### School vision statement

Dalgety Public School and community is committed to providing educational experiences and opportunities that will encourage all students to become active Life-Long Learners and informed citizens of the future.

### School context

Dalgety Public School is a small rural school with beautiful school grounds located in walking distance from the magnificent Snowy River. Dalgety is on the Monaro, a spectacular part of NSW, at the foothills of the Snowy Mountains.

This unique school, of two multi-stage classes, provides a safe, happy and challenging learning environment in which our students, teachers, and parents work together to maximise student achievements.

Dalgety PS provides a wide range of experiences in all Key Learning Areas with an emphasis on developing Literacy, Numeracy and an appreciation for Life-Long Learning.

In keeping with the school Motto, "Wide Horizons", students are encouraged to strive in their learning for understanding of their roles in the context of community, nation and world, in the belief that everyone can make a difference.

### School planning process

The strategic directions in this school plan have been determined following a rigorous process that has involved the Dalgety Public School students, parents/carers and staff members.

In developing this plan, the school planning process at Dalgety P.S. has been a multi-faceted approach of data collection, feedback and surveys, planning meetings and collaborative decision-making. This has been evidenced by:

- Analysis of NAPLAN, Best Start and PLAN data – identifying the aspects of the literacy and numeracy continuums where we believe we are displaying our strengths and examining the aspects we need to improve
- Tell Them From Me- student survey
- A Parent's Seasons feedback form - identifying the schools strengths, areas for improvements and ideas for the future
- Gathering of ideas and key terms parents believe should be included in our school vision statement
- Staff and parent meetings (school P&C) to discuss, evaluate and refine our school vision statement
- Staff training and meetings to identify our key directions, analyse data and examine the 5Ps planning process
- School staff attending workshops with DEC support personnel to engage in and refine the school planning process

Key NSW DEC reforms were also considered during this process, including: the Rural and Remote Education Blueprint, School Excellence Framework, Great Teaching Inspired Learning, Every Student Every School, Local Schools Local Decisions and Public Schools NSW Strategic Directions 2015-2017.
School strategic directions 2015 - 2017

Purpose:
To deliver an equitable, consistent and challenging learning environment for students, based on high quality educational and leadership practices.

Purpose:
To inspire life-long learning and provide stimulating learning experiences which are purposeful and engaging for each stage of a student's academic and social development.

Purpose:
To foster and enrich positive and trusting relationships which identify needs to support an inclusive, vibrant school culture which is flexible and dynamic.
Strategic Direction 1: LEADING- using quality educational and leadership practices.

**Purpose**

To deliver an equitable, consistent and challenging learning environment for students, based on high quality educational and leadership practices.

**People**

**Students:** All students will be encouraged to engage in high-quality learning opportunities that are underpinned by sound professional development that match targeted student programs.

**Staff & Leaders:** Staff informed and prepared to engage with the National Teaching Standards for a means to continuously improve individual and collective classroom practice.

Training sessions for professional goal setting provided to all staff.

Teachers actively share learning from targeted professional development with others- lead role

**Parents:** Parents will be involved in collaborative decision making

**Community Partners:** Staff will collaborate with Dalgety’s Play Group and CWA to extend opportunities for joint programs.

**Improvement Measures**

- All teaching staff will have an individual PDF plan that is supported and review regularly by strong leadership practices to support teacher capacity.

- Levels of achievement in Literacy and Numeracy will be improved through engaging, differentiated teaching and learning designed to meet the needs of all individuals.

**Processes**

- Professional learning activities that focus on improved teacher practice (L3, TEN & Writing in the Middle Years) and opportunities to engage in coaching conversations and goal setting to improve practice (aligned to the Teacher Performance & Development Framework)

- Awareness of National Teacher and Principal standards through the use of AITSL website of learning modules

- Working collegially to identify and refine student learning plans and continually evaluate progress.

- Will identify and enhance transition programs with Play Group and aspects of collaboration with CWA on a term-by-term basis.

**Products and Practices**

**Product:**

- All staff to have an individual PDF plan that reflect school and system priorities including school targets, professional performance and career planning.

- Collaborative development of Teacher Assessment Review and Executive Assessment Review that is adhered to.

**Practice:**

- Teachers will be committed to identifying, understanding and implementing the most effective teaching methods, with a priority given to evidence-based teaching strategies e.g. L3, TEN, CMIT

- Scheduled opportunities for sharing of professional practice, peer & self-reflection and the giving & receiving of feedback for all staff.

**Evaluation Plan**

Regular reporting against the plan’s milestones.

Effective reflective practices embedded into TARS processes - where staff reflects on their individual goals using the evidence of their performance as written into their Professional Learning Framework.

