

School plan 2015-2017

Comboyne Public School 1601



School background 2015–2017

School vision statement

We are a dynamic and innovative learning community that is committed to delivering excellence within an interactive learning environment.

Every student has the opportunity to achieve their personal best in engaging and diverse learning experiences.

School context

Comboyne Public School is located on the North Coast of New South Wales. It is a small, rural school that caters for the educational needs of its students from Kindergarten to Year 6 and enjoys a reputation for developing the whole child and promoting success in literacy, numeracy, environmental education and the arts. There is one K–2 class and one 3–6 class, with two full time teachers and one part–time teacher, a part–time School Administration Manager, and one part–time School Learning Support Officer (SLSO).

The teaching staff is committed to continuous improvement in the capacity to deliver a broad and high quality curriculum to all students in an enjoyable, supportive and stimulating learning environment.

The school community is committed to successful student welfare initiatives and in supporting increasing student outcomes. This commitment from the school community, and our aim to join with other small schools in the area enables us to successfully provide diverse learning opportunities.

School planning process

In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and the community. This evidence included surveying students, staff and community members and encouraged the sharing of ideas to identify school priorities for the 2015–2017 school plan.

The process included a review of the strengths, future opportunities and target areas for development for the school. As a result, three key strategic directions were identified as key improvement areas. These are Quality Teaching, Learning and Engagement; Enhanced Student Welfare and Wellbeing; and Dynamic and Connected School Community.

In 2015 and 2016 school staff and the P and C reviewed the identified targets and provided consultation on key elements.

The Comboyne School Community supports and is committed to collaboratively achieving the identified strategic directions.

School strategic directions 2015–2017



Purpose:

Delivery of high quality educational practices driven by assessment, evidence and shared professional practice.

Students are creative and productive 21st Century learners who can think deeply and logically.

Students are innovative and resourceful and plan activities independently.

Students collaborate, work in teams and communicate ideas to make sense of their world.



Purpose:

Students, staff and school community prioritise the welfare and wellbeing of all students.

A whole school collaborative approach towards a comprehensive and integrated positive behaviour and learning program.

Student involvement and leadership is acknowledged and encouraged influencing their own wellbeing and the wellbeing of others.



Purpose:

Establish strong sustainable relationships as an educational community. Initiating and inspiring a culture of collaboration, engaged communication, empowered engagement and leadership in organisational practices.

Strategic Direction 1: Quality Teaching, Learning and Engagement

Purpose

Delivery of high quality educational practices driven by assessment, evidence and shared professional practice.

Students are creative and productive 21st Century learners who can think deeply and logically.

Students are innovative and resourceful and plan activities independently.

Students collaborate, work in teams and communicate ideas to make sense of their world.

Improvement Measures

School learning activities will be evidence based focussing resources to identified areas of need.

Feedback provided on student progress through school reports, meetings, personalised plans.

All staff engage in professional learning activities that support the additional needs of students.

100% of students demonstrate growth in learning using the Literacy and Numeracy Continuums.

People

Leaders

Ensure that professional learning reflects the school plan and systems evaluate learning impact.

Staff

Staff will utilise school-wide assessment and reporting practices in all learning areas.

Staff

Staff take a quality teaching approach towards planning, instruction and assessment .

Staff

Staff provide detailed reports on student learning identifying individual achievement and growth.

Students

Students successfully engage in quality educational experiences that meet their individual needs.

Students

Students aspire to achieve, be responsible for their learning, and are aware of learning intentions.

Parents/Carers

Parents and carers collaborate with staff to develop positive and respectful relationships.

Community Partners

Processes

Inclusive learning environments will engage all students. Differentiated learning activities will support the needs of individual students.

Well planned structured learning activities will challenge and support students through explicit feedback, flexible teaching strategies and inspire students.

Parents are engaged in the educative process and involved in contextually relevant student learning opportunities.

Engage in communication strategies that reach the wider community, actively pursue community input and feedback.

Staff to actively broaden professional knowledge by sharing practice, innovations and successful teaching and learning strategies.

Evaluation Plan

Student progress and performance data will be used to determine the effectiveness of teaching strategies, individualised support, and the professional development of staff.

Practices and Products

Practices

Staff will engage in PDP's and Professional Learning activities,evaluation and learning sharing.

School and Student data assess and track student performance directing future learning experiences.

The school teaching team accurately evaluate student progress to direct evidence based teaching

Staff report to parents on student learning using informal and flexible communication strategies.

