

School plan 2015-2017

Condobolin Public School 1609



School background 2015–2017

School vision statement

At Condobolin Public School we are Strong, Smart and Proud.

Our school teaching and support staff is committed to working in partnership with our community to support the delivery of quality education to prepare the students of Condobolin for living and working in a changing work of the future.

School context

Condobolin Public School is an inclusive primary school in the township of Condobolin, providing education to the students of Condobolin for 150 years.. It is considered to be a 'remote' school by some and is located close to the geographic centre of New South Wales. Of the 283 students, 47% identify as being of Aboriginal and/or Torres Strait Islander descent, and there is a further 3% of students with language backgrounds other than English.

Our team of teachers and support staff work together to ensure that all students are provided with quality instruction in literacy, numeracy and other areas of the curriculum. They support development of the whole child through a range of activities including team sports, lessons in technology and excursions.

Condobolin Public School attracts a variety of funding in addition to the annual funding allocation, including equity funding based upon the socio-economic background of our community, geographic location and number of Aboriginal students.

From the end of 2012, our school has been involved in *Early Action for Success*, with an Instructional Leader supporting the teachers in K–2 to further strengthen literacy and numeracy programs within our school along with regular assessment of students against the literacy and numeracy continuums. *Language, Literacy, Learning (L3)* and *Targeting Early Numeracy (TEN)* have been successfully implemented in all K–2 classrooms in past years. We are into the second phase of *Early Action for Success*.

School planning process

In 2014, wide consultation was held with members of the staff, the student representative council and parent community. Each group was asked to identify 'why' the school is needed in our community, 'what' we would like our school to achieve and 'how' we might achieve this.

A range of data has been collected in relation to students achievement, attendance, behaviour and participation. The review of this information identified strengths and opportunities for improvement within our school. The review of this data is ongoing.

From all of this information, three strategic directions were identified upon which the 2015 – 2017 plan was structured.

These are:

- Quality teaching and learning for the 21st Century
- Engagement for life long learning
- Community involvement

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Quality Teaching and Learning for the 21st Century

Purpose:

To ensure that teachers and support staff maintain high expectations and utilise effective practices to equip our students with the skills, knowledge and attitudes that will allow them to be confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society.

STRATEGIC DIRECTION 2

Engagement for life long learning

Purpose:

To implement a variety of teaching and learning strategies that encourages and support highly engaged, respectful learners who take responsibility for their learning and behaviour.

STRATEGIC DIRECTION 3

Community Involvement

Purpose:

To encourage parents, carers and the wider school community to engage with the students and staff, working together to improve the educational opportunities for all students at Condobolin Public School.

Strategic Direction 1: Quality Teaching and Learning for the 21st Century

Purpose

To ensure that teachers and support staff maintain high expectations and utilise effective practices to equip our students with the skills, knowledge and attitudes that will allow them to be confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society.

Improvement Measures

- In each of the Programming for Literacy and Numeracy (PLAN) literacy aspects, 80% of students will achieve at the expected cluster for their grade when measured against the Literacy Continuum K–6.
- In each of the PLAN numeracy aspects, 80% of students will achieve at the expected level by the end of their stage when measured against the Numeracy Continuum K–10.
- All teachers will be effectively implementing the new K–10 syllabi, with emphasis on developing with students critical and imaginative thinking in English, understanding and fluency in Mathematics, creativity and competence in working scientifically and technologically in Science and Technology, and critical skills of inquiry in History and Geography.

People

Students

Engage students in learning activities that promote the literacy and numeracy knowledge and skills required to communicate confidently, and think critically and imaginatively as learners in the 21st century.

Staff

Develop capabilities of teachers in deepening their understanding of new curriculum and development of critical and creative thinking skills.

Parents/Carers

Engage with student learning and new and innovative programs to support and continue to build the expectations of parents.

Leaders

Support staff in developing their professional knowledge and practice, to maintain high expectations for student learning.

Processes

Provide professional learning for teachers and support staff to develop consistency of practice, including assessment as, of and for learning.

Implement procedures to track student achievement and use the data to develop learning plans.

Provide professional learning to all staff around New South Wales Education Standards Authority (NESA) syllabus implementation.

Evaluation Plan

Regular monitoring of student progress against the literacy and numeracy continuums and K–6 syllabi. Adjustments made to teaching programs to meet individual needs of students.

Practices and Products

Practices

Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students. Use of Language, Learning, Literacy (L3) or Reading to Learn literacy strategies and Targeting Early Numeracy (TEN) numeracy strategies.

Feedback will be given to all teachers at least once a term in regard to student progress in literacy and numeracy in relation to the stage/s in which they teach. This will follow input of data into PLAN every five weeks.

