School plan 2015 – 2017

Ebor Public School - 1814
School vision statement

Ebor Public School is a vibrant and innovative learning community. We offer each and every student an exceptional education in a supportive, small school environment. Students benefit from outstanding facilities and 21st century learning opportunities. Ebor Public School seeks every opportunity to create successful and engaged learners.

Ebor Public School is an engaged, active contributor to the Snow Gums Learning Alliance. The alliance seeks every opportunity to create successful and engaged learners. The alliance offers collaborative opportunities for students and staff.

We live our values of respect, responsibility, leadership and resilience.

School context

Situated in the village of Ebor, 80km east of Armidale, with a current population of 14 students. The school sits in beautiful grounds and enjoys extensive play areas and equipment. The school grounds are surrounded by national parks, walking trails and gorge country. The Ebor Falls and Guy Fawkes River are located to the west of the school.

Ebor is a school with a vibrant, enthusiastic student body. Students have access to state of the art technology, utilising video conferencing and web conferencing to collaborate with students in our community of schools. The school provides a high quality education, with a curriculum designed to engage and challenge each and every student.

The Snow Gums Learning Alliance consists of five small schools: Bald Blair Public School, Black Mountain Public School, Ben Lomond Public School, Chandler Public School and Ebor Public School.

The alliance was formed in 2013 as a smaller group within the Highlands Learning Network with the express purpose of strengthening teaching and learning across the five schools.

From this beginning, the alliance has continued to grow and strengthen as leaders within the alliance pursue other avenues to strengthen teaching and learning across the five schools.

The Alliance has been successful in obtaining over $50,000 in grants to enhance and strengthen the teaching and learning across the alliance.

The school has an active P&C Association that supports the school.

School planning process

All parents were sent a survey asking them to comment on what was great about the school, what could be improved, was there anything we were not doing that we should investigate.

A presentation to the Parents and Citizens Association (P&C) about the planning and development of strategic directions was held and feedback was sought.

Information was included in the school newsletter about the survey and feedback requested.

Several planning days for staff from the alliance schools were held to enable staff to formulate ideas and provide feedback.

As a result, three key strategic directions for 2015 – 2017 were identified for our school. These are:

- Students are successful, responsible and engaged life-long learners.
- Collaborative, creative and valued approach to leadership and learning.
- A school with an inclusive community in a positive partnership valuing equity and excellence.
School strategic directions 2015 - 2017

**Purpose:**
To support all students learning to build the capabilities for all students so they are:
- Literate
- Numerate
- Collaborative
- Self-directed
- Critical and creative thinkers.

**STRATEGIC DIRECTION 1**
Students are successful, responsible and engaged Life Long Learners.

**Purpose:**
To work collaboratively to offer a strong, effective network which supports innovative teaching and learning across the Snow Gums Learning Alliance to improve student outcomes.

Through engaged communication, our schools engage in the development of whole school programs, increasing teacher capacity and engaging students with meaningful differentiated learning opportunities.

**STRATEGIC DIRECTION 2**
Collaborative, Creative and Valued approach to Leadership and Learning

**Purpose:**
The support of community is essential in a small school environment. By inspiring a culture of collaboration and engaged communication, students are able to access a variety of experiences and talents that empower leadership and organisational practice.

Research shows that effective community relations can increase student learning.

**STRATEGIC DIRECTION 3**
A school with an inclusive community in a positive partnership valuing equity and excellence
Strategic Direction 1: Students are successful, responsible and engaged Life Long Learners.

Purpose
Schools across the Snow Gums Learning Alliance work collaboratively to complete a variety of tasks utilising a variety of collaborative technologies including, but not limited to, the Snow Gums Learning Alliance website
www.snowgums.schools.nsw.edu.au

The further development of the Snow Gums Learning Alliance will ensure learning across our alliance builds the capabilities for all students so they are:
- Literate
- Numerate
- Collaborative
- Self-directed
- Critical and creative thinkers.

How do we do it and how will we know?

Students:
- through high quality teaching and learning are using a range of technologies as they are conduit to build essential skills and learning abilities for each student across the alliance.

