School background 2015 - 2017

School vision statement
Through the pursuit of excellence, wellbeing and community partnerships, we will enable all students to become successful, confident lifelong learners.

School context
Students at EA Southee Public School are drawn mainly from the area to the west and north of Muttama Creek which runs diagonally through the township of Cootamundra. They mostly reside within the town itself, although there are a number who live in the adjacent rural areas. These areas have a full range of socio-economic backgrounds and a declining total number of pre- and school aged children. The school has 11% ATSI and 2% LBOTE student population with a total enrolment of 200 students.

At EA Southee Public School we have dedicated teachers with a wide range of experiences. All teachers attend professional learning courses to maintain their high standard of teaching. The P&C is committed to enhancing the school’s image within the Cootamundra district.

EA Southee Public School provides a dynamic and caring educational environment in which all students access quality educational programs within a varied and balanced curriculum. The school maintains a culture based upon continuous student improvement and learners operating collaboratively. Learning is becoming more student-centred with teachers using HOW2Learn strategies, ensuring that students understand their own learning and progress. Our students are seen as lifelong learners. Our curriculum has been reviewed and it is more connected to students’ interests, experiences, talents and the real world. The use of technology in our everyday learning is a tool for connecting with the world and gaining information. Students are encouraged to research to find answers to the questions raised in their learning.

Students have access to a wide variety of experiences to enhance and extend their learning. These include: excursions; public speaking and debating; chess competitions; ICAS competitions; Premier’s Spelling Bee, Reading Challenge and Sporting Challenge; creative and performing arts including dance festivals, music program and musical productions. EA Southee Public School promotes a healthy awareness of the importance of physical activity through our Physical Education and Sport activities with “Live Life Well” being a key component. Students are involved in knockout competitions, PSSA carnivals, local competitions and representative teams in a variety of sports. Frequently, the students are praised by the wider community and their teachers, for their wonderful behaviour when out of the school. Surveys throughout the year indicate that they like coming to school and enjoy the various Student Council activities.

School planning process
In 2014 the school sought the opinions of staff, students and parents using surveys such as School-Family Engagement, The Tool Bar Focus On Learning Teacher Survey and The Kids Matter Survey and an online parent survey. An evaluation of the current situation was completed with staff, students and parents brainstorming current programs and initiatives from the 2012-2014 school plan, evaluating their effectiveness and making decisions about programs to retain, not continue and introduce.

The executive, led by the School Principal, ran information sessions and workshops on:- The Melbourne Declaration; Great Teaching: Inspired Learning; Local Schools, Local Decisions, Rural and Remote Education and the School Excellence Framework. Staff is aware of a ‘dynamic learning system’ and the three frameworks which sit within this: student learning, staff and leader learning and school learning.

The Principal participated in trials with other local schools and worked with the High Performance Unit in the development of planning for writing of the school plans. The Principal also presented at a combined meeting with The High Performance Unit, about key points for maintaining the planning process as a cohesive, inclusive process.

The school community is aware of the development of a new school planning and reporting approach as developed by DEO. The school community reviewed the school vision and mission statements and aligned them with current documents.

Focus groups contributed information on Aboriginal education support and programs at the school, sporting programs, welfare programs, literacy and numeracy programs and arts programs.

Staff analysed data from external and internal sources and, combined with information from focus groups and surveys, established the Strategic Directions and the Purposes, People, Processes, Products and Practices.

Staff participated in learning modules on the school planning format and worked in teams to write the school plan.

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Purpose: All students actively engaged in meaningful, challenging and future focused learning.