All teachers will develop and access a differentiated professional learning plan targeted at improving individual practice.

Products

In each of the Programming for Literacy and Numeracy (PLAN) literacy aspects, 80% of students will achieve at the expected cluster for their grade when measured against the Literacy Continuum.

In each of the PLAN numeracy aspects, 80% of students will achieve at the expected level by the end of their stage when measured against the Numeracy Continuum K–10.

All teachers will be effectively implementing the new K–10 syllabi, with emphasis on developing with students critical and imaginative thinking in English, understanding and fluency in Mathematics, creativity and competence in working scientifically and technologically in Science and Technology, and critical skills of inquiry in History and Geography.

Strategic Direction 2: Engagement for life long learning

Purpose

To implement a variety of teaching and learning strategies that encourages and support highly engaged, respectful learners who take responsibility for their learning and behaviour.

Improvement Measures

- Teaching programs show evidence of a range of learning experiences and styles planned for and implemented in classrooms that engage students.

- Reduction in the number of behaviour levels, including suspensions, entered on Register of Individual Student Contact (RISC).

Maintain the average attendance rate for students at 92% or higher.

People

Students

Develop student capacity to:

- Engage and actively participate in learning through a variety of curricula and extra-curricula programs.
- Take ownership for own learning.

Staff

Develop staff understanding of student learning styles.

Parents/Carers

Develop parent capacity to engage with staff and students in three-way interviews and personalised learning meetings.

Processes

Professional learning for all staff in learning styles and differentiating instruction.

Design and implement structures and programs to engage students in learning from pre-school through to high school.

Develop structures and procedures to support student self-regulation.

Evaluation Plan

Monitoring of data from Register of Individual Student Contact (RISC), Positive Behaviour for Learning (PBL), attendance in OASIS, Learning Support Team meetings and program supervision.

Practices and Products

Practices

Teachers meet collaboratively to discuss student transitions into school, across stages and into high school. Parent information sessions, school readiness and transition programs implemented.

Teachers implement Positive Behaviour for Learning (PBL) consistently throughout the school. Peer coaching utilised to drive further teacher training in PBL. Representation from each stage and adult group within the school on the PBL committee.

Teachers differentiate their learning to address student needs. Adjustments and differentiation recorded within class programs, with evidence provided to Learning and Support Teacher for students with disability census.

Products

Teaching programs show evidence of a range of learning experiences and styles planned for and implemented in classrooms that engage students.

Reduction in the number of behaviour levels, including suspensions, entered on Register of Individual Student Contact (RISC).

Student average attendance rate maintained at 92% or higher.

Strategic Direction 3: Community Involvement

Purpose

To encourage parents, carers and the wider school community to engage with the students and staff, working together to improve the educational opportunities for all students at Condobolin Public School.

Improvement Measures

Learning support plans show evidence of being prepared in consultation with parents or carers of all students with disabilities or learning difficulties.

Increased participation of parents and carers in school activities and education related meetings.

Increase in student participation in consultation and leadership processes.

People

Students

Actively engage students to participate in a range of proactive leadership opportunities.

Staff

Develop staff capacity to build stronger community relations with parents and carers from a range of backgrounds.

Parents/Carers

Engage with school community organisations and opportunities to provide feedback for improvement of school practices.

Parents/Carers

Engage in consultation with school staff to identify goals and improve student learning.

Community Partners

Engage community resources to support parents and carers to develop more confidence in their interactions with school.

Processes

Develop structures and procedures to improve timely communication with members of the school community.

Provide opportunities for all parents and carers to be involved in a range of school activities and consultation.

Develop structures and procedures to support positive parent–teacher interactions.

Design and implement structures and programs to engage students in development as school leaders.

Evaluation Plan

Record of parent attendance at parent meetings , three–way interviews, funding review meetings and school functions. Attendance of students at leadership workshops (GRIP and Peer Support). Parents and Citizens Association (P&C) meeting minutes provided on the school website.

Practices and Products

Practices

Teachers meet with parents and carers to discuss student interests and learning goals.

Individual education plans reflect the learning goals identified in learning an support plans for all students with an identified learning difficulty or disability, or those in Out of Home Care.

Consultation with the wider community through Parent and Citizen Association (P&C), Aboriginal Education Consultative Group (AECG) and Students Representative Council (SRC) meetings.

Products

Learning support plans show evidence of being prepared in consultation with parents or carers of all students with disabilities or learning difficulties.

Increased participation of parents and carers in school activities and education related meetings and workshops.

Increase in student participation in consultation and leadership processes.