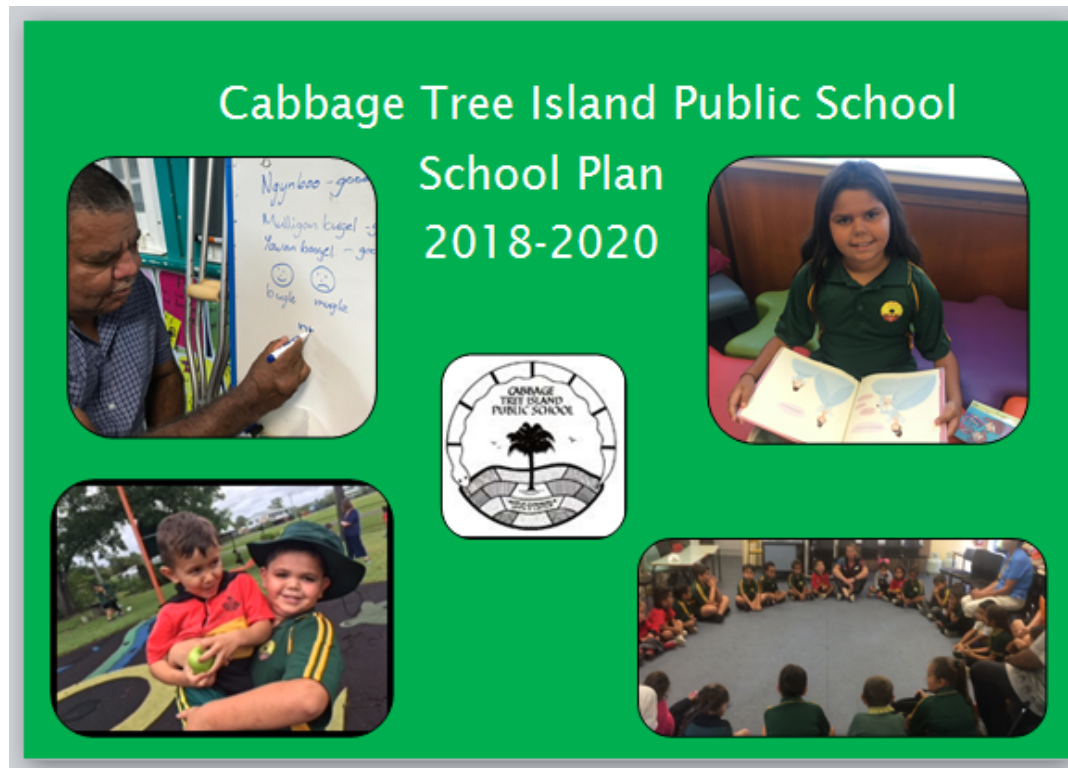


School plan 2018-2020

Cabbage Tree Island Public School 1471



School background 2018–2020

School vision statement

Cabbage Tree Island Public School is committed to promoting high expectations and providing a supportive, challenging, engaging learning environment.

Our students apply a range of skills, knowledge and understanding to be proud, strong, smart safe and respectful citizens through opportunities for creativity, collaborative communication enabling them to be critical thinkers.

Our parents, caregivers and wider community work in collaboration with the school to support the learning and wellbeing needs of our students.

School context

Cabbage Tree Island Public School is rich in Aboriginal history. It is situated 22km south of Ballina on the bank of the Richmond River near Wardell and is about to celebrate its 125th Anniversary in September this year. The Bundjalung, local Aboriginal culture, language and Stronger Smarter strategies are an inclusive part of students learning within our school. The school has an enrolment of twenty two K–6 Aboriginal students and a full to capacity DoE Transition class on site which operates 2 days a week adhering to the Early Years Learning Framework–Belonging, Being and Becoming.

The school offers a high quality learning environment supporting the diverse needs of its students. Using the School Excellence Framework we are committed to excelling in learning, teaching and leading.

The school has participated in the Early Action for Success strategy supporting students K–6 in literacy and numeracy in 2016, 2017 and is maintaining this initiative in 2018. Strong relationships with the local Ballina–Cabbage Tree Island Aboriginal Education Consultative Group (AECG), community, local Aboriginal and Departmental service providers are valuable and respected partners to the school.

The school incorporates innovative technology and creativity across the curriculum. This is evidenced through our well-equipped Library, access to computer technology and iPad technology in our classrooms and interactive SMART Boards being an integral component of the teaching / learning cycle.

School planning process

With the appointment of a new relieving principal the evaluation of the 2015–2017 school plan and writing of the 2018–2022 school plan commenced in Term 4 2017 after consultation with students, parents, staff and community. Strengths, weaknesses and opportunities were recorded through written surveys and oral discussions noted. NAPLAN and five weekly school based data matched to the literacy and numeracy continua was also analysed as part of the process to identify strengths and areas for improvement. This will continue as an ongoing process for 2018.

