School plan 2015 – 2017

Exeter Public School

STRATEGIC DIRECTION 1
High Quality Teaching and Learning.

STRATEGIC DIRECTION 2
Student Wellbeing

STRATEGIC DIRECTION 3
Community Engagement and Participation

Exeter Public School 1891
Exeter Public School

We are committed to providing our students with the best possible opportunities in all aspects of school life.

We will achieve this through creating a culture of high expectations and support delivered by high performing staff in an inclusive, safe and nurturing school community.

Our students are the future.

The school serves the small village of Exeter. It is the only school in the village, which has a population of around 400 people. The enrolment of 94 students is drawn mainly from the village and surrounding rural properties.

Our school is child-centred and our aim is to provide the best educational experience for each child to allow them to achieve their full potential in a safe, happy, friendly and stimulating environment. We value our partnership with the local school community and welcome their participation in the school.

Exeter Public School retains its rural and small school character. Our students develop caring and supportive relationships between the various age groups within the school.

Exeter Public School prides itself on its core values of kindness, responsibility, respect, achievement, cooperation and initiative. Students are encouraged to incorporate these values into their educational journey at Exeter Public School. Students also pride themselves in following the school pledge which is recited every morning at assembly.

In 2015, staff analysed our current school performance against the School Excellence Framework to further develop our strategic directions and areas for improvement. The priority areas for our school to achieve excellence have been included in the products and practices section of the school plan. They are coloured accordingly to match the School Excellence Framework key elements of Learning, Teaching and Leading.

Through staff and community consultation and student observations, we have identified emotional intelligence as an area of need for our students. We have included strategies to improve students’ emotional intelligence and mental health through the Kids Matter program.

As part of staff meetings, staff examined the responses from the school community surveys. Staff collated all results and looked at common elements. The responses were extremely positive of the current practices of the school.

This jointly constructed school plan acts as a working document to drive school improvement.
Purpose: To support all students to become confident and competent readers, writers, thinkers and problem solvers in the 21st century. This will be achieved through whole school programs and linked to the Quality Teaching Framework.

Through professional learning opportunities, teachers will enhance their knowledge and skills in delivering high quality teaching and learning programs.

Purpose: To develop school wide practices which enable all students to be highly engaged in schooling and emotionally aware.

To promote effective partnerships with families to develop empathy and understanding of mental health issues.

To promote thinking that is positive, respectful and differentiated to best meet the needs of students.

Purpose: To develop community trust and support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

To seek expertise from community members to provide extra curricular opportunities for our students.

To work collaboratively with our Community of Schools to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.
## Strategic Direction 1: High Quality Teaching and Learning

### Purpose
To support all students to become confident and competent readers, writers, thinkers and problem solvers in the 21st century. This will be achieved through whole school programs and linked to the Quality Teaching Framework.

Through professional learning opportunities, teachers will enhance their knowledge and skills in delivering high quality teaching and learning programs.

### Improvement Measures
- 80% of students will meet the end of stage requirements in Diagnostic Maths Assessment.
- 80% of students meet the end of Year reading benchmark levels in Kindergarten, Year 1, 2 & 3.
- Students meet or exceed expected growth levels in writing and number from Year 3 - Year 5.
- All teachers have documented professional learning plans that are reviewed regularly and are linked to the school plan.

### People

#### Students:
- Develop capacity to succeed through access to high quality lessons and programs across all KLAS.

#### Staff & Leaders:
- Develop staff capabilities through professional learning.
- Maintain consistency amongst teachers through adherence to scope and sequence documents relating to the new curriculum.
- Ongoing involvement in peer observations to improve teaching practice.
- Develop capacity in teachers to analyse and communicate school assessment data, specific to areas of responsibility.
- Monitor whole school growth and performance.
- Develop process for maintenance of accreditation at appropriate levels.
- Continue to implement effective transition to school programs.

#### Parents:
- Develop understanding of whole school programs and how teachers are using the new curriculum.

#### Community:
- Develop the capacity of volunteers to work collaboratively with the school to enhance student outcomes.

### Processes

#### Community of Schools Writing Project:
Teachers will improve their ability to plan, teach and assess writing through consistent teacher judgement workshops with local schools.

#### Taking Off With Numeracy (TOWN):
Staff to participate in TOWN training. TOWN methodology to compliment TEN (Targeting Early Numeracy) Strategies in Early Stage 1 and Stage 1.

#### Peer Observations:
All staff to observe colleagues each term and reflect upon elements of the Quality Teaching Framework.

#### Accreditation:
Initiate accreditation process for 2016 and beyond. All teachers will have a personalised learning plan based on Australian teaching standards.

#### Evaluation Plan:
Closely monitor NAPLAN, Best Start, TEN and TOWN and school based assessment data to analyse student performance.

### Products

- 80% of students will meet the end of stage requirements in Diagnostic Maths Assessment.
- 80% of students meet the end of Year reading benchmark levels in Kindergarten, Year 1, 2 & 3.
- Students meet or exceed expected growth levels in writing and number from Year 3 - Year 5.
- All teachers have documented professional learning plans that are reviewed regularly and are linked to the school plan.

## Exeter Public School 1891
Page 4
Strategic Direction 2: Student Wellbeing

### Purpose

To develop school wide practices which enable all students to be highly engaged in schooling and emotionally aware.

To promote effective partnerships with families to develop empathy and understanding of mental health issues.

To promote thinking that is positive, respectful and differentiated to best meet the needs of students.

