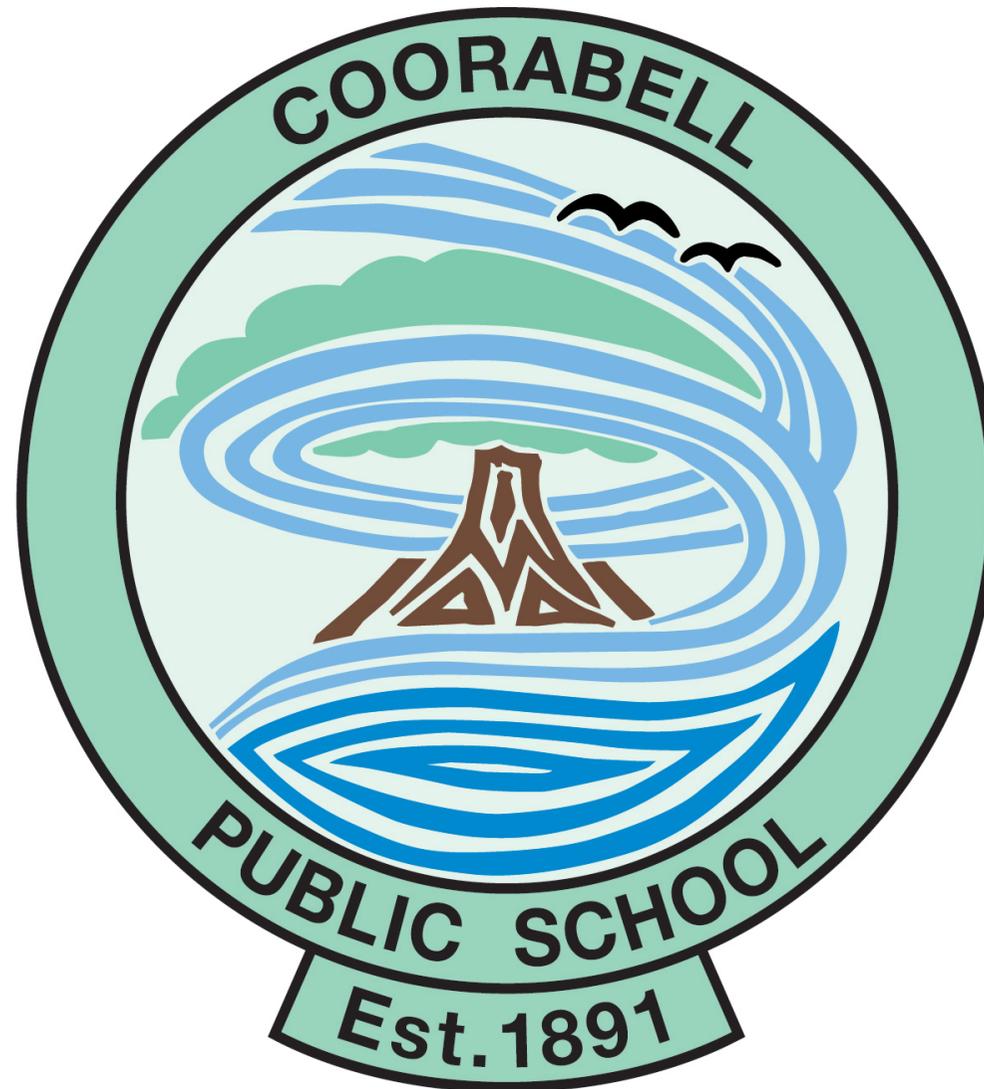


School plan 2015-2017

Coorabell Public School 1634



School background 2015–2017

School vision statement

Coorabell Public School offers a rich and extensive learning environment to all students. Our purpose is to promote and maintain academic excellence within a dynamic creative environment. Integrating technology into all aspects of the curriculum will provide students with skills to live in the 21st century. We are committed to continual innovation through the adoption of new and emerging educational practice and the integration of technology across the curriculum.

School context

The Coorabell school community seeks to provide an academic yet creative and engaging curriculum focusing on continual improvement in student learning outcomes. The school's five values of excellence, respect, integrity, fairness and care underpin our student welfare and learning programs. Our behaviour policy has been developed around the ethos of being considerate, positive, safe learners. Coorabell Public School staff form a cohesive and dedicated team who focus on providing quality teaching in multi-stage classes via rich and vibrant learning programs. The school enjoys strong and enthusiastic support from a community which values a culture of collaboration and consultation to foster a love of learning and develop the unique potential of every child.

