Chandler Public School 1547

At Chandler Public School, students are successful, creative and engaged learners, receiving an exceptional education in a small school setting.

**Strategic Direction One**
Community Engagement

**Strategic Direction Two**
The Snow Gums Learning alliance implements a combined learning support team.

**Strategic Direction Three**
Students across the Snow Gums Learning alliance are successful and engaged 21st Century Learners.
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>Chandler Public School offers each and every student an exceptional education in a supportive, small school environment. Chandler Public School will be the school of choice, as students benefit from outstanding facilities and 21st century learning opportunities. Chandler Public School works effectively as part of the Snow Gums Learning alliance, offering collaborative opportunities for students and staff.</td>
<td>Chandler Public School is a small school located on the outskirts of Wollomombi. The school, with its beautiful gardens and extensive play areas, is surrounded by scenic country side, with the Wollomombi River to the west, the Chandler River to the east and the beautiful Wollomombi gorge with its spectacular waterfalls to the south. Chandler is a school with a vibrant, enthusiastic student body. Students have access to state of the art technology, utilising video conferencing and web conferencing to collaborate with students in our community of schools. Our school is part of the Stephanie Alexander Kitchen Garden program. Our students have wonderful kitchen facilities, with vegetable gardens and our chicken pen supplying fresh produce. Our vibrant school community is growing, and currently has 17 students. Chandler is a member of the highly successful Snow Gums Learning Alliance. The Snow Gums Learning Alliance consists of five small schools, Bald Blair Public School, Black Mountain Public School, Ben Lomond Public School, Chandler Public School and Ebor Public School. The Alliance was formed in 2013, as a smaller group within the Highlands Learning Network. The schools had a history of working together to provide sporting opportunities for students across the schools. An opportunity arose for staff across the Alliance to work collaboratively to secure funding to produce an integrated unit of work using the NSW Board of Studies Program Builder.</td>
<td>The strategic directions of the school are discussed regularly at P&amp;C. We have a strong and robust P&amp;C committee, with good attendance from parents. Parents who do not attend P&amp;C were consulted with individually.</td>
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Students from Chandler will be:
- Literate
- Numerate
- Collaborative
- Self-directed
- Critical and creative thinkers.
From this beginning the Alliance has continued to grow and strengthen as Leaders within the Alliance pursue other avenues to strengthen teaching and learning across the five schools.
Community Engagement.
Purpose:
The support of community is essential in a small school environment. Through engaging the community, students are able to access a variety of experiences and talents. Research shows that effective community relations can increase student learning.

The Snow Gums Learning Alliance implements a combined Learning Support Team
Purpose:
Schools across the Snow Gums Learning Alliance work collaboratively to offer a strong, effective learning support team which supports the learning needs of students across our schools. Through working collaboratively, our schools engage in high level professional development. Use of resources, including funding, is streamlined. Access to specialist personnel is strengthened.

Students across the Snow Gums Learning Alliance are successful and engaged 21st Century Learners.
Purpose:
To ensure learning across our alliance builds the capabilities for all students so they are:
- Literate
- Numerate
- Collaborative
- Self-directed
Critical and creative thinkers.

The support of community is essential in a small school environment. Through engaging the community, students are able to access a variety of experiences and talents. Research shows that effective community relations can increase student learning.
Strategic Direction 1: Community Engagement

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<th>Processes</th>
<th>Products and Practices</th>
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<td>The support of community is essential in a small school environment. Through engaging the community, students are able to access a variety of experiences and talents. Research shows that effective community relations can increase student learning.</td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
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<tr>
<td>Students: Students develop their communication skills, and learn how to interact with a much wider cross section of the community.</td>
<td>- Community partners are engaged with the school community, working where appropriate to enhance the learning experience of students.</td>
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<tr>
<td>Staff: All staff contribute in community consultation processes. Staff offered professional development around having difficult conversations. Staff may be interested in professional development in adult education, to facilitate clear communication.</td>
<td>- Community partners are working with teachers to develop strategies that specifically enhance learning for students.</td>
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<tr>
<td>Parents/Carers: Parents and carers consulted about community engagement, and encouraged to be involved in community activities. Parents and carers are guided through processes of appropriate communication with students. Parents and carers guided through code of conduct and child protection, where necessary.</td>
<td>- Through the Primary Principals Association Credentialing process, research into effective ways of working with the community is undertaken.</td>
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<tr>
<td>Community Partners: Community partners bring a lot to the school community. Community partners need to be aware of Child Protection, code of conduct issues.</td>
<td>- Community members are working with staff to increase staff knowledge and skills.</td>
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<td>Leaders: Develop a clear map of who is in the community. Regularly review who is in the community, and initiate contact with community partners.</td>
<td>- Community partners are working with our community of schools.</td>
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**Evaluation Plan**

