**SCHOOL VISION STATEMENT**

Our vision is for all Ellalong PS students to become:
- successful learners
- confident and creative individuals
- active and informed citizens.

We strive to provide a supportive learning environment where students are challenged to reach their academic, civic and social potential. Our core PBL (Positive Behaviour for Learning) values of being ‘Safe, Respectful, Learners’ and our goal of promoting equity and excellence underpin our strategic directions developed by staff, community and students.

**SCHOOL CONTEXT**

Ellalong Public School, a small rural school of 104 students, has a dedicated staff committed to providing quality learning programs and opportunities that meet the diverse needs of our students. Our school population is steady at 104 students, 10% identifying as Aboriginal. The staff consists of a teaching Principal, qualified classroom teachers for each of our 5 classes, part-time Librarian and Learning and Support Teacher (LaST), 3 School Learning Support Officers, a Senior Administration Manager and a part-time School Administration Officer. The School Counsellor attends 1 day per fortnight.

Our focus is on delivering quality learning programs, with explicit teaching of numeracy and literacy being a high priority across all curriculum areas. A strong emphasis is also placed on integrating relevant technology into the classroom.

We demonstrate a strong commitment to student wellbeing. We value and encourage self-discipline, mutual respect and a sense of responsibility through the PBL program (Positive Behaviour for Learning). Participation in a variety of student leadership opportunities, the Kindergarten buddy program and our structured Peer Support program fosters respect for others and the development of responsible citizens.

Promoting a healthy lifestyle and participating in a range of sports are also key features of our programs. The school is an active member of the Cessnock Community of Great Public Schools where, in a partnership of fifteen local public schools, we promote the values of public education, collaborate to meet shared needs and provide a wider range of learning opportunities for students and staff. Our successful transition programs to both Kindergarten and high school utilise the links established in this alliance.

All staff are committed to delivery of an engaging and differentiated curriculum in all classrooms to ensure success for every student.

**SCHOOL PLANNING PROCESS**

Strategies to ensure a consultative process have included:
- A comprehensive analysis of parent surveys (School Survey Dec 2014)
- Facilitated discussions at P&C meetings, firstly about strategic directions and later comment and input invited about the progress and development of the plan
- Leading staff have engaged in professional dialogue and learning, before engaging all staff in a collaborative decision making processes to formulate the document
- Focused whole staff meetings on school planning where staff considered innovative ways to bring about school improvement drawing on knowledge of successful programs operating in other schools and reviewing our programs to determine best fit for our current and future needs
- Student surveys

Tell Them From Me Surveys will be completed by students, parents and staff in 2015.
School strategic directions 2015 - 2017

**PURPOSE**
To provide students with differentiated, engaging and multimodal learning programs and experiences to support them in achieving success in literacy and numeracy.

**PURPOSE**
To promote, build and sustain professional learning of all teachers and leaders through accessing current pedagogy and collegial consultation and feedback.

**PURPOSE**
To improve community engagement that builds and enhances a positive school culture resulting in effective communication and partnerships.

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**STRATEGIC DIRECTION 1**
Deliver quality teaching and learning programs to equip students with necessary literacy and numeracy skills to be successful 21st century.

**STRATEGIC DIRECTION 2**
Develop and enhance quality teaching and leadership.

**STRATEGIC DIRECTION 3**
Develop strategic community learning partnerships.
### Strategic Direction 1: Deliver quality teaching and learning programs to equip students with necessary literacy and numeracy skills to be successful 21st century learners

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCTS and PRACTICES</th>
</tr>
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<tbody>
<tr>
<td>To provide students with differentiated, engaging and multimodal learning programs and experiences to support them in achieving success in literacy and numeracy.</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>
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<tr>
<td></td>
<td>Students: Engage in quality learning experiences, differentiated to meet the needs of individuals and maximise their achievement.</td>
<td>Whole School Focused Assessment</td>
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<td></td>
<td>Staff: All staff engaged in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.</td>
<td>All curriculum planning and initiatives informed by consistent collection, collation and analysis of assessment data. Strategies to support this include:</td>
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<td>Parents/Carers: Build awareness and understanding amongst parents of curriculum content and strategies for supporting the learning of their children.</td>
<td>• Using learning continuums K-6 (PLAN) in conjunction with syllabus documents</td>
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<td></td>
<td>Community Partners: Collaborate with partner schools in the CCGPS to develop knowledge and understanding of content and implementation of curriculum.</td>
<td>• Changing of reporting system to align with continuums and new syllabuses</td>
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<td></td>
<td>Leaders: Monitor progress towards direction and assess for feedback and support.</td>
<td>• Aligning TPL</td>
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<tr>
<td>Improvement Measures</td>
<td>Targeted Programs and Interventions providing equitable opportunities for achievement</td>
<td>What is achieved and how do we measure?</td>
<td></td>
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<td>Growth for all students in NAPLAN results from Year 3 to Year 5.</td>
<td>Products:</td>
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<td>All students achieving at least 1 year’s growth on the literacy and numeracy continuum each year.</td>
<td>All students achieving learning goals, which are based on syllabus, the literacy and numeracy continuum and, for some students, individual learning plans.</td>
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<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>Practices:</td>
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<td></td>
<td>Formative assessment practices underpin all teaching and learning.</td>
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<td></td>
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<td>Teachers regularly engage in structured professional dialogue in order to accurately plot student progress on a five weekly basis.</td>
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<td>Classroom programs reflect:</td>
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<td></td>
<td></td>
<td>- Growth mindset</td>
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<tr>
<td></td>
<td></td>
<td>- Formative Assessment Practices</td>
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<tr>
<td></td>
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<td>- Differentiation for individual needs</td>
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### Strategic Direction 2: Develop and enhance quality teaching and leadership

#### PURPOSE
To promote, build and sustain professional learning of all teachers and leaders through accessing current pedagogy and collegial consultation and feedback.