In Term 4 2017, planning days and a school development day were set aside to discuss, plan, evaluate, consult and draft the 2018–2022 school plan.

These directions articulate the schools priorities over the next three years focusing on excellence in learning, teaching and leading through high expectation relationships and engagement in a dynamic school context. Our focus being collaboration and engagement to enhance the growth of students, staff and the community and the success of our school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Learning through Student Engagement

Purpose:

To enhance student engagement and outcomes by utilising assessment, reporting literacy and numeracy progressions, key learning curriculum documents and future focused learning to inspire students to be strong, smart learners who can collaborate, use creative thinking and be mindful global citizens.

Australian Professional Standards for Teachers

1. Know students and how they learn.
2. Know the content and how to teach it.
4. Create and maintain safe and supportive learning environments.

STRATEGIC DIRECTION 2

Excellence in Teaching through Collaborative Practice

Purpose:

Teachers committed to collaboratively improving teaching capacity and systems through high quality, explicit, differentiated teaching practice and utilising data analysis to improve student outcomes and deepen understanding of curriculum content.

Australian Professional Standards for Teachers

1. Know students and how they learn.
3. Plan for and implement effective teaching and learning.
5. Assess, provide feedback and report on student learning.

STRATEGIC DIRECTION 3

Excellence in Leading through High Expectations

Purpose:

Leading students, staff, parents/carers and the wider community to develop strong systems, practices, processes and effective management of school resources to promote continuous growth, well being and a shared school vision.

Australian Professional Standards for Teachers

1. Professional Engagement.
2. Engage professionally with colleagues, parents/carers and community.

Strategic Direction 1: Excellence in Learning through Student Engagement

Purpose

To enhance student engagement and outcomes by utilising assessment, reporting literacy and numeracy progressions, key learning curriculum documents and future focused learning to inspire students to be strong, smart learners who can collaborate, use creative thinking and be mindful global citizens.

Australian Professional Standards for Teachers

1. Know students and how they learn.
2. Know the content and how to teach it.
4. Create and maintain safe and supportive learning environments.

Improvement Measures

Increase in student engagement and growth.

Growth in NAPLAN bands for literacy and numeracy Years 3, 5 and 7.

PLAN 2 data K–6 reflects growth towards expected levels of achievement.

Student work samples moderate and develop an understanding of student capacity against literacy and numeracy progressions and curriculum markers.

People

Students

Students will reflect on their learning and use markers from the literacy and numeracy progressions to track their own progress. Develop a mindset of identifying areas of strength and areas needing support.

Staff

Staff will use curriculum documents and learning progressions to plan teaching, assess, monitor and track student progress. They will differentiate content, process, product and the learning environment. Engage in professional learning to enhance practice and use consistent teacher judgement in assessing, reporting and moderating work samples.

Leaders

Leaders will engage staff in formal and informal discussions and keep abreast of current research to develop mindset and capabilities. Initiate professional conversation to analyse student data, identify change actions and transformation with teachers, parents/carers, community and Southern Cross Small Schools collective.

Parents/Carers

Parents will be Informed of learning programs through newsletters, learning conventions, BBQ breakfasts, 3 way conversations.

Processes

Teachers will provide daily literacy and balanced numeracy sessions and use the literacy and numeracy progressions to support learning. Staff will utilise PLAN2 to track student progress K–6, work collaboratively with others and trial the implementation of a variety of strategies to teach content in key learning areas.

Evaluation Plan

Analysis of the new Best Start, PLAN 2 and NAPLAN data to measure student progress and review goals.

Monitoring work samples to provide quality feedback to students and staff.

Practices and Products

Practices

All students participate in regular literacy and numeracy learning each day. Students and teachers can identify learning intentions and success criteria for learning.

Students can reflect on their learning, using their individual work samples.

Teachers regularly reflect on their practice.

Products

Students having personal and academic learning goals.

NAPLAN, PLAN 2 and new Best Start data analysis.

Transition to Year 6 Teaching and Learning Programs.

Transition student profile books matched to Early Years Framework.

Strategic Direction 2: Excellence in Teaching through Collaborative Practice

Purpose

Teachers committed to collaboratively improving teaching capacity and systems through high quality, explicit, differentiated teaching practice and utilising data analysis to improve student outcomes and deepen understanding of curriculum content.

Australian Professional Standards for Teachers

1. Know students and how they learn.
3. Plan for and implement effective teaching and learning.
5. Assess, provide feedback and report on student learning.

Improvement Measures

Personalised learning programs Transition to Year 6.

Consistent data collection informing planning.

Targeted professional learning reflecting school direction and staff need.

People

Students

Students are empowered to be engaged, active learners through quality teaching delivery. Formative and summative feedback provided to students and linked to the literacy, numeracy progressions and curriculum outcomes.

Staff

Staff work collaboratively as a team to synthesise their understanding of the Australian Professional Standards for Teachers and what constitutes high teacher quality to improve educational outcomes for students. Teachers maintain a Professional Development Plan reflecting the Performance Development Framework and/or Early Years Framework to meet professional and school goals, standards and accreditation. Teachers work shoulder to shoulder to share practice.