Staff:
- Will actively engage in collaborative quality professional learning and subsequent cooperative planning to deliver high quality learning experiences based around the 7 Principles of Learning
- Staff will develop the capacity to explicitly teach students to ensure the Australian Professional Standards are implemented to reflect practice of Highly Accomplished Teachers

Parents/Carers:
- Parents understand and support the alliance initiatives.
- high expectations will be set for every student to progress and demonstrate growth by contributing to students education

Community Partners:
- Community partners understand and support the alliance initiatives

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

- Establish regular planning meetings through which leader’s access professional learning and also plan for the provision of high quality, disciplined and collaborative professional learning for teachers across the alliance.
- Deliver high quality collaborative and sustained professional learning for staff and facilitate the implementation of the NSW curriculum syllabus documents which ensure systematic and explicit teaching of objectives, cross curriculum priorities and general capabilities.
- the cooperative development of high quality learning and support programs and implementation of consistent assessment practices across the alliance which reflect the Education Standards Act and Disability Discrimination Act to facilitate differentiation that is individualised to improve student outcomes
- Leaders develop their knowledge of the collaborative professional learning strategy of Learning Walks to be used to inform

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

- Leadership capacity and teaching expertise is strengthened and measured against the Australian Professional Standards with all teachers working towards being Highly Accomplished.
- 7 principles of Learning are used across the system as a whole school approach to provide analysis of the implications for different types of application in all learning environments.
- Students demonstrate success in their learning through completion of collaboratively developed skills based units of learning, which have been specifically designed to develop capacity in collaboration, self-direction and critical and creative thinking.

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

- All staff of Snow Gums Learning Alliance is implementing the NSW Board of Studies Syllabus documents and have shared in the development of an alliance plan, scope and sequences, assessment schedules and units of learning. These are delivered using systematic and explicit teaching.

Improvement Measures
- Student assessment results show a growth across all areas of literacy and numeracy.
- Student’s self-reflection journals indicate an increased understanding of their learning, with an increasingly sophisticated reflection on their learning goals.
- Teachers will be working collaboratively, using strong and effective assessment strategies while evaluating assessments in a consistent manner.
- 100% K-6 students achieving benchmarks in English and Mathematics

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<table>
<thead>
<tr>
<th>Leaders</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage other research practices and experts to support the implementation and evaluation of pedagogical practices.</td>
<td>The alliance uses the Literacy and Numeracy continuums entering data on PLAN for monitoring progress of all students across the alliance to be used to determine growth in learning and to inform decision making for improved student outcomes.</td>
</tr>
<tr>
<td>Leaders will develop the skills and mindsets to plan and lead high quality professional learning which supports curriculum planning, implementation and evaluation across the alliance.</td>
<td>A website that effectively communicates the learning of all students and staff.</td>
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<tr>
<td>Implement the Performance and Development Framework to meet school priorities.</td>
<td>Expert teachers across the alliance deliver quality professional learning.</td>
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<td>Expert teachers across the alliance deliver quality explicit and systematic lessons to students outside their own classroom.</td>
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<td>All teachers and principals review the effectiveness of programs and practice to ensure standards 3, 4 and 5 of the Professional Practice Domain from the Australian Professional Standards are implemented to reflect practice of Highly Accomplished teachers.</td>
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<td>Expert mentors across the alliance support beginning teachers.</td>
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**Evaluation Plan**

- Regular reporting against milestones by the leadership group, following feedback from students, staff, parents and community.
- Australian Professional Standards for Teachers are used effectively to build the Performance and Development process in line with the Performance and Development framework.
**Strategic Direction 2: Collaborative, Creative and Valued approach to Leadership and Learning**

<table>
<thead>
<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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<tr>
<td>To work collaboratively to offer a strong, effective network which support innovative teaching and learning across the Snow Gums Learning Alliance to improve student outcomes.</td>
<td><strong>How do we do it and how will we know?</strong></td>
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<td><strong>What is achieved and how do we measure?</strong></td>
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<td>Through engaged communication, our schools engage in the development of whole school programs, increasing teacher capacity and engaging students with meaningful differentiated learning opportunity.</td>
<td><strong>Students:</strong></td>
<td><strong>Snow gums Alliance Project Team—articulate shared vision for building the capacity of school leaders to lead curriculum and pedagogy professional learning to embed consistently high standard practices in each school.</strong></td>
<td><strong>Product:</strong></td>
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<td>across the alliance will engage in high quality, differentiated explicit lessons to build a positive school culture through the 7 Principles of Learning.</td>
<td><strong>School leaders will establish processes to build the capacity of the school community to use data and evidence for strategic school improvement through succession planning.</strong></td>
<td>The school leadership team builds the collective capacity of teachers to use data to inform professional strategic teaching and learning improvements. All students entered on PLAN to assist with informed decision making.</td>
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<td>across the alliance will engage in high quality, differentiated learning</td>
<td><strong>Development and implementation of high quality learning and support programs which reflect the Education Standards Act and Disability Discrimination Act to facilitate differentiation that is individualised to improve student outcomes.</strong></td>
<td>Collaboratively developed K – 6 scope and continuums, units of work, common assessment tasks for data analysis and future planning.</td>
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<td>Staff:</td>
<td><strong>Use of collaborative professional learning strategies such as Learning Walks and Lesson Study to support the learning of all staff and to develop reflective practices of teachers to meet the Australian Professional Standards for teachers at a Highly Accomplished level.</strong></td>
<td>Schools across the Snow Gums Learning Alliance work collaboratively to offer a strong, effective learning support team which supports the learning needs of students across our schools.</td>
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<td>will develop their capabilities through participation in planned and sustained collaborative professional learning focusing on 7 Principles of Learning and additionally engaging in processes of reflective practice</td>
<td><strong>Protocols and procedures are in place to support the ongoing operation of the Alliance’s Learning Support Team.</strong></td>
<td>Through working collaboratively, our schools engage in high level professional development. Use of resources, including funding, is streamlined. Access to specialist personnel is strengthened.</td>
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<td>Teaching staff have high levels of pedagogical knowledge and skill including expert knowledge of evidence based teaching strategies and differentiation</td>
<td><strong>Identified students are working on Personal Learning and Support plans, which reflect the Education Standards Act and Disability Discrimination Act to facilitate differentiation that is individualised to improve student outcomes.</strong></td>
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<td><strong>Processes</strong></td>
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<td>Are aware and understand the schools across the alliance will be supported through information and learning sessions through which they can support the learning of their children in relation to this focus.</td>
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<td><strong>Products and Practices</strong></td>
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<td>Community Partners:</td>
<td><strong>Development and implementation of high quality learning and support programs which reflect the Education Standards Act and Disability Discrimination Act to facilitate differentiation that is individualised to improve student outcomes.</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<td><strong>Use of collaborative professional learning strategies such as Learning Walks and Lesson Study to support the learning of all staff and to develop reflective practices of teachers to meet the Australian Professional Standards for teachers at a Highly Accomplished level.</strong></td>
<td><strong>Product:</strong></td>
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**Improvement Measures**