Purpose: Every student, everyday being engaged positively in their learning environment

Purpose: Strong, inclusive community culture by leading and inspiring through collaborative engagement.
**Strategic Direction 1: Learning - Engaging, Inclusive and Reflective Learning Culture**

<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>
</tr>
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<tbody>
<tr>
<td>All students actively engaged in meaningful, challenging and future focused learning.</td>
<td><strong>Students</strong> Develop the capabilities and beliefs of our K-6 students to take ownership of the direction of their learning to ensure focussed experiences, individualised learning and make judgements about their learning journey.</td>
<td><strong>Students</strong> Responsible students engaged in authentic, integrated and holistic learning experiences.</td>
<td>Product 10% growth in NAPLAN results of students performing in top 3 bands for Yrs 3 and 5 for Literacy and Numeracy</td>
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<td></td>
<td><strong>Staff</strong> Enable teachers deep understandings of where students are at in their learning in order to develop differentiated programs to address individual student needs.</td>
<td><strong>Staff</strong> Development of staff capacity with differentiation of the curriculum using literacy and numeracy continuums and programs to specifically meet learning outcomes eg TOWN, TEN, L3, Focus on Reading.</td>
<td>Product 100% of students will achieve cluster mark for all aspects of Literacy and Numeracy continuum.</td>
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<td><strong>Staff</strong> Enable capabilities for staff in the area of differentiated learning. This will include planning for school development for staff to design and implement appropriate program and lesson design.</td>
<td><strong>Staff</strong> Implementation of HOW2Learn strategies to develop higher order thinking and learning/teaching strategies</td>
<td>Practice All students demonstrate high quality reflections of their achievements and their own learning using a set of criteria. They demonstrate confidence as learners and are mapping their progress against their personal learning goals.</td>
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<td><strong>Parents</strong> Enhance community members understanding of teaching/learning programs and processes and HOW2Learn dispositions in order to understand and support children’s learning.</td>
<td><strong>Staff</strong> Embed an Aboriginal cultural immersion program, PL for developing and implementing effective PLPs and a matrix for systematic teaching of Aboriginal cultures and histories.</td>
<td>Practice 100 % of staff use formative assessment that will inform learning for all.</td>
</tr>
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<td><strong>Improvement Measures</strong></td>
<td><strong>Parents</strong></td>
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<td><strong>Product</strong> 10% growth in NAPLAN results of students performing in top 3 bands for Yrs 3 and 5 for Literacy and Numeracy</td>
<td>Enhance community members understanding of teaching/learning programs and processes and HOW2Learn dispositions in order to understand and support children’s learning.</td>
<td>Embed an Aboriginal cultural immersion program, PL for developing and implementing effective PLPs and a matrix for systematic teaching of Aboriginal cultures and histories.</td>
<td>Increase by 20% K-6 families having a representative attend community learning projects</td>
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<td><strong>Product</strong> 100% of students will achieve cluster mark for all aspects of Literacy and Numeracy continuum.</td>
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<td><strong>Staff</strong> Action learning to focus on literacy and numeracy continuums</td>
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<td><strong>Practice</strong> 100 % of staff use formative assessment that will inform learning for all.</td>
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<td><strong>Parents</strong> Involve parents in community learning projects for literacy and numeracy and HOW2Learn dispositions.</td>
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<td><strong>Product</strong> Increase by 20% K-6 families having a representative attend community learning projects</td>
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## Strategic Direction 2: Wellbeing – Strategic and Planned Wellbeing Program

### Purpose
Every student, everyday being engaged positively in their learning environment

### People
- **Students**
  - Embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.
  - Enterprising, show initiative and use their creative abilities.
- **Staff**
  - Enable capacity to assess and monitor programs for students to develop personalised learning that aims to fulfil the diverse capabilities of each student and provide all students with access to high quality schooling that is inclusive and free from discrimination.
- **Parents**
  - Partnerships to bring mutual understanding to maximise student engagement, achievement and sense of wellbeing.
- **Leaders**
  - Enable capacity to implement wellbeing programs

