

School plan 2015-2017

Curlewis Public School 1712



School background 2015–2017

School vision statement

We deliver excellence, opportunity and success for all students (in an innovative and caring small school learning environment.)

Student Equity and Excellence

At Curlewis Public School our core focus is on providing all of our students with opportunities to become successful 21st Century learners. Our students are confident, creative, informed citizens who are educationally supported through high quality programs that are designed to benefit and empower every individual student with a strong focus on equity and excellence through successful education.

Curlewis Public School provides an exceptional learning environment which is focused on supporting students to reach their full individual potential and achieve personal excellence through academic learning, physical activities and developing life skills that enable them to embrace life's opportunities and challenges in our ever changing world.

We will achieve this through ensuring Quality Teaching and Learning practices in every classroom, positive student well-being programs and active **partnership with families and the Curlewis Community** that promote involvement in school life. font-family:

Our Vision is consistent with the **Melbourne Declaration**:

- It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.
- It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team
- It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

School context

Curlewis Public School has a student population of 41, with approximately 30% of students identifying as Aboriginal or Torres Strait Islander. Our thriving small school is well resourced and is set in spacious grounds within the rural village of Curlewis. The nearest regional centre is the township of Gunnedah (19km to the North).

Our school receives a significant boost in funding through the Resource Allocation Model as a result of the school's family occupation and education Index (FOEI) level of 188 which is above the average of 100, thus indicating a high level of socio-economic disadvantage. Our teaching and learning, student well-being and parent and community participation programs are designed to overcome this disadvantage and ensure our students have the opportunity to achieve outstanding learning outcomes.

We promote quality education for all of our students in a happy, safe and caring school environment through our strong focus on literacy and numeracy skills and continuing effort to provide a variety of extra curricula activities to extend our student's learning opportunities. Student learning outcomes as measured by NAPLAN indicate that the school performs above the level of most similar schools.

Our staff are focused on delivering 21st Century learning initiatives that promote cutting edge educational opportunities for all of our students. The school has supported this through the development of quality teaching programs and its continuing heavy investment in technology. Currently a significant investment is being made in re-modelling and improving our school library, developing a functioning community room and updating band and educational resources.

School planning process

During Term 4 of 2014, a comprehensive consultative process was undertaken to review current practices and collect evidence from all interested parties who contribute or hold an interest in Curlewis Public School.

Data relating to student learning outcomes, attendance and behaviour has been reviewed in detail.

Parents, staff and students were surveyed as to their beliefs about school programs and practices and focus groups were also held. (P&C, SRC and Staff Meetings).

The National School Improvement Tool was used to provide direction for improvement.


A **review** of the 2012–2014 school plan was conducted in Term 4 of 2014 with a series of opportunities for key stakeholders: **parents, staff and students**, to contribute to an evaluation of Curlewis Public School.

The consultative part of the planning process will be further developed and enhanced through student, parent and staff participation in the "2015 Tell Them From Me Surveys", as they are progressively released. Data that is collected will be used to confirm the direction of this plan and provide the opportunity to amend aspects as required.

The overall consultative process has involved empowering students, parents, community members and staff to understand the importance of contributing to the future directions of the school through positive and professional consultation that is meaningful for all stakeholders.

Finally to support ongoing plan adjustments / amendments a Local Schools, Local Decisions parent / staff / community meeting is held yearly in term 4 to advise on future directions for Curlewis Public School and its students.

School strategic directions 2015–2017




STRATEGIC DIRECTION 1 EXCELLENCE IN LEARNING THROUGH INCLUSIVE CURRICULUM

Purpose:

This direction seeks to empower every student with the essential skills and attributes to adapt to our rapidly changing world, by promoting excellence in learning through the delivery of a quality inclusive curriculum.

To provide every student with tailored learning experiences that engage and support them with the opportunity to excel, and achieve the highest possible learning outcomes in all aspects of their schooling.

To engage teachers in the process of developing their professional knowledge and quality teaching practices in order to ensure high quality, effective teacher performance that promotes improvement in student learning outcomes.



STRATEGIC DIRECTION 2 STRONG SCHOOL CULTURE FOCUSED ON STUDENT AND STAFF WELLBEING

Purpose:

This direction seeks to ensure that students, staff, families and the community feel that the school cares and provides an outstanding learning environment that supports student and staff well-being and values the views and opinions of all.

To provide every student with a safe, productive 21st Century learning environment that is engaging and focused on catering for student and staff welfare needs.

To engage and provide all key stakeholders with the opportunity to increasingly contribute to making local decisions.