Evaluation of success of plan will be undertaken regularly. Evaluation will include surveying key stakeholders, anecdotal evidence from teachers, students, parents and community stakeholders.

**Improvement Measures**

Community partners are working with school and learning alliance in a way that enhances learning experience. Learning and supports plans are strengthened through strong community connections.

**Product:**
- Community partners with expertise in areas identified through Learning and Support team are working with leaders and teachers. Evidence of their work is explicit in the students learning and support plans.
- Curriculum offering is enhanced as a result of community engagement. Students are working with specialist language and nutritionist experts from within the community.
- Community partners are engaged in activities throughout the school.

**Practice:**
- Community partnerships are reported on explicitly, and new partnerships sort continuously. Community members are regularly evaluated to ensure the current useful practice.

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

- Community partners with expertise in areas identified through Learning and Support team are working with leaders and teachers. Evidence of their work is explicit in the students learning and support plans.
- Curriculum offering is enhanced as a result of community engagement. Students are working with specialist language and nutritionist experts from within the community.
- Community partners are engaged in activities throughout the school.

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

**Practice:**
- Community partners are consulted, in collaboration with the snow gums alliance, to identify strengths.
### Strategic Direction 2: The Snow Gums Learning Alliance implements a combined Learning Support Team

#### Purpose

Schools across the Snow Gums Learning Alliance work collaboratively to offer a strong, effective learning support team which supports the learning needs of students across our schools. Through working collaboratively, our schools engage in high level professional development. Use of resources, including funding, is streamlined. Access to specialist personnel is strengthened.

#### People

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<tr>
<th>Students:</th>
<th>Will have their specific learning needs addressed through access to a strong learning support team.</th>
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<tbody>
<tr>
<td>Staff:</td>
<td>Will have access to higher levels of support for students with specific learning needs. Staff will have access to targeted professional learning to help them support students with specific learning needs. Staff will have access to additional professional support. Staff will work collaboratively to ensure the best educational support for all students.</td>
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<tr>
<td>Parents/Carers:</td>
<td>Parents and carers will work with the learning support team to develop learning and support plans to support their children’s learning.</td>
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<tr>
<td>Community Partners:</td>
<td>Community partners work across the alliance to support the students from each of the schools.</td>
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<tr>
<td>Leaders:</td>
<td>School leaders ensure that all staff have learning support targets included in their professional learning plans. School leaders ensure that all staff have access to timely support from the learning support team. Leaders ensure that meetings are timely, and evaluate the success of the team on a regular basis.</td>
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#### Processes

- A learning support team is established, with representatives of each school included.
- A timetable is devised to ensure that meetings are held regularly.
- Learning support professional learning has been incorporated into teacher’s professional learning plans. High quality professional learning is offered to all staff in a collaborative manner. Staff will be working with key experts, such as our education services staff, to develop strong skills and understandings.
- Professional Learning will be high quality, and will be proactive rather than reactive.

#### Products and Practices

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<td>Students have access to learning support that is strongly aligned to their individual learning needs.</td>
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<tr>
<td>School staff have access to high quality, regular professional learning which supports the specific focuses of the learning support team.</td>
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<td>Learning support team is meeting regularly, maximising support from specialist staff such as school councillors.</td>
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<td>All students have identified Individual Education Plan, with individualised learning targets. Targets will be measured to evaluate the success of the alliance.</td>
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<td>Identified students are working on Personal Learning and Support plans, which are evaluated regularly at learning support meetings.</td>
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<tr>
<td>A high functioning learning support team is making interventions and adjustments to enhance student access to the curriculum.</td>
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#### Improvement Measures

- School staff are working collaboratively to strengthen learning support offered to all students.
- Professional learning is clearly aligned to a professional learning plan that ensures each teacher has the capacity to deliver the key requirements of each students learning and support plan.