- Staff within the Alliance work collaboratively to strengthen learning support offered to all students.
- Identified students access required additional support.
- Protocols and procedures are in place to support the ongoing operation of the Alliance’s Learning Support Team.
Leaders:
- Will develop their capacity as educational leaders by collaboratively planning and leading the alliance projects within and between their respective schools.

Cross school team planning of mathematics lessons for lesson study, units of work and common assessment tasks.

Evaluation Plan
- All students tracked and data extracted through PLAN including IEP’s, Welfare and Learning Support referrals and DEC reporting policy.

Practice:
- School leaders and teaching staff are working collaboratively to identify and support student needs.
- Schools are sharing resources to support the specific learning needs of all students.
- All teachers applying 7 Principles of Learning (A4L) into their day-to-day teaching with a focus on A for L– Learning Goals, Success Criteria, Questioning, Feedback.
- Staff and students reflecting and reporting on the achievement of their own learning through the Professional Development framework and A for L Principles.
- A culture of collaborative professional learning has been achieved across the alliance.

What are our newly embedded practices and how are they integrated and in sync with our purpose?
### Strategic Direction 3: A school with an inclusive community in a positive partnership valuing equity and excellence

#### Purpose

The support of community is essential in a small school environment. By inspiring a culture of collaboration and engaged communication, students are able to access a variety of experiences and talents that empower leadership and organisational practice.

Research shows that effective community relations can increase student learning.

#### People

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

**Students:**
- Students develop their communication skills, and learn how to interact with a wider cross section of the community.
- Have high expectations of themselves and be accountable for being active learners.

**Staff:**
- Through the development of supportive school policies and practices staff will be proactive in communicating with parents and carers on student achievement in relation to learning goals as well as demonstrating care and concern for student wellbeing.

**Parents/Carers:**
- High expectations will be set for every student to progress and demonstrate growth by contributing to students’ education.

**Community Partners:**
- Working together to form meaningful community relationships to engage our students in real world activities.

**Leaders:**
- Engage other research practices and experts to support the implementation and evaluation of pedagogical practices.

#### Processes

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

- Community partners are engaged with the school community, working where appropriate to enhance the learning experience of students ensuring the school plan is at the core of continuous improvement.
- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students that individually and collectively improves wellbeing.
- School leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other’s practice.
- The school team supports and encourages a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

#### Products and Practices

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

**Product:**
- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.
- The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.
- The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.

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

**Practice:**
- Community partners are consulted, in collaboration with the Snow Gums Learning Alliance, to identify strengths and provide professional learning.
- Community partnerships are reported on explicitly, and new appropriate partnerships are sought.
- Practices and processes are responsive to school community feedback.

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**Imagery:**

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. The school team supports and encourages a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

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**Ebor Public School**

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Planning template – V2.0 [11/11/14]
| ❖ Management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of the whole school community. |
| ❖ Community partners are working with us to enhance the Snow Gums Learning Alliance. |

**Evaluation Plan**

| ❖ Regular evaluation will include surveying key stakeholders, anecdotal evidence from teachers, students, parents and community members. |
| ❖ 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 outcomes and build alliances with other schools. |