School plan 2015 – 2017

Euston Public School 1885
## School background 2015 - 2017

### School vision statement
At Euston Public School ‘We Learn for Life’ building successful futures through a flexible, stimulating and innovative learning environment.

### School context
Euston Public School is located in the Sunraysia District in south west NSW. The town of Euston sits alongside the Murray River sharing resources with the Victorian town of Robinvale. It is a horticultural community of wheat, sheep, table grapes and supportive agricultural businesses. Euston Public School is part of the Far West Network of schools that works closely together developing strategies for maximising learning outcomes and opportunities.

Our school is building successful futures through the implementation of an engaging and meaningful curriculum focusing on 21st century pedagogy. The school delivers a variety of special learning programs to cater for the needs of all students. The staff work collaboratively and are committed to providing a high quality and stimulating learning environment for every student.

Euston Public School is a welcoming school which actively builds relationships with families and the wider community including very supportive parent bodies.

### School planning process
At Euston Public School we have collaboratively sought to gauge feedback from all sectors of the school community. The processes used have included:

- Meetings with parent bodies such as school council, local AECG, Parent and Citizens Association.
- Awareness information on the processes and procedures for the new school plan in newsletters.
- Surveys for parents, students and staff focusing on learning, school systems and processes.
- Informal chats with parents, students and staff.
- Data from NAPLAN and whole school assessment.
- Staff meetings to explore collected data and to seek effective planning directions.

The outcome of this community consultation has resulted in our three strategic directions:

1. Learning and Engagement
2. Building Capacity and
Purpose:
We will engage students through flexible, innovative and creative teaching and learning practices to stimulate higher levels of personal achievement.

Purpose:
We will build the skills, understandings and proficiency of students, staff and community to contribute collaboratively to a successful and effective learning environment.

Purpose:
We will embed a school wide collective approach to developing high quality systems, processes and practices.
Strategic Direction 1: Learning & Engagement

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will engage students through flexible, innovative and creative teaching and learning practices to stimulate higher levels of personal achievement.</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
</tr>
<tr>
<td>Euston Public School Community: All school stakeholders will have high expectations of every learner.</td>
<td>Euston Public School Community: All school stakeholders will have high expectations of every learner.</td>
<td>Teacher: Develop inclusive and innovative programs through collaborative professional development that incorporates 21st century pedagogy to deliver more engaging and effective learning experiences linked to the School Excellence Framework and the Melbourne Declaration.</td>
<td>Products =</td>
</tr>
<tr>
<td>Students: Skills and knowledge developed in higher order thinking, self-reflection, collaboration and goal setting.</td>
<td>Students: Skills and knowledge developed in higher order thinking, self-reflection, collaboration and goal setting.</td>
<td>Teacher Quality: Will collaboratively work together in internal staff development and external professional learning activities to improve knowledge and skills in implementing a 21st century learning environment as per the School Excellence Framework Teaching and Learning domains.</td>
<td>All students display significant levels of growth through the literacy &amp; numeracy continuums.</td>
</tr>
<tr>
<td>Staff: Will be committed to providing innovative and creative teaching and learning opportunities to maximise student outcomes.</td>
<td>Staff: Will be committed to providing innovative and creative teaching and learning opportunities to maximise student outcomes.</td>
<td>Evaluation Plan: Implementation and success of the plan will be monitored and evaluated through the ongoing milestone process, including:</td>
<td>All teaching and learning programs will reflect improved use of data, assessment and planning.</td>
</tr>
<tr>
<td>Parents: Be supportive and contributive to modern ways of learning, processing and problem-solving.</td>
<td>Parents: Be supportive and contributive to modern ways of learning, processing and problem-solving.</td>
<td>• analysis of PLAN data K-6</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• impact of teacher professional learning and</td>
<td>Practice =</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• evidence based decision making processes</td>
<td>• Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidenced-based teaching practices and innovative delivery mechanisms.</td>
</tr>
</tbody>
</table>

**Improvement Measures**

- All students display significant levels of growth through the literacy & numeracy continuums.
- All teaching and learning programs will reflect improved use of data, assessment and planning.
Strategic Direction 2: Building Capacity

Purpose
We will build the skills, understandings and proficiency of students, staff and community to contribute collaboratively to a successful and effective learning environment.

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

Students:
Play an effective and active role in their own learning development.

Staff:
Be responsible for developing their knowledge and skills through Performance Development and School Excellence Frameworks.

Parents/Carers:
Support and contribute to a successful educational partnership through active participation in their child’s social, emotional, physical and cognitive development.

Community:
Actively engaged school bodies such as P&C, school council and local AECG contribute constructively to a successful learning environment.

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

School
Students, parents and staff utilise data from PLAN and whole school assessment to assist students in identifying appropriate learning goals for developing effective personalised learning plans.

Teacher Quality:

Evaluation Plan:
Implementation and success of the plan will be monitored and evaluated through the ongoing milestone process, including:
- effectiveness of personalised learning plans and
- achievement of performance and development plans.

Products and Practices
What is achieved and how do we measure?

Products=
- All learners apply and develop appropriate learning goals as identified from PLAN and whole school assessment data through personalised learning plans.
- All teachers and leaders have explicit performance and development plans matched to the standards and these are attained each year.

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

Practices=
- A school wide collective responsibility for student learning and success, with high levels of student, staff, parent and community engagement.
- Positive and respectful relationships across the community to enhance a productive learning environment.

Improvement Measures
- All learners apply and develop appropriate learning goals as identified from PLAN and whole school assessment data through personalised learning plans.
- All teachers and leaders have explicit performance and development plans matched to the standards and these are attained each year.
## Strategic Direction 3: Better Ways of Doing Business

### Purpose
We will embed a school-wide collective approach to developing high-quality systems, processes, and practices.

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

- **Students:** Develop skills and knowledge in utilising personalised learning targets to self-track and set goals to improve learning outcomes.
- **Staff:** Develop skills and knowledge in data collection systems to implement evidenced-based teaching practice.
- **Community Partners:** Active engagement and collaboration of our stakeholders in supporting and contributing to school policy direction and development.

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

- **School:** Development and implementation of PLAN, PLASST, and SENTRAL data collection systems to profile student learning and welfare needs. Cyclically seek input and feedback to review and assess policies, systems, and procedures.
- **Staff:** Collaboratively develop and utilise school-based data to drive curriculum, welfare, and professional development through effective policy direction and development.

### Products and Practices
**What is achieved and how do we measure?**

- **Products:**
  - Comprehensive student profiles embedded detailing learning and welfare needs
  - Effective policies developed relating to student learning, welfare curriculum, professional development, assessment, and reporting.

- **Practice:**
  - School develops practices and processes responsive to school and community feedback.

### Improvement Measures
- Comprehensive student profiles embedded detailing learning and welfare needs
- Effective policies developed relating to student learning, welfare curriculum, professional development, assessment and reporting.