#### Evaluation Plan

Evaluation of the success of the learning support team will occur every 6 months. Evaluation will include:
- Feedback from students, teachers and parents;
- Evaluation of student work samples;
- Data from assessment tasks.
- Timetable and agenda has been established and refined. Benchmark data has been identified to prioritise students to receive support.
- Schools are sharing resources to support the specific learning needs of all students.
Strategic Direction 3: Students across the Snow Gums Learning Alliance are successful and engaged 21st Century Learners.

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| Schools across the Snow Gums Learning Alliance work collaboratively to complete a variety of tasks utilising a variety of collaborative technologies including, but not limited to the Snow Gums Learning Alliance website [www.snowgums.schools.nsw.edu.au](http://www.snowgums.schools.nsw.edu.au) | Students:  
- Will learn both within and across the schools of the alliance to develop 21st Century skills through high quality teaching and learning using a range of technologies as the conduit to build essential skills and learning abilities for each student across the alliance.  
- All students will achieve their negotiated learning goals based on syllabus documents and the general capabilities framework.  
Staff:  
- Will actively engage in collaborative professional learning and subsequent cooperative planning and delivery of high quality learning experiences and assessment tasks based on the NSW Board of Studies Syllabus.  
- Staff will develop the capacity to explicitly teach students how to set goals, reflect on these goals and gather evidence of their learning. | Establish regular planning meetings through which leaders access professional learning and also plan for the provision of high quality, disciplined and focused professional learning for teachers across the alliance.  
- Deliver high quality collaborative and sustained professional learning for staff in key aspects of the syllabus of focus:  
  - 2015 Science  
  - 2016 History  
  - 2017 Geography  
and facilitate the cooperative development of high quality units of work and subsequent teaching, learning and implementation of consistent assessment practices across the alliance.  
- Leaders develop their knowledge of the collaborative professional learning strategy of Learning Walks to be used to inform and evaluate progress and determine future professional learning needs. | Products  
- A culture of collaboration and connectedness is evident across the alliance. High quality leadership, curriculum development, teaching and learning practices and student learning outcomes all have action plans developed, implemented and assessed.  
- Students demonstrate success in their learning through completion of collaboratively developed skills based units of learning, which have been specifically designed to develop capacity in collaboration, self-direction and critical and creative thinking.  
- Teachers will be working collaboratively, using strong and effective assessment strategies while evaluating assessments in a consistent manner  
- 100% of students will be showing movement against the literacy and numeracy continuum. |

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| Student assessment results show a growth across all areas of identified subjects.  
Student's self-reflection journals indicate an increased understanding of their scientific learning, with an increasingly sophisticated reflection on their learning goals.  
Teachers will be working collaboratively, using strong and effective assessment strategies while evaluating assessments in a consistent manner. | | | |

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| Parents/Carers:  
- Parents understand and support the alliance initiatives. |  |
| Community Partners:  
- Community partners understand and support the alliance initiatives. |  |

Leaders
- Will develop the skills and mindsets to plan and lead high quality professional learning which supports curriculum planning, implementation and evaluation across the alliance.

- Students will be given opportunities to therefore engage in a variety of high quality learning tasks utilising technologies.

- Students will be taught how to set clear learning goals within the context of the units of work developed which support differentiated and personalised learning outcomes and can also be used to measure their learning and enhance their ownership of their learning.

**Evaluation Plan**
- Regular reporting against milestones by the leadership group, following feedback from students, staff, parents and community.
- Regular monitoring against milestones.

- The Alliance of Schools uses the Literacy and Numeracy continuums for monitoring progress of all students across the alliance to be used to determine growth in learning.

**Practice**
- A website that effectively communicates the learning of all students and staff.

- Expert teachers across the Alliance deliver Professional Learning.

- Expert teachers across the Alliance deliver quality lessons to students outside their own classroom.

- Expert Mentors across the Alliance support beginning teachers.