

School plan 2018-2020

Carcoar Public School 1504



School background 2018–2020

School vision statement

Carcoar Public School is a nurturing, inclusive and positive educational community where the individual is known, cared for and supported to reach their potential.

School context

Carcoar Public School is part of a well-established community steeped in tradition and history.

The school is situated 15 kilometres from Blayney nestled in a valley with the Belubula River streaming through the village.

There are 11 students – all living locally – attending Carcoar Public School.

The Parents, Citizens and Carcoar Community work together to support each other and support the staff and students of Carcoar Public School. The school is an active member of the Heritage Country Schools network.

School planning process

Common pathways for the future are established in consultation with all stakeholders in the school community of Carcoar in conjunction with Department of Education expectations. This is achieved via daily conversations with staff, students and parents, P&C meetings, meetings/interviews with parents and staff meetings.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Learning and Teaching

Purpose:

To provide stimulating, engaging and individualised learning experiences that are evidence based in an environment of collaborative practice.



STRATEGIC DIRECTION 2

Community

Purpose:

To build strong respectful relationships that enhance and maintain a genuine sense of ownership and belonging for students, staff and community.

Strategic Direction 1: Quality Learning and Teaching

Purpose

To provide stimulating, engaging and individualised learning experiences that are evidence based in an environment of collaborative practice.

Improvement Measures

Every student achieves at least a years growth for a years learning.

Improved levels of student wellbeing and engagement.

People

Students

Articulate how and why they learn and develop their critical thinking, problem solving, collaboratively and communication skills to achieve their learning goals.

Staff

Personalise their teaching to meet individual student learning needs.

Work collaboratively to ensure that their teaching aligns with evidence based practice.

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Parents/Carers

Collaboratively develop learning goals with student and teacher and support students in achieving those goals.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and well being.

Processes

Curriculum and Learning

Learning is student centred and self regulated which enables students to understand how they learn and to achieve a year's growth in year's worth of learning through the use of evidence based practice.

Effective Teaching Practice

Identifying, understanding and implementing evidence based teaching strategies.

Evaluation Plan

Data will analysed from the following sources:

- Personal Learning Plans
- Ongoing monitoring and evaluation of school data
- Reviewing NAPLAN
- Lesson Observations
- Student Feedback
- Professional Development Plans
- Attendance
- Student surveys

Practices and Products

Practices

Students reflect on their own learning, set, document and review learning goals with staff and parents.

Teaching and Learning programs are dynamic, showing evidence of revisions and/or adjustments based on feedback and consistent, reliable assessment of progress and achievement

Products

Students are supported, challenged, engaged and receive ongoing feedback to improve their learning.

Whole school consistent approach to the delivery of an evidence based teaching and learning experiences.

Strategic Direction 2: Community

Purpose

To build strong respectful relationships that enhance and maintain a genuine sense of ownership and belonging for students, staff and community.

Improvement Measures

Increased parent, community and staff partnerships.

People

Students

Understand what it is to belong to a school and wider community and model respectful behaviour.

Staff

Demonstrate respectful behaviours when interacting with all members of the school community.

Leaders

Provide opportunities for all members of the school community to participate in school programs and in the wider community.

Parents/Carers

Actively engage as partners of the school and contribute to continuous school improvement and well-being.

Community Partners

All community members respectfully interact to achieve school vision.

Processes

Community Partnerships

Strengthen and explore new and existing ways to connect with the community, sustain its identity and provide diverse learning opportunities for the students.

School Networks

To develop and implement a small schools network approach to school improvement.

Evaluation Plan

Data will be analysed from the following:

- Professional Development Plans and processes
- MyPL
- Teaching Programs
- Staff network collaboration
- Meeting minutes
- Community Participation

Practices and Products

Practices

Community participates in school events and staff and students actively participate in community events.

Staff collaborate with colleagues and communities to develop best practice.

Products

Staff demonstrate and share their expertise within their school and with other schools.

A strong and respectful community partnership is evident where students, staff and parents contribute and belong.