To develop each teacher’s skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes.

#### Improvement Measures
- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.
- Professional dialogue, programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.

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**Students:** Ongoing improvement of student outcomes through continuous development of skilled, effective and professional teachers. Master core subjects, think deeply and critically and make relevant connections.

**Teachers:** Develop capabilities of teaching staff in best practice against the Australian Professional Standards for Teachers.

Improve teacher capacity to plan and deliver effective, engaging and differentiated teaching programs.

Improve student engagement through the use of interactive technology developed for K-6, utilising resources such as Scootle, CMIT, study ladder and iPad apps.

**DET/Leaders:** The Department will provide Teacher Professional Learning (TPL) including resources to support the teacher’s learning needs as identified through the performance and development planning process.

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**Teacher Development**
- Engage in professional learning to keep current with developments in pedagogy and management.

**Teacher Performance**
- Using the Teacher Performance and Development Framework, teachers and leaders will work together to identify and implement professional learning activities that support the achievement of established performance goals, further develop knowledge, skills and capabilities, build on existing strengths and support career aspirations.

- Using Australian Professional Standards for Teachers, teachers will maintain accreditation and be guided to move to the next level of knowledge, practice and professional engagement expected in the next step of their career.

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**Products:** Skilled, effective and professional teachers delivering teaching practices and programs which effectively develop the knowledge, understanding and skills of all students.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

Professional dialogue, programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.

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

**Practices:**
- Individuals to reflect on achievements and progress they have made in the current year and their ongoing career development.

- The provision of formal written feedback will provide an opportunity to articulate each teacher’s achievements.

**Evaluation Plan**
Authentic and reliable evidence will be systematically collected, sourced from the everyday work of the teacher to demonstrate the teacher’s progress towards negotiated professional goals.
Strategic Direction 3: Develop strategic community learning partnerships

**PURPOSE**
To improve community engagement that builds and enhances a positive school culture resulting in effective communication and partnerships.

**PEOPLE**

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

**Students:**
Student leaders run weekly assemblies and similar events. Students report on school events in newsletters and on the website. Examples of students’ work, photos and videos of events and performances are regularly added to the website and newsletters.

**Staff:**
Participate in workshops and e-learning courses about ‘Communicating and Engaging with your Community’.

Engage with CCGPS network to build capacity in quality planning, teaching, assessing and reporting across the curriculum.

**Parents/Carers:**
Parents invited to attend numeracy and literacy workshops. Parents contribute to school planning and decision-making in informal and formal ways.

**Community Partners:**
Develop partnerships with community groups to enhance the delivery of programs including: Aboriginal, creative arts, sporting, environmental, university.

**Leaders:**
Provide clear, timely and positive communication of strategic directions, school practices and events with parents and the wider community.

**PROCESSES**

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

**Community Engagement**
Representatives from student and parent body participate in community events such as ANZAC march, Clean Up Australia, Harmony Day.

Website and notice board regularly updated, regular newsletter, monthly P&C meetings, informal meetings.

School provides a range of contact options and operates an ‘open door’ policy for families.

**Collaborative Partnerships in Learning**
Staff representatives to attend AECG meetings, PSSA meetings and CCGPS events.

Teachers actively participate in and/or lead professional, collaborative learning sessions with partner schools in CCGPS.

Families involved in setting goals for their children’s learning (PLPs)

**Parent workshops**
- (based on needs and wants of EPS parents)

**Evaluation Plan**
Analysis of school app & website use

Tell Them From Me Parent surveys

School Assessment Tool – Reflection Matrix

Discussions at P&C meetings

**PRODUCTS and PRACTICES**

**What is achieved and how do we measure?**

**Product:**
- Increased achievement of student outcomes, enhanced well-being and sense of community.

School rating improves to ‘building’ or ‘sustaining’ on all seven dimensions of the School Assessment Tool – Reflection Matrix.

A supportive school community evidenced by increased number of parents attending parent/teacher interviews, P&C, assembly and community events and fundraisers.

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

**Practice:**
Visible parent involvement in a variety of school initiatives including development of strategic directions, policies and programs.

The school uses collaborative feedback and reflection to promote and generate learning and innovation.

Practices and processes are responsive to school community feedback.

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**Improvement Measures**

- School rating improves to ‘building’ or ‘sustaining’ on all seven dimensions of the School Assessment Tool – Reflection Matrix.
- Increased number of parents attending parent/teacher interviews, P&C, assembly and community events/fundraisers.