School planning process

The school plan has been developed in consultation with the whole school community through the following measures:

Regular and ongoing consultation with staff at staff meetings.

Meeting with staff members from the Valley of Small Schools. (VOSS)

Open discussion and consultation with parents and community members at P & C meetings.

Meeting with mentoring executive, David Silcock (Principal School Leadership) to assist in the preparation and writing of the 2015–2017 school plan.

Shared staff development day with VOSS learning community at various stages through 2014–2015.

Discussion and feedback with current students at Coorabell Public School.

As a result three key strategic directions have been agreed upon and established by using current data and acknowledging the consultation process. These are:

Integrating technology into the curriculum.

Working together – Literacy and writing.

Building leadership capacity.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 Integrating technology

Purpose:

Technology will help students acquire the skills to live in the 21st century. The integration and co-ordination of technology into effective classroom practice will enable technology to be used as a tool to support learning.

Developing competence in new information technologies will enhance student skills in critiquing and processing information, problem solving, collaborating with peers and staff as well as foster creativity.

STRATEGIC DIRECTION 2 Working Together – Literacy – Writing

Purpose:

To provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VoSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain – collaborative practice element, within the School Excellence Framework.

STRATEGIC DIRECTION 3 Building leadership capacity

Purpose:

Building leadership capacity across the four strategic areas of literacy, numeracy, teacher standards and visible learning will enable leaders to deliver quality essential learning to all teachers and students in schools within the learning community. This is linked to the Leading Domain, leadership element within the School Excellence Framework

Strategic Direction 1: Integrating technology

Purpose

Technology will help students acquire the skills to live in the 21st century. The integration and co-ordination of technology into effective classroom practice will enable technology to be used as a tool to support learning.

Developing competence in new information technologies will enhance student skills in critiquing and processing information, problem solving, collaborating with peers and staff as well as foster creativity.

Improvement Measures

All teachers will include and integrate the use of technology into at least one assessable item per semester.

Establish the use of rubrics, to ascertain competence levels regarding use of technology, in students.

People

Students

Students: Mindset: All students want to be engaged in the use of technology and will complete purposeful and interesting work directly linked to all syllabus.

Staff

Staff: All staff recognises the importance of integrating technology into the curriculum and makes the commitment to engage in learning about technology and how to use and integrate technology into the curriculum.

Parents/Carers

Parents: All parents have the understanding and value the use of technology in today's educational setting.

Leaders

Leaders: Develop a technology team within school staff to encourage others and support use of technology.

Processes

Explicit learning opportunities will be provided so that students will acquire the skills to use technology in a variety of key learning areas, and will be able to measure improvement and growth over a year by reflecting on each project completed each semester.

Students will be provided with scaffolds and guidance in lessons so they will be able to experiment, critique and express their creativity using a variety of applications which are appropriate to the key learning area with the ultimate aim of deepening the learning experience.

Evaluation Plan

Use of surveys to evaluate staff skills, knowledge, confidence and attitude to integrating technology into the curriculum.

All data will be collated and plans implemented to make improvements or adjustments for programming the following year.

Practices and Products

Practices

Rubrics will be used to determine the expectation and purpose of the learning and achievements.

Teachers will include in their programs evidence on how they are integrating technology into their lessons.

Documentation of evidence will be tabled and reflected upon at the beginning and end of each term.

All staff will indicate increased skills and confidence in using and integrating technology into the curriculum.

Products

All teachers will facilitate students in producing one assessable item per semester per class integrating technology.

Teachers and students will complete a digital citizenship course to empower students to think critically, behave safely, and participate responsibly in the digital world.

Strategic Direction 2: Working Together – Literacy – Writing

Purpose

To provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VoSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain – collaborative practice element, within the School Excellence Framework.

Improvement Measures

All schools plot student achievement using the writing continuums to establish VOSS baseline data

Staff will assess a writing sample from all students and use the NAPLAN marking criteria to ensure consistency in teacher judgment.

People

Students

Students: All students will want to recognise what quality writing is.

All students will be able to accurately assess their writing using markers and clusters. All students are able to use rubrics to self-reflect, and set goals and strategies for improvement.

