### School background 2015 - 2017

#### School vision statement

| At Emmaville Central School we aim to provide a high quality education in a caring and supportive environment, where students feel safe and empowered, to develop to their potential, and to become effective global citizens and leaders. This will be achieved through effective and collaborative partnerships. |

#### School context

| Emmaville Central School (ECS) caters for an isolated rural community 42kms north-west of Glen Innes. The village of Emmaville has a small population (400, including surrounding areas). Affordable housing and a friendly and safe community make it attractive to young families. The village is quiet and safe, with a swimming pool, two pubs, a post office, a general store and a multi-purpose health facility. There is a strong ethic of community service and volunteerism in the town. Emmaville CS offers individualized learning in small composite class groups supported by excellent technology resources. The school has an advanced technology network with all classrooms having interactive whiteboards. Additional laptops and iPads for have been purchased for students (primary and secondary) to use. Student mobility is growing, with a quarter of students enrolling and/or leaving in any one year. In February 2015, 10% of students identified as ATSI. Students are able to undertake Stage 6 studies at Emmaville CS with Students studying a composition of subjects delivered on site with the balance of subjects being delivered through Dubbo School of Distance Education. In senior years, academic pursuits and vocational education are growing priorities. Younger (Infants) students are an area of focus with significant language, literacy and numeracy support needs. In 2014, the school was supported by extra resourcing from equity funding with many students have been identified as requiring welfare and pastoral support. The school has a student welfare worker, engaged under the Commonwealth Government's “Chaplains and Welfare Workers in Schools” program. The schools Parents and Citizens Association manage this program. |

#### School planning process

| During Terms 3 and 4, 2014, extensive consultation was undertaken in order to identify the school's three key strategic directions, and key improvement measures. The school sought input and involvement form parents/ carers and the wider community using paper surveys and online participated in an online questionnaire about teaching and learning by a company called, “The Learning Bar”. The results of the consultation are recorded in the 2014 Annual School Report. Further consultation with all stakeholders occurred in 2015 by: Surveying staff to determine their priority areas Providing feedback to all stakeholders through the P&C and school/community newsletter. A number of opportunities were provided for all stakeholders to give individual and group feedback on the three strategic directions. As a result, clear improvement and development areas have been identified. |
At Emmaville Central School we aim to provide a high quality education in a caring and supportive environment, where students feel safe and empowered, to develop to their potential, and to become effective global citizens and leaders. This will be achieved through effective and collaborative partnerships.

Purpose: Staff will develop and deliver meaningful learning opportunities tailored to student needs, whilst implementing and embedding the Australian Curriculum. Staff will expand their skills to broaden the range and quality of the curriculum delivery K-12. Staff will build partnerships to work collegially with other professionals to align with the Professional Development Framework, the Australian Professional Standards for Teachers and the Australian professional Standard for Principals.

Purpose: Students have developed a value for education whilst improving their literacy and numeracy skills. Students are responsible for their own performance and learning, becoming critical thinkers and life-long learners, who are proactive and reflective in setting their own goals, to improve their learning outcomes. Students are able to engage with a curriculum which will be delivered from K-12 with an emphasis upon expanding the delivery of Stage 6 subjects.

Purpose: To build dynamic relationships where the profile of ECS, within the community, will be raised so that the School community is inclusive and valued. Community awareness and participation, in our school is a focus. This provides the opportunity of broadening the learning experiences of our students in their own local, and wider community.
Strategic Direction 1: Highly Engaged and Dynamic Staff

Purpose
Why do we need this particular strategic direction and why is it important?
Staff are developing and delivering meaningful learning opportunities tailored to student needs, whilst implementing and embedding the Australian Curriculum.

Staff are expanding their skills to broaden the range and quality of the curriculum delivery in K-12. Staff are building partnerships to work collegially with other professionals and colleagues, to align with the Professional Development Framework, the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals.

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

Students:
Will engage in new learning strategies to assist with their understanding and knowledge to improve their learning outcomes

Staff:
Staff will develop a shared K-12 understanding of moral purpose through the development of common learning goals by building professional networks within the school to develop a culture that promotes learning.

Staff will experiment with developing learning goals with their supervisor and pursuing professional development in their respective areas so that staff can build on their expertise to become experienced teachers in their stage/subject area.

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

Professional development for all staff to develop the capacity to:
* develop a deep knowledge of the Australian Curriculum
* develop understanding and knowledge of effective quantitative and qualitative assessment practices to ensure effective assessment for learning

* understand the QTF and Australian Professional Standards for Teachers and the Australian Professional Standards for Principals as tools for improvement and professional development, with ongoing conversations surrounding these standards.

