

# School plan 2018-2020

## Cargo Public School 1506



# School background 2018–2020

## School vision statement

At Cargo Public School we are a 'Small School with Big Opportunities'. We provide a diverse, challenging and innovative environment for excellence, respect and success for all.

## School context

Cargo Public School is a small school situated 35 kilometres west of Orange, with a committed teaching staff and involved local community.

At Cargo Public School we are committed to providing for all students, a rich and diverse curriculum with an emphasis on intellectual, physical and social development in a stable and supportive environment. We aim to support students in developing the skills, knowledge and values to lead productive and rewarding lives as empowered 21st century learners and citizens.

Cargo Public School is a proud member of the Orange Small Schools Association (OSSA). This organisation provides the opportunity for additional sporting, cultural, social and academic opportunities as well as offering a wide support network and peer group base for our students and professional learning and leadership opportunities for staff.

The school is an Early Action for Success (EaFS) partner. An Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes.

## School planning process

In 2017 the school sought the opinions of students, parents and teachers about the school in terms of expectations and participation. Surveys were distributed offering opportunities for school initiatives and practices to be critiqued and suggestions for future school improvement.

The core strategic goals: Learning and Teaching, have been identified and clarified to ensure the school meets the needs of students and the school community.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Learning

**Purpose:**

To provide school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.



**STRATEGIC  
DIRECTION 2**  
Teaching

**Purpose:**

To build the capacity of each staff member, through personalised professional learning, to deliver quality teaching practice that is engaging, evidence based and data driven.

# Strategic Direction 1: Learning

## Purpose

To provide school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.

## Improvement Measures

Every student achieves a year's growth as measured against the progressions.

Improved levels of student wellbeing and engagement.

## People

### Students

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

### Staff

Differentiate their teaching to meet students' learning needs by providing purposeful, comprehensive teaching programs that enable students to set and achieve their learning goals.

### Parents/Carers

Collaborate with the student and the school to develop learning goals and support students in achieving goals.

## Processes

### Student wellbeing

Through the use of OSSA (Orange Small Schools Association) and Community groups, implement an integrated approach to student wellbeing in which students can connect, succeed and thrive in every aspect of their schooling. Building a cohesive/resilient population at a school level.

### Curriculum and Learning

Deliver quality student centred, differentiated and self-regulated learning experiences which enables students to understand how they learn and how to achieve a year's growth in a year of learning.

## Evaluation Plan

All data will be analysed collaboratively:

- Personalised Learning Plan
- Ongoing review of NAPLAN Data
- Familiarisation with the new learning progressions
- Familiarisation/understanding of ALAN (Assessing Literacy and Numeracy)
- Internal student assessment data
- Parent/staff/student surveys
- Tell Them from Me Survey

## Practices and Products

### Practices

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing.

### Products

All students are supported, challenged and receive timely and meaningful feedback on their learning to inform future directions.

A consistent whole school delivery of explicit teaching and learning programs promoting respectful and safe learners.

# Strategic Direction 2: Teaching

## Purpose

To build the capacity of each staff member, through personalised professional learning, to deliver quality teaching practice that is engaging, evidence based and data driven.

## Improvement Measures

An increased proportion of teachers using evidence-based informed teaching strategies.

All staff engaging in collaborative practice within the school and greater network.

## People

### Students

Students actively engage in the learning process through oral and written feedback.

### Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies.

Work collaboratively to ensure that their teaching aligns with practices that are shown through research to have a higher probability of success.

### Parents/Carers

Engage in information activities around assessment and teaching strategies.

### Leaders

Utilising processes which build capacity of the school community to use data and engage in evidence-based conversations about school improvement.

## Processes

### Effective teaching practice

The school identifies, understands and implements effective explicit teaching methods where collaboration and feedback sustain quality teaching practice.

### Data skills and use

Staff engage in professional learning in the use of school data to support improvement in student learning outcomes.

### Professional Learning

Staff participate as active members of the OSSA (Orange small schools Association) Network group.

## Evaluation Plan

All data will be analysed collaboratively:

- Professional Develop Plan process
- NAPLAN data
- Progressions/ALAN (Assessing Literacy and Numeracy)
- MyPL Records
- Teaching and Learning Programs
- Lesson Observations
- Teaching Framework Mapping

## Practices and Products

### Practices

All staff implement evidence-based explicit teaching that utilises collected and analysed data.

Staff actively collaborate to share and embed best practice promoting school wide improvement.

Schools trial innovative practices and have processes in place to evaluate, refine and scale success.

### Products

School structures support collaboration to deliver evidence based teaching.

High capacity staff demonstrate and share their teaching expertise within the school and network.