### Processes
- **Students**
  - Implementation of Kids Matter strategies
  - Implementation of cultural awareness program by Aboriginal Community Liaison Officer (ACLO), in consultation with local elder, with Aboriginal boys
  - Implementation of Kidsmatter strategies as a major focus for a whole school wellbeing program
  - Staff
    - Review student welfare programs including rewards system for classrooms, student recognition awards & banners and consequences
  - Students Staff Parents
    - Have a broad range of sporting and cultural experiences included in the curriculum for team sport and individual participation, dance/drama/music and art.
- **Parents**
  - Involve parents in community learning projects for Kids Matter strategies
- **Leaders**
  - Implement professional learning programs for staff on wellbeing programs

### Products and Practices
- **Product**
  - 50% reduction of interventions of detentions and suspensions
- **Product**
  - All staff understand and implement wellbeing programs across all school areas
- **Product**
  - Increase in engagement levels for students through understanding of wellbeing needs with attendance rates being maintained at or better than 90%.
- **Practice**
  - A planned approach to support wellbeing of all, with all school community able to engage in wellbeing programs.

### Improvement Measures
- **Product**
  - 50% reduction of interventions of detentions and suspensions
- **Product**
  - All staff understand and implement agreed wellbeing programs across all school areas
- **Product**
  - Increase in engagement levels for students through understanding of wellbeing needs with attendance rates being maintained at or better than 90%.
- **Practice**
  - A planned approach to support wellbeing of all, with all school community able to engage in wellbeing programs.
**Strategic Direction 3: Community – A Dynamic Inclusive Community Culture**

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<td>Strong, inclusive community culture by leading and inspiring through collaborative engagement.</td>
<td><strong>Students</strong> Build confidence in their educational settings by fostering leadership and citizenship through school based programs eg public speaking/SRC/class councillors/House Captains</td>
<td><strong>Parents</strong> Development of community understanding of school programs eg Kids Matter strategies, HOW2Learn, learning strategies for literacy and numeracy</td>
<td><strong>Product</strong> Create a culture of inclusion and belonging that reflects and respects the diversity within the school and community</td>
</tr>
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<td><strong>Staff</strong> Enable capacity and strategies to provide a nurturing and supportive learning environment within the classroom and the school to build stronger community relations.</td>
<td><strong>Parents</strong> Involvement in professional learning to build capacity and understanding of learning and wellbeing strategies, programs and safe and appropriate use of technology.</td>
<td><strong>Staff Parents</strong> Establish a Family School Reference group and School Aboriginal Education Committee to develop key educational priorities for improving community relationships and a positive learning culture at the school.</td>
<td><strong>Product</strong> Community Partners Establish learning/support alliances within and beyond our school to support education and wellbeing programs.</td>
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<td><strong>Leaders</strong> Develop leadership capacity to effectively communicate with their community and promote the values of public education</td>
<td><strong>Leaders</strong> Establish professional learning programs to develop effective communication strategies on school matters</td>
<td><strong>Leaders</strong></td>
<td><strong>Practice</strong> Regular, formal meeting procedures where student leadership team take responsibility for managing activities and contributing to safety and wellbeing programs</td>
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<td><strong>Practice</strong> Regular, formal meeting procedures where student leadership team take responsibility for managing activities and contributing to safety and wellbeing programs</td>
<td><strong>Practice</strong> Establish professional learning programs to develop effective communication strategies on school matters</td>
<td><strong>Practice</strong> Effective 2 way communication using a variety of strategies to regularly seek and share information about students achievements and learning needs, school policies and practices.</td>
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<td><strong>Practice</strong> Establish a Family School Reference group and School Aboriginal Education Committee to develop key educational priorities for improving community relationships and a positive learning culture at the school.</td>
<td><strong>Practice</strong> Families and community members are active contributors to school decision making and planning processes with meetings held twice a term.</td>
<td><strong>Practice</strong> Establish learning/support alliances within and beyond our school to support education and wellbeing programs.</td>
<td><strong>Practice</strong> Families are acknowledged as partners in their children’s learning and wellbeing through regular articles and photographs in the newsletter and joint decision making practices.</td>
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