Pomona Public School Plan
2015 – 2017

High Quality Teaching

Learning, Engagement and High Expectations

A Strong Educational Community
### Pomona Public School background 2015 - 2017

#### SCHOOL VISION STATEMENT

Pomona Public School provides a caring and supportive learning environment for all students as part of a united community that values quality teaching and learning. The school's motto “Seize the Day” reflects the school’s philosophy to set high expectations and goals, both academically and socially, and to make the most of all opportunities.

#### SCHOOL CONTEXT

Pomona Public School is a small rural PP5 school with an enrolment of 34 students. Pomona Public School is part of the Sunraysia cluster of schools and has close relationships with other local school communities, as well as those in the broader Far West Group of Schools. The school is located approximately 11 kilometres from Wentworth, NSW.

School families are located both from within the settlement and outlying areas. Our school's Family Occupation and Education Index is 137, which is higher than the average of 100, and reflects our school's socio-economic status.

Attractive school grounds and classrooms equipped with excellent resources provide an outstanding learning environment for all students. Staff work collaboratively and are committed to providing high quality, differentiated learning opportunities for all students, as well as constantly developing their own skills through ongoing professional learning. The school enjoys strong community support.

#### SCHOOL PLANNING PROCESS

Pomona Public School sought feedback and constructive suggestions through formal and informal communication with parents, students and staff to inform our school plan.

These processes included 3-way meetings, P & C meetings, staff meetings, informal conversations, observations, questionnaires and surveys, and utilising a variety of planning tools so all participants have an equal voice.

The consultation has included collecting data about class, whole school and National assessments, analysing school systems, processes and policies, school satisfaction, student engagement and wellbeing surveys.

This data, along with the State Reforms and Strategies, was used in deciding the three year strategic directions for the school during 2015-2017. They are:

1. Learning, Engagement & High Expectations,
2. High Quality Teaching, and
3. A Strong Educational Community.
Our students will reach their potential as life-long learners becoming positive, self-aware and active members of their community, through high expectations and the provision of exemplary evidence based learning opportunities.

Our students will be creative, flexible, engaged learners through the provision of high quality inclusive lessons that focus on improving student learning outcomes through data driven, quality teaching practices.

Pomona Public School will be a positive and functional school community working in partnership to ensure enhanced student learning outcomes.
Strategic direction 1: Learning, Engagement and High Expectations

**PURPOSE**

Our students will reach their potential as life-long learners becoming positive, self-aware and active members of their community, through high expectations and the provision of exemplary evidence based learning opportunities.

**PEOPLE**

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

Students:
- will become active participants in their education by developing an understanding of the process involved in identifying their own learning goals to improve their learning.

Staff:
- will have a sound knowledge of student assessment to place students on the Literacy & Numeracy Continuums using PLAN.

Parents:
- will be active partners in their children’s education through open communication and engaging in group workshops focussed on educational processes and informal and formal 3-way meetings.

**IMPROVEMENT MEASURE/S**

- Increasing percentages of students will be spelling at or above their appropriate age bands in S.A Spelling assessments.
- An increasing percentage of students will be working at or above their year level cluster in Aspects of Writing on the Literacy Continuum.

**PROCESSES**

How do we do it and how will we know?

Teachers:
- collaboratively and continually evaluate programs and the learning environment to assess their effectiveness.
- use assessment data to monitor achievements and gaps in student learning which is used to inform planning for particular student groups or individuals.
- Track all student learning using PLAN K-6.

Professional Development:
- Teachers will be provided with quality training in the use of PLAN K-6 and the Literacy & Numeracy Continuums.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

Products
- Increasing percentages of students will be spelling at or above their appropriate age bands in S.A Spelling assessments.
- An increasing percentage of students will be working at or above their year level cluster in Aspects of Writing on the Literacy Continuum.

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

Practice
- Staff will regularly monitor and analyse classroom and whole school data using PLAN K-6 to make continual adjustments to student learning programs.

Evaluation Plan
- The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process and the analysis of departmental and school based data.
Strategic Direction 2: High Quality Teaching

**PURPOSE**

Our students will be creative, flexible, engaged learners through the provision of high quality inclusive lessons that focus on improving student learning outcomes through data driven, quality teaching practices.

**PEOPLE**

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

**Staff:**
- will have the capacity to support identified school learning needs and priorities.
- will support the collaborative design and implementation of systems and processes for identifying and managing the needs of students in their class and across the school.
- will have a sound knowledge of the Professional Standards for Teachers.

**Leaders:**
- will have knowledge of the Performance and Development Framework and support staff Performance and Development Plans.

**PROCESSES**

How do we do it and how will we know?

**Staff:**
- will develop negotiated Performance and Development Plans which are aligned with the Professional Standards for Teachers.
- will engage in quality professional learning as identified in their Performance and Development Plan to support the implementation of key programs and improved student performance.
- will actively and collaboratively develop, implement and analyse systems, processes, resources and products to maximise learning.
- will use evidence and data to differentiate programs for individual students.

**Leaders:**
- will develop staff knowledge and expertise in the:
  - Literacy & Numeracy Continuums
  - PLAN
  - Professional Development Framework, and
  - Australian Professional Standards for Teachers

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Products:**
- Teacher programs show improved use of assessment data which is used to determine the effectiveness of teaching, future teaching directions and differentiation.
- All teachers have a negotiated Performance and Development Plan which is aligned with the Professional Standards for Teachers.

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

**Practice:**
- Teachers use improved whole school monitoring systems and processes to collect and analyse data to plan high quality learning experiences.

**IMPROVEMENT MEASURE/S**

- Teacher programs show improved use of assessment data which is used to determine the effectiveness of teaching, future teaching directions and differentiation.
- All staff have a negotiated Performance and Development Plan which is aligned with the Professional Standards for Teachers.
### Strategic direction 3: A Strong Educational Community

**PURPOSE**

Pomona Public School will be a positive and functional school community working in partnership to ensure enhanced student learning outcomes.

**PEOPLE**

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

**Students:**
- will develop leadership and social skills through whole school programs.

**Staff:**
- will effectively communicate with parents and students on a regular basis.

**Parents & Community:**
- will engage with the school by having input into school planning processes through consultative decision making processes.
- will engage in positive and constructive 3-way meetings between students, staff and parents.

**PROCESSES**

How do we do it and how will we know?

**Students:**
- provide feedback and are engaged in planning and decision making processes around their learning and the school environment.

**Staff:**
- will communicate regularly with parents, students and school leaders through a variety of channels such as Newsletter, notes, website, email, 3-way meetings and informal meetings.

**Leaders:**
- will collaborate regularly with other Sunraysia and Far West Schools to maintain positive and strong networks and support each other in organisational practices and joint programs which will benefit all schools.
- will seek parent, student, staff and community input during the consultative planning processes using a variety of tools.
- communicate decisions and feedback to all stakeholders through Newsletters and P & C Meetings.

**Evaluation Plan**
- The implementation and success of the plan will be monitored and evaluated through student and parent feedback, parental involvement data, and high school survey information.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Products:**
- Students who at the end of Year 6 transition successfully to high school which is evidenced by survey responses.
- Increased parental response rate and input in school surveys and activities.

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

**Practice:**
- Positive and respectful relationships across the school community underpin a productive culture of learning.

**IMPROVEMENT MEASURES**

- Students who at the end of Year 6 transition successfully to high school evidenced by survey responses.
- Increased parental response rate and input in school surveys and activities.