Leaders

Utilise the SEF Ver2 to strengthen the practice of teachers and to set and reflect on school direction in consultation with staff, students, parents/carers and the community. Use data to inform strategic decision making, facilitate professional learning and as constructive feedback.

Parents/Carers

Parents/carers and community are provided with opportunities to have input into school programs, evaluation and direction.

Processes

Staff meet regularly to drive school initiatives. Professional Learning Plans are developed by teachers and the Principal. Programs and planning follow a set timeline within the school. Professional learning aligns with PDPs and the school strategic plan. Instructional leadership is utilised to support teachers with literacy and numeracy teaching, planning and data analysis. Leadership opportunities provided through small school initiatives, Stronger Smarter, 1000 Words Program and the Aboriginal Language program.

Evaluation Plan

Data gathered through teaching/learning programs, monitoring student assessment against outcomes and set criteria. Feedback processes involving students, parents and carers. PLAN 2, new Best Start and NAPLAN data. Staff reflection on Performance and Development Plans and School Plan milestone monitoring.

Practices and Products

Practices

Practices are based on current research, school data, reflection and evidence. Consultation with staff, students, parents/carers and community is core practice. Students demonstrate confidence and engagement in learning. Staff implementing effective teaching and learning programs, demonstrating their knowledge and understanding of professional standards, syllabus requirements and quality teaching practice through their daily practice. Professional Development Plans reflecting the Performance Development Framework and Australian Professional Standards for Teachers.

Products

Students learning in a safe, inclusive environment. Students receiving learning experiences catering for their needs in conjunction with curriculum outcomes.

Parents/carers/community provided with the opportunity to provide input and feedback into school direction.

Strategic Direction 3: Excellence in Leading through High Expectations

Purpose

Leading students, staff, parents/carers and the wider community to develop strong systems, practices, processes and effective management of school resources to promote continuous growth, well being and a shared school vision.

Australian Professional Standards for Teachers

1. Professional Engagement.
2. Engage professionally with colleagues, parents/carers and community.

Improvement Measures

Staff sharing evidence relating to Performance Development Plans.

Commitment to Strategic Directions 2018–2020.

Completion of Stronger Smarter leadership and Stronger Smarter Jarjums Phase 1 and 2.

Successful implementation of Bundjalung Aboriginal Language program.

Transformation of Be Safe (*Nya nyaa*), Be Fair (*Gaa rrim aa*) Be a Learner (*Gan ngaa*) to Bundjalung Language.

Caught You Being Good data indicating positive transformations in PB4L.

Increase in attendance.

Increased participation in school events, BBQ Breakfasts and the Sista Speak program.

People

Students

Students articulate their understanding of what it means to be a learner and see building upon their strengths and weaknesses as a journey of skill development and strengthening knowledge and understanding through self-regulation, mindfulness and a growth mindset.

Staff

Staff developing and sustaining wellbeing processes across all areas of the school and taking responsibility to facilitate learning capacity and well being of students.

Leaders

Active building of capacity in teachers, students, parents/carers, community and amongst small school leaders.

Parents/Carers

Contributing to school programs and classroom practice. Demonstrating high expectations, the importance of culture and strong leadership identity.

Community Partners

The school is an integral part of the wider community and works in partnership with the BCTIAECG to inspire, engage and support.

Processes

Students participate in daily walk and talks, check ins and check outs. The skills of leadership are taught using Stronger Smarter strategies to deliver our PB4L, Aboriginal Language Program, mindfulness and well being programs.

Students are given leadership opportunities at community events and given roles and responsibilities within the school.

Staff are trained as Stronger Smarter leaders and this is continually revised and sustained. They are provided with opportunities to be educational leaders, conducting professional learning, building capacity and relieving in higher duty positions when appropriate.

Parents/carers and community are encouraged to participate in school programs building capacity in group situations and taking on responsible roles.

Evaluation Plan

Effectiveness will be assessed through anecdotal observation, student, staff, parent/carer and community feedback, focus group discussion (BBQ breakfasts, Learning Support, Aboriginal Language, Sista Speak meetings), surveys, ebs4 data analysis and TPL data.

Practices and Products

Products

A commitment to understanding the Aboriginal culture of Cabbage Tree Island and the well being of students, staff, parents/carers and community.

Application of Stronger Smarter Leadership through structured check in and out circles, walk and talk times, point in time instruction and enacting the values of patience, honour, courage and respect.

PB4L language and expectations are strong and authentic in practice and are being transformed into Bundjalung language. This is communicated through parent newsletters and website.

Training in Mind Up and mindfulness practices to be implemented.

Students demonstrate Stronger Smarter values of respect and leadership in all environments. Teachers taking increased interest in delivering professional learning. Greater participation by parents/carers in school initiatives and increased liaison with community and external agencies. Community members seeking employment at school level.