to enhance and access support and specialists.
- Data taken from annual community meeting will reflect a more engaging and diverse curriculum.