Strategic Direction 1: EXCELLENCE IN LEARNING THROUGH INCLUSIVE CURRICULUM

Purpose	People	Processes	Practices and Products
<p>This direction seeks to empower every student with the essential skills and attributes to adapt to our rapidly changing world, by promoting excellence in learning through the delivery of a quality inclusive curriculum.</p> <p>To provide every student with tailored learning experiences that engage and support them with the opportunity to excel, and achieve the highest possible learning outcomes in all aspects of their schooling.</p> <p>To engage teachers in the process of developing their professional knowledge and quality teaching practices in order to ensure high quality, effective teacher performance that promotes improvement in student learning outcomes.</p>	<p>Students</p> <p>develop an understanding of requirements to be a successful, high achieving 21st Century Learners.</p> <p>Students</p> <p>develop the capabilities of critical thinkers to achieve learning goals.</p> <p>Students</p> <p>develop the capability to articulate what they need to know and do to achieve their learning goals.</p> <p>Students</p> <p>are taught how to identify, develop and evaluate individual goals in a supportive environment that encourages growth.</p> <p>Staff</p> <p>develop a shared understanding of effective teaching practice using professional standards that focus on quality teaching practices for 21st Century Learners.</p> <p>Staff</p> <p>develop a commitment to continually improve their own teaching and to improve student learning through the development of an individual professional learning plan.</p> <p>Staff</p> <p>through working in partnership with experts(e.g. instructional leader), teachers implement early targeted intervention with a strong focus on reading, comprehension,</p>	<p>Building Teacher Capacity through 21st Century Learning.</p> <p>–engage in professional development to build a shared understanding of effective teaching practices based on the AITSL standards and support quality 21st Century teaching strategies in the classroom.</p> <p>– build and support teacher capacity to incorporate and differentiate curriculum strategies that meet the specific learning goals and needs of their students into their teaching practice for 21st Century Learners through L3 and TEN training and implementation.</p> <p>–provide and use learning technologies to support 21st Century Learners to develop skills in all environments.</p> <p>Focus on Literacy and Numeracy</p> <p>–provide guidance and support to teachers in programming, planning and quality teaching practices through collegial support from the Early Action For Success Instructional Leader.</p> <p>School informs parents of programs and practices that support students and encourages participation from interested parties to support their children's learning.</p> <p>Teacher Performance and Development</p> <p>–Establish a culture of collaboration and strengthen common relationships,through the Mooki Small Schools Network Science Project in order to build teacher capacity.</p> <p>– Instructional Leader and Principal work collaboratively to effectively implement</p>	<p>Practices</p> <p>Student learning is scaffolded to ensure that teaching and learning programs are challenging, differentiated and individualised.</p> <p>Students and staff effectively use technology as a tool is embedded in all teaching and learning programs in all classrooms.</p> <p>Staff and Leaders have a commitment to ongoing professional learning Australian professional teacher standards. As a result all teachers meet or exceed the Proficiency requirements in all Domains with the teaching standards.</p> <p>All teaching staff can accurately assess student growth in Literacy and Numeracy and plot student progress against the Literacy and Numeracy Continuums.</p> <p>Students experiencing difficulties are identified through learning support processes and effective support programs are in place.</p> <p>Products</p> <p>Students, Staff and Leaders have high expectations and staff are committed to providing exceptional learning experiences for 21st Century Learners in every lesson they deliver to students.</p> <p>Teachers self-assess using the AITSL standards. Feedback on Tell Them from Me survey shows increased confidence and improvement in teaching skills and practice.</p> <p>Students reach cluster level 4 by the end of</p>
Improvement Measures			
Improved NAPLAN performance with more students in higher bands, and fewer in the lower bands. An increase number of students performing above the national minimum standards in the NAPLAN assessments.			
Improved number of K–2 students reaching state benchmarks against the Literacy and Numeracy Continuums.			
Teacher self-assessments using AITSL standards pre and post intervention show improvement in teaching ability.			
Teacher feedback on Tell Them from Me survey shows increased confidence in teaching practice.			
The school leadership team demonstrates instructional leadership, promoting effective			

Strategic Direction 1: EXCELLENCE IN LEARNING THROUGH INCLUSIVE CURRICULUM

Improvement Measures

evidence based practise.

People

writing and Numeracy.

Parents/Carers

through a variety of engagement strategies (e.g. parent workshops and P&C Meetings), parents are supported to develop a greater awareness of school expectations, teaching strategies, assessment and reporting processes

Community Partners

develop greater awareness and support of school standards through promoting student achievements and expected standards of our students and staff.

Leaders

School Principal supports all staff to engage with the Performance Development Framework focusing on improvements through continuous professional development of teachers

Leaders

Instructional Leader supports and identifies areas to improve K-2 outcomes.

Processes

Early Action for Success Strategy.

Evaluation Plan

School Improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Kindergarten, cluster level 6 by the end of Year 1, cluster level 8 by the end of Year 2 and all students achieve above the minimum standards in NAPLAN by 2017.