Staff will develop a shared K-12 understanding of moral purpose through the development of common learning goals by building professional networks within the school to develop a culture that promotes learning.

Constructively utilise Professional Learning Plans developed in PDF processes to connect staff with professional learning experiences that enhance capabilities in focus areas as outlined in this plan.

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Build a community of collaboration with internal, and external providers to facilitate best practice and to target areas for improvement in learning and student welfare.

Evaluation Plan:

Staff engagement in peer mentoring positive reflection through PDF

Staff demonstrate a range of strategies showcasing best practice in staff meetings.

Staff effectively analyse data to

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

Products:
- The school has aligned staff processes for collecting, analysing and reporting on local data and on external data such as NAPLAN, ESSA, VALID, PLAN, HSC Monitoring
- Staff have attained achievement at proficient level in the Australian Teaching Standards, and through PDF.
- 100% of staff will have engaged with their performance development plans which will identify professional goals where the review of these goals is ongoing.

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum and welfare delivery, where classroom observation and modelling of effective practice and feedback drive and sustain improvement in teaching practice and student outcomes.

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

Practice:
- All teachers regularly reflecting on and evaluating the quality of their classroom practice through ongoing discussion, peer mentoring and disciplined collaboration.
- All staff registered with BOSTES and working towards/attaining Proficient or

Improvement Measures

- The school has aligned staff processes for collecting, analysing and reporting on local data and on external data to create a learning continuum
- Staff have attained achievement at proficient level in the Australian Teaching Standards, and through whole school performance and development frameworks.
- Teachers collaborate within and across stages and faculties to ensure consistency of curriculum and welfare delivery, where classroom observation and modelling of effective practice and feedback drive and sustain improvement in teaching practice and student outcomes.

Parents/Carers/Community Partners:
Consultative partnerships are established between staff, parents/carers and community partners to ensure student needs are being addressed.

Leaders:
- Leaders build a culture of educational improvement based on relational trust, high expectations,
### Strategic Direction 2: Successful Student Learners

**Purpose**

Why do we need this particular strategic direction and why is it important?

**Purpose:**

Students have developed a value for education whilst improving their literacy and numeracy skills. Students are responsible for their own performance and learning, becoming critical thinkers and lifelong learners, who are proactive and reflective in setting their own goals, to improve their learning outcomes.

Students are able to engage with a curriculum which will be delivered from K-12 with an emphasis upon expanding the delivery of Stage 6 subjects.

**Improvement Measures**

- **Students:**
  - Develop a whole school culture, where education is valued and the attainment of high literacy and numeracy skills are cherished.
  - Students learn to make informed judgements about their progress against their relevant learning outcomes. They also learn to plan for improvement and to identify strategies required to progress.
  - Stage 6 students no longer need to move schools as they are able to study 50% of their subjects.

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| **How do we develop the capabilities of our people to bring about transformation?**
  - **Students:**
    - ECS will have built student capacity so that they are self-directed independent learners who can effectively apply twenty first century learning practices to all life situations.
    - Focus on developing student engagement with literacy and numeracy, in the early years, through adequate support enabling intensive instruction for students who experience significant reading difficulty.
    - Establish processes to ensure
| **How do we do it and how will we know?**
  - **ECS will have built student capacity so that they are self-directed independent learners who can effectively apply twenty first century learning practices to all life situations.**
  - Focus on developing student engagement with literacy and numeracy, in the early years, through adequate support enabling intensive instruction for students who experience significant reading difficulty.
  - Establish processes to ensure
| **What is achieved and how do we measure?**
  - **Products:**
    - 100% of students will demonstrate growth on the Literacy and Numeracy Continuums, achieving at or above their stage level.
    - Indigenous students match the learning outcomes of their peers as evidenced in external and school based data.
    - Socioeconomic disadvantage becomes less of a determinant of educational exit outcomes for students, as evidenced by external and internal school based data on student growth.
    - All students in Year 4-12 will have a PIP where they are able to set and reflect upon individual learning goals.
    - Students in K-6 have a portfolio of work
100% of students will demonstrate growth on the Literacy and Numeracy Continuum, achieving at or above their stage level. Indigenous students match the learning outcomes of their peers as evidenced in external and school based data. Socioeconomic disadvantage becomes less of a determinant of educational exit outcomes for students, as evidenced by external and internal school based data on student growth. All students in year 4-12 will have a PIP where they are able to set and reflect upon individual learning goals. Students in K-6 have a portfolio of work samples which depict growth.