Teachers provide explicit, specific formative feedback about learning and performance to students.

Parents and Carers participate in meetings about the learning support of their child.

Increased community involvement in school planning school priorities and evaluating achievements.

Local school's community of practice collaborate to achieve shared outcomes professional learning.

Products

Students will attend school regularly support whole school and class negotiated targets.

Students progress at appropriate cluster levels, achieving identified personal goals.

Teachers provide explicit, specific formative feedback to students on their

Strategic Direction 1: Quality Teaching, Learning and Engagement

Improvement Measures

People

Engage with the school and wider community to promote and value quality education.

Community Partners

Contribute to professional networks and the building of productive links with local schools.

Processes

Practices and Products

learning.

Strategic Direction 2: Enhanced Student Welfare and Wellbeing

Purpose

Students, staff and school community prioritise the welfare and wellbeing of all students.

A whole school collaborative approach towards a comprehensive and integrated positive behaviour and learning program.

Student involvement and leadership is acknowledged and encouraged influencing their own wellbeing and the wellbeing of others.

Improvement Measures

Successfully implement Positive Behaviour for Learning with students understanding school values.

Learning activities will integrate positive behaviour and learning outcomes.

Families and the wider community are encouraged to engage in activities that promote school culture.

People

Leaders

School leaders initiate school systems that provide opportunities for students learn and achieve.

Staff

Staff prioritise and utilise opportunities to model and teach positive wellbeing practices.

Students

students engage in a positive school culture, acknowledge their success, and direct their own learning.

Parents/Carers

Parents contribute to school welfare and wellbeing programs and engage in acknowledgment activities.

Community Partners

Build sustainable links with the school community and develop a shared cultural understanding.

Processes

Opportunities for explicit teaching and learning of school values are a part of every day schooling, developing a school culture that is fair and safe.

Positive welfare principles are integrated into teaching and learning activities. Explicit teaching of school expectations, positive behaviour and improved school engagement are part of the school curriculum.

Staff explicitly teach and acknowledge successful 'fair and safe' participation at school.

Students participate in planning, supporting implementation and the successful engagement of school values and culture.

Increase awareness of parents and carers of the school values and expectations. Improved communication, reporting and parent participation will better inform parents and carers of student performance.

Engage the wider community to endorse and promote school values and expectations, developing a community wide belief for positive student behaviour and learning.

Evaluation Plan

Practices and Products

Practices

Learning activities will integrate school positive behaviour and learning outcomes.

Staff will model and explicitly teach student behaviour expectations.

Various media will be utilised to inform parents and carers of welfare and wellbeing activities.

Local businesses and organisations will be aware of school values expectations.

School community will be encouraged to promote positive behaviours within the wider community.

Products

School community will encouraged to engage in activities that acknowledge and promote school culture.

Strategic Direction 3: Dynamic and Connected School Community

Purpose

Establish strong sustainable relationships as an educational community. Initiating and inspiring a culture of collaboration, engaged communication, empowered engagement and leadership in organisational practices.

Improvement Measures

100% of students successfully participate in the Community Kitchen Garden Program.

100% percent of parents and carers engage in effective communication strategies with the school.

Student success is acknowledged and shared with members of the school community.

People

Leaders

School leaders will develop community connections and implement shared educational activities

Staff

Staff will build sustainable connections with students, parents, families and the wider community.

Parents/Carers

Parents and carers utilise positive links between their family, the school and the community.

Students

Student leaders develop leadership qualities and positively influence the school and the community.

Community Partners

Community partners build sustained relationships collaboratively planning and supporting students.

Processes

Promote school values and quality educational programs throughout the community.

Successful community communication is achieved through newspaper, Comboyne Circular, newsletters, notice boards, and the P&C information sessions and reports.

School based Community Kitchen Garden Project forms important links between students and community.

Provide quality feedback to students, parents and carers and the school community.

Parents and teachers utilise effective communication strategies that reflect the local rural and remote community.

Acknowledgement and achievement events inform students and the community of school performance.

Students display leadership qualities and influence change in a variety of educational activities.

Individualised learning for students result in pathways that achieve collaboratively developed shared goals.

Evaluation Plan

Practices and Products

Practices

School and community values are integral parts of all teaching and learning activities.

Products

School Leader identified projects are completed and acknowledged throughout the school community.

Increased school involvement and participation in a diverse range of community activities.

Acknowledgment of student success promoted in various media informing the wider school community.