### People

**Students:**
- Develop students’ empathy towards others.
- Take responsibility for their own behaviour and strive for individual improvement.

**Staff and Leaders:**
- Foster a positive learning environment where respectful behaviour is modelled through positive relationships.
- Develop whole school approach to using positive rewards system.

**Parents:**
- Parent information sessions about how to deal with and support students’ mental health, social skills and values.
- Build awareness of the process involved with the school’s welfare and discipline policy.
- Develop parents’ ability to support their child’s emotional learning.

**Community:**
- Involve local organisations that can deliver information on support available and strategies to deal with students’ emotional wellbeing.
- Parents and wider community will engage in events to increase community awareness of mental health issues.

### Processes

**PBS & Excel Values**

All classes will adopt the PBS Matrix as a basis for all class rules.

**Kids Matter**

Exeter Public School will become a Kids Matter School. We will implement 4 components for school improvement over a 3 year cycle.

- **Component 1: Positive School Community**
- **Component 2: Social and Emotional Learning**
- **Component 3: Working With Parents and Carers**
- **Component 4: Helping Children With Mental Health Difficulties**

### Evaluation Plan:

Results from the ‘Tell Them From Me’ survey for students (Years 4-6) and ‘Focus on Learning’ survey for teachers to guide future directions for student wellbeing.

Parent and community input at P&C meetings through surveys to provide data on parent satisfaction.

Decision-making is informed through analyses of data.

### Improvement Measures

- Number of ‘Time Out’ incidents in discipline register is less than 20.
- 100% of student ‘Tell Them From Me’ survey responses indicate positive correlations regarding student relationships and learning.
- 100% of parent satisfaction responses remain high (agree or strongly agree).

### Products and Practices

**Practices:**

**Excelling in Student Wellbeing**

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves the individual and collective wellbeing.

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

**Products:**

- Number of ‘Time Out’ incidents in discipline register is less than 20.
- 100% of student ‘Tell Them From Me’ survey responses indicate positive correlations regarding student relationships and learning.
- 100% of parent satisfaction responses remain high (agree or strongly agree).

**Legend:**

- **Kids Matter**: Nation-wide program that provides resources and skills for school leaders to improve the mental health, social and emotional wellbeing of primary school students.
- **PBS**: Positive Behaviour for Success
Strategic Direction 3: Community Engagement and Participation

**Purpose**

To develop community trust and support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

To seek expertise from community members to provide extra curricular opportunities for our students.

To work collaboratively with our Community of Schools to give our students the knowledge, skills and opportunities for our students.

**Improvement Measures**

- Community involvement with the SAKGP includes a kitchen and garden specialist (2 voluntary positions).
- 100% of classes use kitchen to incorporate KLAs.
- 100% of parents and community members receiving newsletter via email.
- 100% of parent ‘Tell Them From Me’ surveys indicate positive relationships and involvement from the wider school community.

**Moss Vale Community of Schools:**

Avoca, Berrima, Bundanoon, Burrawang, Exeter, Moss Vale, Penrose, Robertson, Tallong and Wingello. Our Community of Schools feed into Moss Vale High School.

**People**

**Students:**
- Participate in school and community events with pride, respect and enthusiasm.
- Develop an understanding in the importance of the local community.

**Staff and Leaders:**
- Actively contribute to school communication strategy through use of social media, website and email communication.
- Continue to initiate and promote the meaningful roles families and community have in the decision making process.
- Actively participate in literacy/numeracy networks (TOWN & Writing) within the MVCOS.

**Parents:**
- Access the School E-News App and school website to keep up to date with student learning, school events and news.
- Participate in school events to celebrate student learning and achievement.

**Community:**
- Support school projects through funding, sharing of resources, grant applications and expertise to build knowledge of, and pride in, our school and local community.
- Network with past students who can share experiences and celebrate 125th anniversary weekend.

**Processes**

**Stephanie Alexander Kitchen Garden Program (SAKGP):**

Classes will be involved in a cooking or gardening lesson each week, supported by a kitchen and garden specialist volunteer from our local community.

**Communication:**

Use of various methods of communication to ensure parents, carers and the wider community are aware of school news and information.

**125th Year Celebrations:**

Exeter Public School Alumni Facebook to promote our 125th celebrations in 2016. 125th committee to organise celebration weekend in 2016.

**Community of Schools:**

Collaborate with schools in the Bong Bong, Bowral, Moss Vale, Wingecarribee and Wollondilly network area to extend opportunities for students and staff in all areas of education.

**Evaluation Plan:**

Closely monitor student feedback through the ‘Tell Them From Me’ survey, SRC surveys, parent attendance data and community survey information.

**Products and Practices**

**Practices:**

- **Excelling in Leadership**
  The school is recognised as excellent and responsive by its community as a result of its effective engagement with the local community such as parents, families, local media and business organisations.

- **Excelling in Management Practices and Processes**
  Practices and processes are responsive to school community feedback.

**Products:**

- Community involvement with the SAKGP includes a kitchen and garden specialist (2 voluntary positions).
- 100% of classes use kitchen to incorporate KLAs.
- 100% of parents and community members receiving newsletter via email.
- 100% of parent ‘Tell Them From Me’ surveys indicate positive relationships and involvement from the wider school community.

- Teachers actively communicate with parents on student progress and expectations of learning on a regular basis. Parents are welcomed into the classrooms to share their knowledge and skills.