

School plan 2018-2020

Condobolin Public School 1609



School background 2018–2020

School vision statement

At Condobolin Public School we are Strong, Smart and Proud lifelong learners. Through authentic school and community partnerships we deliver quality education for all students, preparing them to live and work as resilient and contributing members of a changing world.

School context

Condobolin Public School is an inclusive primary school in the township of Condobolin, providing education to the students of Condobolin for 150 years. It is considered to be a 'remote' school by some and is located close to the geographic centre of New South Wales. Of the 295 students, 44% identify as being of Aboriginal and/or Torres Strait Islander descent, and there is a further 3% of students with language backgrounds other than English.

Our team of teachers and support staff work together to ensure that all students are provided with quality instruction in literacy, numeracy and other areas of the curriculum. They support development of the whole child through a range of activities including team sports, lessons in technology and excursions.

Condobolin Public School attracts a variety of funding in addition to the annual funding allocation, including equity funding based upon the socio-economic background of our community, geographic location and number of Aboriginal students.

From the end of 2012, our school has been involved in *Early Action for Success*, with an Instructional Leader supporting the teachers in K–2 to further strengthen literacy and numeracy programs within our school along with regular assessment of students against the literacy and numeracy continuums. *Language, Literacy, Learning (L3)* and *Targeting Early Numeracy (TEN)* have been successfully implemented in all K–2 classrooms in past years. We are into the second phase of *Early Action for Success*.

School planning process

In 2017, wide consultation was held with members of the staff, the student representative council and parent body. Each group was asked to identify 'why' the school is needed in our community, 'what' we would like our school to achieve and 'how' we might achieve this.

A range of data has been collected in relation to students achievement, attendance, behaviour and participation. The review of this information identified strengths and opportunities for improvement within our school. The review of this data is ongoing.

From all of this information, three strategic directions were identified upon which the 2018 – 2020 plan was structured.

These are:

- Teaching and learning
- Engagement and wellbeing
- Community

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Teaching and Learning

Purpose:

Staff maintain high expectations and utilise effective research-based practices to equip our students with the skills, knowledge and attitudes that will allow them to be confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society.



**STRATEGIC
DIRECTION 2**
Engagement and wellbeing

Purpose:

Students connect, thrive and succeed through the implementation of effective research-based practices.



**STRATEGIC
DIRECTION 3**
Community

Purpose:

Parents, carers and the wider school community engage with the students and staff, working together to improve the educational opportunities for all students at Condobolin Public School.

Strategic Direction 1: Teaching and Learning

Purpose

Staff maintain high expectations and utilise effective research-based practices to equip our students with the skills, knowledge and attitudes that will allow them to be confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society.

Improvement Measures

Increase the proportion of students achieving and exceeding growth in literacy and numeracy.

Increased evidence of staff collaboration to inform effective teaching and learning.

People

Students

Students are engaged, communicate confidently, problem solve, and think critically and imaginatively as learners.

Staff

Staff utilise their deep understanding of curriculum, and the literacy and numeracy progressions to develop students' critical and creative thinking skills.

Parents/Carers

Engage with student learning, and support established and innovative programs.

Leaders

Support staff in developing their professional knowledge and practice, to maintain high expectations for student learning.

Community Partners

Consolidate and support student learning and wellbeing.

Processes

Instructional leadership: Provide professional learning in the school to develop more effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong leadership team.

Whole school monitoring of student learning: Support staff to make evidence-based judgements to implement changes in teaching that leads to measurable improvements in learning.

Curriculum: Delivery of evidence based curriculum. Implementation of teaching and learning programs that are dynamic, showing evidence of revisions based on feedback on teaching practices and personal reflection, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation Plan

All data will be analysed collaboratively:

- Focus groups and surveys, eg Tell Them From Me
- Wellbeing Self-Assessment Tool
- Personalised Learning data
- Ongoing review of NAPLAN and school based data
- Internal student performance data
- Classroom observations of student engagement
- Staff Professional Development Programs (PDPs)

Practices and Products

Practices

An instructional leadership framework supports effective teaching and learning practices.

The collection and use of evidence and collaborative evaluation informs teaching and learning decisions, including initiatives in literacy and numeracy.

Products

A student-centred learning environment exists where all students are supported, challenged and receive timely and meaningful feedback on their learning to inform future directions.

Embedded structures support opportunities to collaboratively plan, reflect, improve and deliver evidence informed teaching and learning.

Staff use embedded systems to make informed and consistent judgements about student progress based on deep knowledge and understanding of the literacy and numeracy progressions.

Strategic Direction 2: Engagement and wellbeing

Purpose

Students connect, thrive and succeed through the implementation of effective research-based practices.

Improvement Measures

Improved levels of student wellbeing.

Improved levels of student engagement.

People

Students

Develop a positive sense of self, take responsibility for their actions and are engaged in positive relationships with their peers and staff.

Staff

Ensure a happy and productive environment where each child is known and cared for.

Parents/Carers

Trust and feel empowered to work with the school in a culture of mutual respect to maximise learning and wellbeing outcomes for students.

Leaders

Utilise the established whole-school wellbeing framework to ensure that the wellbeing needs of all students are being met.

Community Partners

Work collaboratively with the school and families for positive student wellbeing.

Processes

A planned approach to wellbeing:

Implement evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Individual learning needs: Maintain a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound wholistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Wellbeing: Foster positive, respectful relationships that are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation Plan

All data will be analysed collaboratively:

- Wellbeing Self-Assessment Tool
- Focus groups and internal surveys
- PBL annual surveys
- Classroom observations (eg engagement, peer coaching)
- Attendance data
- Student wellbeing data
- Sick bay data

Practices and Products

Practices

Collection of evidence informs decisions, interventions and initiatives to support student engagement and wellbeing .

Students actively engage in their learning within and beyond the classroom, supported by the whole school wellbeing framework that meets their individual needs.

Products

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

School structures support high attendance, positive behaviour and engagement in learning.

Strategic Direction 3: Community

Purpose

Parents, carers and the wider school community engage with the students and staff, working together to improve the educational opportunities for all students at Condobolin Public School.

Improvement Measures

Increase in the number of parents and carers, and community partnerships that support student learning and engagement.

Reduction in the levels of student and parent/caregiver anxiety at points of transition.

People

Students

Are engaged learners in all aspects of school life.

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.

Parents/Carers

Actively engage as partners of the school and contribute to continuous school improvement and wellbeing.

Community Partners

Engage with the school and community to support the shared responsibility for improved student and community engagement and learning.

Processes

High expectations: Develop effective partnerships in learning with parents and students to ensure that students are motivated to deliver their best and continually improve.

Transitions and continuity of learning: Engage in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Personalised learning: Involve students and parents in planning to support learning and share expected outcomes.

Evaluation Plan

All data will be analysed collaboratively:

- Student wellbeing data and surveys
- Record of participation of parents at school events and meetings
- Tell Them From Me survey
- Record of community partners
- Numbers of parents accessing school website

Practices and Products

Practices

Regular consultation with parents/carers and community partners to maximise student learning.

School personnel and community agencies support parents and carers to be active partners in student learning.

Products

Structures in place to effectively support students with transition to school, across stages and into high school.

School processes support personalised learning and provide timely and parent-friendly feedback around student

The school is recognised for its practices that support parent and community communication and engagement with the school to enhance student outcomes.