Dalgety Public School 1722

Page 4

Planning template – V2.0 (updated 29/04/2015)
Strategic Direction 2: LEARNING - is dynamic, inclusive and holistic.

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<td><strong>Students:</strong> Master core subjects, think deeply and critically and make relevant connections. Engage students in the development of goal setting and self-assessment practices to raise individual awareness and expectations of their performance. <strong>Staff:</strong> Develop capabilities for differentiated/personalised teaching by ensuring all staff have a sound understanding of the Numeracy and Literacy Continuums (PLAN) and how to plan for quality learning activities based on cluster descriptions &amp; NCCD requirements. Engage in professional learning activities to build knowledge of new syllabuses. <strong>Parents:</strong> provide suggestions to assist individualised learning at home that assists school engagement. <strong>Community Partners:</strong> Working with our community of schools (MSSN), CWA and local education groups/individuals to develop authentic learning partnerships. <strong>Leaders:</strong> Develop capacities of staff to ensure personalised learning for all students.</td>
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<td>• Continually monitor and then plot data on PLAN to check student individual learning needs are being met and inform future learning. • Review, enhance &amp; introduce school programs that target student engagement and experiences that fosters life-long learning and the Rural and Remote initiative e.g. music, woodwork, sports.</td>
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<td><strong>Product:</strong> • All students identified as requiring an individual learning plan through learning and support team meetings be provided with differentiated/personalised learning pathways. • Systematic &amp; strategic organisation and programming to ensure shared professional practice opportunities (coaching, observations, self/peer feedback, and ongoing professional learning). • Templates for documentation of learning adjustments for students aligned to Nationally Consistent Collection of Data (NCCD).</td>
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<td>✓ All students to grow at or above the appropriate rates on the Literacy Continuum, for the aspect of Reading Text and Comprehension by the end of 2015. ✓ School based assessment data, using Numeracy Continuum, indicates that a majority of students are achieving at or beyond expected stage standards in Numeracy.</td>
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**Strategic Direction 3: school and community PARTNERSHIPS**

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<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>To foster and enrich positive and trusting relationships which identify needs to support an inclusive, vibrant school culture which is flexible and dynamic.</td>
<td><strong>Students</strong>: will be encouraged to engage in their learning, by participating in a variety of stimulating and challenging experiences, and then provide feedback through the creation of discussions and surveys. <strong>Staff</strong>: Staff will be supported and motivated by interaction with professional networks and outside agencies. <strong>Parents/Community</strong>: provided with opportunities to actively participate in all areas of school life. Participation in opportunities to contribute to a positive school culture through P&amp;C meetings, school evaluation processes, Shared Learning Journey events i.e. Art Show, play, Presentation evening. <strong>Leaders</strong>: School leaders are engaged as active members of the local community i.e. P&amp;C (meetings and fundraisers e.g. Dalgety Show); network of schools - MSSN &amp; MEG; and local community groups: CWA &amp; local shire.</td>
<td>- Develop current networks to further assist our students and teachers education - MSSN, MEG. - Create new local networks to enable the students to participate in a variety of supported experiences - re/woodwork, music, cooking, - Engage outside agencies to assist the school with planned activities - Snowy Shire. - Create Interest Groups within the school to engage students and create a happier culture - Science, art, sporting groups - Organise Interschool activities to allow students to have contact with students of similar ages - MSSN fun days, gala days. - Community Partners invited to Learning Journal Days - Welcome Back BBQ, Art Show, Grandparents Day, whole-school play, Presentation Evening. <strong>Evaluation Plan</strong>: 5 weekly reporting against the milestones and after the completion of each experience/event.</td>
<td><strong>Product</strong>: - Consistent positive rewards system linked to values across the school - Clear and consistent templates for documentation of Learning and Support for students aligned to Nationally Consistent Collection of Data (NCCD) and ESES - Aboriginal and Torres Strait Islander cross curriculum areas embedded in programs across all KLAs. <strong>Practice</strong>: - Professional Learning opportunities and information sessions will be offered to parents, resulting in a well informed and empowered parent body. - Students will be engaged in community based projects and experiences - CWA country of study, Snowy River Shire revegetation day. - Parents and community are actively involved in planning and decision making.</td>
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**Improvement Measures**
- Levels of achievement in Literacy and Numeracy will be improved through engaging, differentiated teaching and learning designed to meet the needs of all individuals.
- The school strengthens existing, and establishes new active partnerships and works collaboratively to ensure continuity of learning that is engaging for all students.
- Students benefit from the school's planned and proactive engagement with parents, community of schools and the broader community.