<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>At Enngonia Public School, we believe that learning is inclusive and community based. Enngonia Public School promotes a safe and collaborative learning environment which focuses on providing students with the skills and knowledge to make positive choices. Students are encouraged to strive for success and become confident learners in all aspects of their growth.</td>
<td>Enngonia Public School is a P6 school with an enrolment of 26. It is located 100km north of Bourke in Western NSW. The school has a pre-school component as well as K-6. 60% of the student population identify as Aboriginal. Enrolments remain stable with minimal change in numbers. Enngonia Public School continues to move forward in improving students' results through the use of Personalised Learning Plans (PLPs) and Individual Education Programs (IEPs). The school also participates in the Early Action for Success program which aims to improve K-2 student outcomes in literacy and numeracy. The school has developed a strong partnership with Pymble Uniting Church and their City Aid to the Bush project. This organisation has provided significant support in a number of formats. The school is also developing partnerships with a number of independent schools to provide students with opportunities in a variety of subject areas. A strong partnership with the small schools in the Western Plains Network provides professional and educational support.</td>
<td>2014 August- Western Plains network meeting. Awareness raising of SMP. 2014 August- Template prepared 2014 September- School Community Engagement Survey sent to parents and community for input. 2014 October- Surveys analysed. 2014 November- Western Plains network meeting. Plan format and content analysed. 2014 November- 2015 budget review to align with SMP 2014 November- Staff commenced initial draft of SMP 2015 February- Critique of SMP by Principal School Leadership undertaken 2015 March SMP presented to P&amp;C 2015 March Re-Write Completed 2015 April Completed</td>
</tr>
</tbody>
</table>
Purpose:
To develop a school culture in which students have the confidence to take responsibility for their own ongoing learning. Students will develop a lifelong love of learning that will help them to make connections within and beyond the school.

Purpose:
To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school. To engage the students in high quality teaching environments that create successful and confident learners.

Purpose:
To develop positive and trusting relationships which support an inclusive school culture and meets the needs of the whole community. School planning will be undertaken in a respectful partnership with an informed school community, building understanding and mutual support.
# Strategic Direction 1: Student Engagement

## Purpose

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

To develop a school culture in which students have the confidence to take responsibility for their own ongoing learning. Students will develop a lifelong love of learning that will help them to make connections within and beyond the school.

## People

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

- **Students**: Ensure success through quality literacy and numeracy lessons based on the TEN and L3 programs to build confidence and competence for progress.
- **Staff**: Staff develop a heightened understanding of collaborative planning to ensure the best outcomes are created for students.
- **Parents/Carers**: Build parent and carer knowledge of L3, TEN, and PLAN, what is required to move from level to level and how to support in the home.
- **Community Partners**: Build parent and carer knowledge of L3, TEN, and PLAN, what is required to move from level to level and how to support in the home.
- **Leaders**: Leaders will attend professional learning, utilise mentor programs, increase and share knowledge of PLAN, L3, EA4S and TEN and how they are used to drive change.

## Processes

How do we do it and how will we know?

- TPL for staff in various current, evidence based pedagogical strategies and initiatives.
- Collaboratively plan and develop a high quality outdoor learning environment.

### Evaluation Plan

- Teachers input data to PLAN
- Data is monitored and evaluated by teachers at school level
- EA4S strategies for tiered interventions for students not meeting target levels
- Teaching programs reviewed through the Performance Development Framework

## Products and Practices

What is achieved and how do we measure?

### Product:

- 100% of students will reach their individual learning goals as shown on their Personalised learning plans.

### Practice:

- Teaching programs reflect current pedagogical practices.

### Product:

- The pre-school playground will be completed and utilised to meet the NQF indoor/outdoor learning space requirements.

### Practice:

- Pre-school teaching practice and programs reflect ongoing changes to grounds.

## Improvement Measures

- 100% of students will reach their individual learning goals as shown on their Personalised learning plans.
- The pre-school playground will be completed and utilised to meet the NQF indoor/outdoor learning space requirements.
# Strategic Direction 2: Quality Teaching

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

To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school.

To engage the students in high quality teaching environments that create successful and confident learners.

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

- **Students:** Understand staff are required to undertake TPL and why it is important to improving student achievement.

- **Staff:** Have knowledge and confidence to develop and promote a pedagogy that is informed by individual student achievement and positive learning environments.

- **Parents/Carers:** Are provided with information about the type of TPL staff undertakes and how it relates to the school plan and how it will improve student achievement.

- **Community Partners:** Are provided with information about the type of TPL staff undertakes and how it relates to the school plan and how it will improve student achievement.

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

- Staff work collaboratively to develop and maintain personal learning plans that reflect school plan targets.

- TPL for staff in various current, evidence based pedagogical strategies and initiatives including anti-bullying and behaviour management.

- Communication with parents and community about TPL and how it relates to the school plan and student achievement.

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

<table>
<thead>
<tr>
<th>Product</th>
<th>Practice</th>
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<tbody>
<tr>
<td>100% of teaching staff members work with strategically developed personal professional learning plans with needs aligned to the school plan.</td>
<td>All staff undertake surveys to develop personal professional learning plans with needs aligned to the school plan.</td>
</tr>
<tr>
<td>TPL process is valued by parents and community with 80% expressing satisfaction through informal meetings and survey feedback.</td>
<td>100% of teaching staff are using a proven, evidence based approach to choosing teaching and learning strategies.</td>
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## Improvement Measures
- 100% of teaching staff members work with strategically developed personal professional learning plans with needs aligned to the school plan.
- TPL process is valued by parents and community with 80% expressing satisfaction through informal meetings and survey feedback.
## Strategic Direction 3: Community Engagement

### Purpose

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

To develop positive and trusting relationships which support an inclusive school culture and meets the needs of the whole community. School planning will be undertaken in a respectful partnership with an informed school community, building understanding and mutual support.

### People

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

**Staff:** Lead new and innovative processes to integrate community involvement.

**Parents/Carers:** Are provided with information about current school practices and how it creates positive outcomes for their children and family.

**Community Partners:** Are provided with information about current school practices and how it creates positive outcomes for their children and family.

**Leaders:** Lead and provide opportunities for students, staff, parents and community partners to work together collaboratively to ensure high quality learning environments for students.

### Processes

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

- Community members will be given opportunities to complete their education based traineeships in the school.
- Parents and community partners will be provided with opportunities to share their skills to enhance students’ learning.
- Staff will create partnerships with community members to develop school events.
- Staff will lead parent training days to teach parents reading skills.

### Products and Practices

**What is achieved and how do we measure?**

**Product:**
- 60% of the school community will take an active role in all areas of the school.

**Practice:**
- 60% of parents and community will attend school open days and assemblies.
- 60% of parent and community members will take on responsibility for projects in the school.

### Improvement Measures

- 60% of the school community will take an active role in all areas of the school.

### Evaluation Plan

Community feedback surveys will be developed and distributed through informal and formal meetings. Attendance data of open day events and assemblies will be analysed for improvements and adjustments made.