Strategic Direction 3: Strong Community Partnerships

**Purpose**

Why do we need this particular strategic direction and why is it important?

To build dynamic relationships where the profile of ECS within the community, will be raised so that the community is inclusive and valued. Community awareness and participation in our program is a focus which allows us to broaden the experiences of our students in their own local and wider community.

**People**

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

**Students:** Students develop their leadership, social and communication skills which will enable them to be an effective link between home, school and the community. Students will develop the ability to compete fairly whilst sharing space and resources with others.

**Staff/Leaders:** Staff develop, and reflect upon their understanding of family life in an isolated rural community, where ongoing consultation of parents and students to determine the Stage 6 curriculum ensuring a range of subjects are offered internally.

**Teachers** will teach students to develop inquiry skills and provide opportunities for reflection and critical thinking in primary so that PIPs can be developed and linked to learning behaviours and achievement.

**Parents/Carers:** Parents/Carers understand and support students to set achievable, yet challenging goals linked to Literacy and numeracy, and Stage 6 outcomes.

**Community Partners:** Encourage community members to complete their WWCC so that they can be involved in volunteering for learning programs.

**Evaluation Plan**

**Internal:** Regular reporting against milestones by all staff. Also the use of effective monitoring strategies such as running records, assessment strategies to identify student progress.

**External:** Use external data to evaluate growth in literacy and numeracy.

**Practice:**

- ECS will be known for offering learning programs that are tailored to student need.
- All teachers, in collaboration with students, will be able to set visible, challenging, yet achievable learning goals.
- All teachers will regularly engage in structured professional dialogue in order to plot student performance in the learning continuums.

**Products and Practices**

What is achieved and how do we measure?

**Product:**

- The school community is committed to the school’s strategic directions and practices through ongoing monitoring and evaluation of student learning and milestones, to achieve improvements in student learning and engagement.
- The school is recognised as being responsive and committed to excellence as a result of its effective engagement with members of the local community.
- The school makes strategic use of its relationships and partnerships to access resources for the purpose of enriching samples which depict growth.

- Stage 6 curriculum is expanded and students study more than two of their HSC Subjects internally, with a higher student retention rate from Stage 5 to Stage 6.

**Strategic Direction 3: Strong Community Partnerships**

What are our newly embedded practices and how are they integrated and in sync with our purpose?
The school community is committed to the school's strategic directions and practices to achieve improvements in student learning and engagement.

The school is recognised as being responsive and committed to excellence as a result of its effective engagement with members of the local community.

The school makes strategic use of its relationships and partnerships to access resources for the purpose of enriching student learning outcomes and the school's standing within the local community.

Services are limited. Staff develop partnerships in order to establish and build strong relational trust so that parents and students can be supported.

**Parents/Carers:** Parents and community members have the opportunity to engage in a wide range of learning and school related activities where they will be given the opportunity to engage in substantive conversations about their child’s learning and progress. They will develop confidence and trust in the quality of education being provided for their children.

**Community Partners:** Further engage community groups and individuals to have an active role in the education of their students by increasing opportunities for participation.

- Links exist with the CCOS and with DSDE and other educational providers to support the school’s programs.

**Evaluation Plan**

Regular reporting against milestones by staff. Information will be gathered from evaluation forms, at each event, to monitor attendance and engagement at special events and functions by, community members and students.

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

**Practice:**

- The school collects evidence regularly to evaluate the effectiveness of the partnerships and whether they are having an impact in improving student achievement.
- The school works collaboratively with the P&C to build partnerships and support the common goals with parents, families and the broader school community.
- Professional learning opportunities and expertise will be enhanced and maximised as a result of collaboration within the alliance of the CCOS. This will enhance the curriculum offerings for students.

**GLOSSARY**

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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECS</td>
<td>Emmaville Central School</td>
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<tr>
<td>PDF</td>
<td>Performance Development Framework</td>
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<td>ATSI</td>
<td>Aboriginal and Torres Strait Islander Students</td>
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<td>QTF</td>
<td>Quality Teaching Framework</td>
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<td>BOSTES</td>
<td>Board of Studies Teaching and Educational Standards</td>
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<td>PIP</td>
<td>Personalised Improvement Plan</td>
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<td>CCOS</td>
<td>Celtic Community of Schools</td>
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<td>DSDE</td>
<td>Dubbo School of Distance Education</td>
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<td>HSC</td>
<td>Higher School Certificate</td>
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<td>P&amp;C</td>
<td>Parents and Citizens Association</td>
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<td>WWCC</td>
<td>Working with Children Check</td>
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