Collector
Public School
Strategic Plan
2015-2017
## Strategic Plan 2015-2017 - Collector Public School

### School vision statement:
Collector Public School is a school community committed to providing a broad range of rich learning experiences in a nurturing environment enhanced by quality teaching practices.

### School context:
Collector Public School is located mid-way between Goulburn and Canberra just off the Federal Highway. The school is a proud member of the Goulburn Community of Small Schools. It is a school with a strong sense of belonging, tradition, history, respect, responsibility and integrity. The school provides a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent. There is a strong culture of excellence in sporting pursuits, music and performing arts.

### School planning processes:
The school planning process at Collector Public School is consultative at all levels - students, staff and community. This process included a review of the strengths, opportunities and areas for further development across the school. In partnership with members of our school community this Strategic Plan 2015-2017 forms the basis for the school’s improvement and development during the next three years. Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through implementation of the plan.

### Endorsement by AECG (where required):

### Principal approval:
Collector Public School
Strategic Directions 2015-2017

Strategic Direction 1
Deliver quality teaching and learning to equip students to be successful learners.

Strategic Direction 2
Enable students and staff to be highly engaged in all aspects of schooling.

Strategic Direction 3
Promote community engagement and participation.

Purpose of Strategic Direction 1
To support all students to become competent and creative learners who strive to reach their personal best.

Purpose of Strategic Direction 2
To improve social and emotional wellbeing for students and staff. To support ongoing professional development for consistent, high standard educational practices.

Purpose of Strategic Direction 3
To strengthen relationships and inspire a culture of collaboration.
Strategic Direction 1: Deliver quality teaching and learning to equip students to be successful learners.

Purpose: To support all students to become competent and creative learners who strive to reach their personal best.

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| **Students:** | • Professional learning opportunities for all staff regarding literacy, numeracy, new curriculum and how to integrate it across all Key Learning Areas using the Teacher Quality Framework. | **Product:**  
• Students confidently use 21st Century technology to take an active role in their learning. |
| • will be engaged with teaching and learning programs that are meaningful and successful, in the school and home environment;  
• will be prepared for the new syllabus implementation and be equipped with the skills to become successful learners for the 21st century;  
• will work independently and collaboratively to explore learning and communicate ideas. | • Access a variety of resources to help staff know their students and how they learn, including Learning and Support teacher, Curriculum Based Assessment, Personal Learning Plans, SMART Data and Literacy and Numeracy continuum.  
• Parents will be informed about learning opportunities which are provided for the students.  
• Will continue to develop a Community of Schools approach to enhance professional knowledge to support implementation and evaluation of pedagogical practice | • Sustained growth and student engagement in literacy and numeracy from Years K-6, measured by internal and external assessment.  
• Growth in community participation and engagement in supporting students. |
| **Staff:** | • Parents access information from the school and take every opportunity to participate and collaborate in their child’s education. | **Practice:**  
• Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evidenced in classroom practice, programming and reporting.  
• Teachers will develop engaging teaching and learning programs to differentiate teaching to meet the specific learning needs of students across the full range of abilities as stated in the Australian Professional Standards for Teachers.  
• Students and staff will reflect on the achievement of their personal learning in all KLAs through the use of student profiles and professional learning plans. |
| • will be supported through the Australian Curriculum;  
• will design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity;  
• will be engaged with professional learning that is purposeful and directly linked to a strategic literacy and numeracy plan;  
• . | | • Teachers will develop engaging teaching and learning programs to differentiate teaching to meet the specific learning needs of students across the full range of abilities as stated in the Australian Professional Standards for Teachers. |
| **Parent/Community:** | | • Teachers will develop engaging teaching and learning programs to differentiate teaching to meet the specific learning needs of students across the full range of abilities as stated in the Australian Professional Standards for Teachers. |
| • parents and teachers will work together to increase parent understanding of key literacy and numeracy programs with the school. | **Evaluation**  
Regular reporting against milestones, feedback from staff meetings and staff surveys. | |
### Strategic Direction 2: Enable students and staff to be highly engaged in all aspects of schooling.

**Purpose:** To improve social and emotional wellbeing for students and staff. To support ongoing professional development for consistent, high standard educational practices.

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| **Students:** | • Opportunities are offered to students by the immediate learning community and the small schools network to engage with their peers within internal and external school environments  
• continue to develop knowledge, resources and strategies to implement welfare programs and to promote the schools core values  
• The Principal and staff ensures the communication between school, parent and community is encouraged, to promote student wellbeing  
**Evaluation**  
Regular reporting against the milestones, feedback from Learning Support Team, Personal learning Plans and individualised student profiles.  
**Product:**  
• Evidence from the Schools Welfare Policy shows that students consistently demonstrate appropriate behaviours in all school settings ensuring a safe, happy learning environment.  
**Practice:**  
• behaviour and academic outcomes improve  
• students equipped with strategies to improve resilience and develop strong leadership skills  
• students demonstrate the values of being safe, respectful and responsible learners across the school and community  
• role model expected behaviours  
• Staff consistently communicate high expectations regarding student work and behaviours  
• Learning community participate in future decision making that is informed through data analysis |
## Strategic direction 3: Promote community engagement and participation.

### Purpose: To strengthen relationships and inspire a culture of collaboration.

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| **Students:** | • Learning community is encouraged to participate in school and community events that reinforce our shared values and citizenship | **Product:**
| • will develop ability to interact, collaborate and share in the opportunities provided by the wider community. | • Principal and staff continue to encourage parent and community involvement and commitment to the P&C and school activities | • Continue to encourage parent collaboration and participation in school-family partnerships which is evidenced by increased participation of parents attending P&C and community events |
| **Staff:** | • create a yearly overview reflecting participation in community events | **Practices:**
| • will actively engage with other members of their profession and the wider community | • maintain and distribute yearly overview across various communication programs | • staff developing parents and community partnerships and connecting with other organisations. |
| **Community:** | • The school provides multiple platforms for communication | • two-way, reciprocated and respectful communication between students, staff and community. |
| • will be more involved in creating a whole school approach to educating students in all areas through increased understanding and involvement in school and community programs | **Evaluation** | |
|  | Regular reporting against the milestones, feedback from staff meetings, P&C meeting parent interviews and surveys | |