Leaders ensure curriculum programs and teaching practices effectively develop students' knowledge, understandings and skills through quality lesson delivery.

Students with specific learning difficulties are identified and individualised learning programs supporting them are in place.

Staff are supported by the Instructional Leader to further develop effective teaching and learning practices.

Strategic Direction 2: STRONG SCHOOL CULTURE FOCUSED ON STUDENT AND STAFF WELLBEING

Purpose	People	Processes	Practices and Products
<p>This direction seeks to ensure that students, staff, families and the community feel that the school cares and provides an outstanding learning environment that supports student and staff well-being and values the views and opinions of all.</p> <p>To provide every student with a safe, productive 21st Century learning environment that is engaging and focused on catering for student and staff welfare needs.</p> <p>To engage and provide all key stakeholders with the opportunity to increasingly contribute to making local decisions.</p>	<p>Students</p> <p>Participate in a range of activities to showcase their achievements and the achievements of our school.</p> <p>Students</p> <p>Develop better relationships with the wider community demonstrating positive behaviour when representing the school.</p> <p>Students</p> <p>Develop social skills to be safe and happy at school through developing the skills to make good choices about their learning and behaviour.</p> <p>Staff</p> <p>Participate in Professional Learning focused on developing and maintaining positive relationships with parents and community.</p> <p>Staff</p> <p>Seek community support to assist in the classroom (eg. Reading helpers).</p> <p>Staff</p> <p>Present parent workshops and have 'open' classrooms where parents and community members feel welcome.</p> <p>Staff</p> <p>Develop additional programs to support students in ensuring that classrooms and the school are happy and safe places.</p> <p>Staff</p>	<p>Reviewing well-being practices to improve student engagement.</p> <ul style="list-style-type: none"> – Students participate in looking at the school's core values and reviewing them. – Teachers participate in reviewing core values and school systems and implement positive changes in all aspects of teaching to ensure engaging learning experiences and positive behaviour management practices. – Parents and Community participate in a review of the school's core values by work with school staff. – Leaders collect data on student learning, engagement, behaviour and attendance. <p>Focus on school culture through teaching and learning</p> <ul style="list-style-type: none"> – Students engage in lessons on revised school values focused on developing more positive relationships and greater resilience. – Students have increased value of the school through participating in school projects e.g. garden project, chickens, paintings and lunch time clubs. – Teachers provide a variety of programs that engage students and strengthen their connection with the school and learning. – Parents/ Community participate in parent workshops based on needs and wants of parents. – Leaders work with staff to implement student and staff well-being practices 	<p>Practices</p> <p>Student, Parent and Staff surveys demonstrate greater confidence in the school's welfare programs.</p> <p>Collaborative feedback and reflection is used to promote and generate learning and innovative practices.</p> <p>The school uses feedback from key stakeholders to show greater satisfaction with the school's welfare practices.</p> <p>Students demonstrate improved social skills and resilience to support them in all aspects of their lives.</p> <p>Staff work in a safe and professional manner.</p> <p>As a result of parent workshops and discussions, parents demonstrate greater support for the school and understanding teaching and learning in the 21st Century.</p> <p>– Increased parent involvement in school and P&C initiatives.</p> <p>Products</p> <p>School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix.</p> <p>Improved awareness of social skills and values in students' families as demonstrated through improved communication between home and school.</p> <p>Student's negative behaviours are reduced and suspension rates decline.</p>
Improvement Measures			
School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix.			
Student's negative behaviours are reduced and suspension rates decline.			
Student, Parent and Staff surveys demonstrate greater confidence in the school's welfare programs.			
Collaborative feedback and reflection is used to promote and generate learning and innovative practices.			
The school uses feedback from key stakeholders to show greater satisfaction with the school's welfare practices to further develop and enhance in response to school community Feedback.			

Strategic Direction 2: STRONG SCHOOL CULTURE FOCUSED ON STUDENT AND STAFF WELLBEING

Improvement Measures

People

Develop a greater knowledge of key NSW DEC policies including: 'Code of Conduct', 'Student Well-Being', 'WHS' and 'Attendance' to support students and colleagues.

Parents/Carers

Members contribute to school planning and decision-making in informal and formal ways.

Community Partners

Members contribute to school planning and decision-making in informal and formal ways.

Parents/Carers

Work collaboratively with the school to evaluate and improve school welfare practices.

Leaders

Facilitate collegial connections with teacher peers beyond the school and Mooki Small Schools Network.

Processes

across school

Teacher Development and Wellbeing

– Teachers participate in a variety of formal and informal initiatives to promote staff support and leadership programs.

Evaluation Plan

School Improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Student, staff and parent surveys show greater satisfaction with the school and student well-being process

Parents and community members are more involved in supporting student engagement at school through making decisions about school student welfare directions.