Staff

All staff recognises the importance of joint VOSS assessment tasks for writing. All staff appreciates the power of consistency of teacher judgement to improve writing outcomes.

Skills to develop quality writing tasks, rubric creation, using clusters and markers. Provide quality feedback to students. Develop understanding of, and improving teaching practice in, implementing and assessing student writing in a collaborative environment. Develop Consistent Teacher Judgement (CTJ) through moderation of shared assessment tasks and work samples.

Staff to attend Seven Steps to Writing course.

Parents/Carers

Understand the benefits of, and support VOSS working together to improve student writing.

Greater understanding of the characteristics of quality writing to support the student learning.

Processes

Students: Students can plot themselves on the continuum, Directed instruction in class, Peer assessment/Showcase

Staff: Workshops and Teacher conferences; Surveys, Work samples, Joint marking, Up-skilling staff understanding in the use of clusters and markers, Shared scope and sequence

Parents: Newsletter/communication, Feedback slips, Invite parents to joint marking.

Evaluation Plan

Increased participation in and commitment to VOSS activities (100% participation from every school).

Use of surveys to evaluate staff perceptions, skills, knowledge and confidence to consistently assess writing samples using markers and clusters.

Practices and Products

Practices

All staff plan joint units of work across the VOSS schools that are linked to the scope and sequence.

Practice All staff indicates increased skills, confidence and knowledge to assess students across VOSS using consistent outcomes based on continuum/teacher-designed measures.

All staff confident they are assessing students consistently in writing across the learning community.

Products

Development of K-6 scope and continuum across VOSS.

Increase average value of 2% in NAPLAN writing across VOSS.

Assessing of common writing tasks, demonstrates 60% or higher consistency in use of markers.

Strategic Direction 2: Working Together – Literacy – Writing

Improvement Measures

People

Leaders

Valuing all schools working together and commitment to VOSS collaborative learning.

Develop leadership skills across VOSS in writing.

Processes

Practices and Products

Strategic Direction 3: Building leadership capacity

Purpose

Building leadership capacity across the four strategic areas of literacy, numeracy, teacher standards and visible learning will enable leaders to deliver quality essential learning to all teachers and students in schools within the learning community. This is linked to the Leading Domain, leadership element within the School Excellence Framework

Improvement Measures

The indicators of success will be evident in improved learning outcomes through:

Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the 4 VOSS project portfolios.

Project leaders will identify and deliver at least one end desired product and practice as part of an action plan.

People

Leaders

Mindsets: Build and grow our leadership capacity.

Capability: Enhanced knowledge and skills to drive school growth in strategic areas. Learn to be effective coaches and mentors. Ability to deliver quality mentoring programs.

Staff

Mindset: Everyone is a leader. To be successful we work collaboratively and value and support leadership within the VOSS.

Capability: Enhanced knowledge and skill to deliver improved student outcomes.

Students

Mindset: Teachers are learners.

Capability: Self-directed learners able to display leadership.

Parents/Carers

Mindset: Exceptional leadership is a feature of the VOSS.

Capability:

Greater understanding of improved teacher practice

Processes

What learning and leadership activities will be actioned through this project?

Leaders: Provide structured learning opportunities for leaders to study innovative practice to enhance student growth.

Staff:

Provided with mentoring opportunities. Leaders deliver structured Professional Learning to staff.

Students:

Student outcomes will be enhanced as the staff are mentored and trained in new initiatives.

Leadership team makes strategic use of its partnerships to access resources with the purpose to enhance student outcomes,

Project Principal leaders

1. Literacy – Judi Albans, Angela Maxwell
2. Numeracy – Brev Belleville Shadow – Lisa Van Kempen
3. Teaching Standards and PPLP – Wil Constable, Geoff Coghlan, Lyndi Hauenstein
4. Innovative practices– Virginia Pavlovich, Tracey Barnes, Christian Tranberg

Evaluation Plan

Practices and Products

Practices

Portfolio leadership report substantial increase in leadership skills and knowledge.

School leaders express high levels of confidence and skills to drive growth.

Teachers will demonstrate increased leadership skills by sharing and modelling their evidence based practice.

Products

What is achieved and how do we know?

All leaders will demonstrate a high level of skill to develop growth in the four project areas.

Increase the leadership density across VOSS.