

School plan 2018-2020

Coolamon Central School 1624



School background 2018–2020

School vision statement

Every student at CCS to be actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders, responsible and productive global citizens.

School context

Coolamon Central School is a Kindergarten to Year 12 school located approximately 40km North West of Wagga Wagga. The school is set in a rural community and works with multiple partner schools. The school is experiencing steady growth with a current enrolment of over 300 students, including a 7% Aboriginal population and promotes knowledge and understanding of other cultures and traditions.

The school is centrally located in the township with access to a wide range of community facilities. The school has a strong working partnership with the local community.

Coolamon Central School students are provided with the opportunity to participate and actively engage in an extensive range of academic, sporting and co-curricular activities.

School planning process

A review of the school plan began in 2017 with a series of forums for major stakeholders; parents, executives, staff and students, to provide an evaluation of the existing school plan. The information was obtained through surveys, discussions with focus groups including our staff, parents, P & C, SRC and our Indigenous community.

Feedback provided identified future directions around:

- Teaching
- Learning
- Community

With these strategic directions having been identified, we took a collaborative approach, involving all stakeholders, to develop and refine our future direction. During our refining process, consultation continued through regular communication.

The executive and school planning team are continuing to plan for the ongoing implementation of the three strategic directions that drive our school plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 QUALITY LEARNING

Purpose:

To create an inspiring learning environment underpinned by high expectations and quality learning experiences.



STRATEGIC DIRECTION 2 QUALITY TEACHING

Purpose:

To create and maintain a stimulating professional environment for educators, supported by a positive and collaborative K–12 culture that develops high performing teachers.



STRATEGIC DIRECTION 3 COMMUNITY ENGAGEMENT

Purpose:

To engage, maintain and build strong relationships between students, parents and the community to ensure every student and their family, is a valued member of the school.

Strategic Direction 1: QUALITY LEARNING

Purpose

To create an inspiring learning environment underpinned by high expectations and quality learning experiences.

Improvement Measures

Improved results in internal and external assessments.

Increased number of students achieving proficiency in line with the Premier's Priorities.

Increased differentiation of curriculum to cater for individual learning needs.

People

Students

Develop the capacity to think deeply, critically and make relevant connections using current technology.

Staff

Integrate global learning concepts into programs, assessment and teaching practice.

Parents/Carers

Engage in their child's learning through supporting and valuing the school learning environment.

Leaders

Instructional leadership to inspire and guide staff to improve student learning outcomes.

Processes

Personalised Learning

(Explicit Teaching):

Ensure learning is evidence driven and based on formative assessment and learning progressions. Student interests and needs are catered for.

Curriculum offerings:

Deliver quality student-centred and self-regulated learning experiences, which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation Plan

All data will be analysed collaboratively:

- Plotting Literacy and Numeracy (PLAN) data
- Teacher, parent and student Tell Them From Me Survey (TTFM) (T1/4)
- National Assessment Program – Literacy and Numeracy (NAPLAN)
- Progressive Achievement Test data (PAT) (T2/3)
- Meeting minutes
- Lesson plans/teaching programs (each Term)
- Work samples
- Personal Learning Plan (PLP's)
- Individualised Education Program (IEP's)
- Student engagement level
- HSC data

Practices and Products

Practices

Students and parents understand the assessment processes used in the school and their benefits for learning.

Students develop positive and reflective attitudes that raise their expectations of academic success and enhance their engagement in learning and positive relationships.

Products

Highly engaged learners that are achieving their potential at stage clusters on the literacy and numeracy continuums/progressions and achieving personal goals that develop academic success.

Promote and maintain a culture of high expectations through catering for diverse student needs.

Strategic Direction 2: QUALITY TEACHING

Purpose

To create and maintain a stimulating professional environment for educators, supported by a positive and collaborative K–12 culture that develops high performing teachers.

Improvement Measures

Growth in explicit systems for collaboration and feedback to sustain quality teaching practice.

Evidence of teaching staff increasing their demonstration and sharing of expertise within collegial teams.

All teachers use professional standards and PDP's to identify and monitor specific areas for development or continual improvement.

People

Students

Provide timely and respectful feedback to teachers on their learning experiences.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Demonstrate initiative, in collaboratively improving their teaching practice using targeted professional learning and the PDP process.

Parents/Carers

Support school initiatives and value the education process.

Leaders

Establish and improve processes, which build the capacity of the school community to use data and engage in evidence-based conversations about improvement in teaching practices.

Develop and model a strong commitment to and buy-in for staff and students towards achieving this strategic direction.

Use comprehensive knowledge of current research to lead and expand professional learning opportunities for all staff that focus on improved student learning.

Processes

Research Informed Pedagogy:

Draw on evidence based research to develop and implement high quality professional learning in literacy and numeracy teaching practices. (e.g. Bump it Up, ALARM, 2LS, Focus on Reading, Mathematics, Cams & Stams).

Evaluative Practice:

Strengthen evaluative culture and practice by establishing regular review opportunities. Providing professional learning on the analysis of data, to inform future teaching and learning through the PDP process.

Evaluation Plan

All data and explicit systems will be analysed collaboratively:

- What Works Best Reflection Guide survey (T1)
- Literacy and Numeracy data
- PDP process
- Teacher, parent and student TTFM surveys (T1/4)
- NAPLAN/PAT data (T2/3)
- Meeting minutes
- lesson plan/teaching programs (each Term)
- teacher/classroom observation data (at least 2 per year)
- teacher reflections (pre and post)
- TPL evaluation
- Sentral Data

Practices and Products

Practices

Continuous collaboration and evaluative practice (including parent consultation) resulting in an explicit teaching and assessment approach to literacy and numeracy, which is research informed

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy, numeracy and teaching.

Products

Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the syllabus and learning progressions.

A collaborative and highly skilled staff, who understand, value and contribute to a culture of high expectations in student learning and wellbeing.

Strategic Direction 3: COMMUNITY ENGAGEMENT

Purpose	People	Processes	Practices and Products
To engage, maintain and build strong relationships between students, parents and the community to ensure every student and their family, is a valued member of the school.	Students Instill leadership and build capacity to become active and productive community members.	Student/Staff Involvement: Increase student involvement and leadership through participation in school and community events encouraging responsible citizenship	Practices Promotion of school and community partnerships through student and parental involvement. Actively participate and partner with the community in community events/initiatives.
Improvement Measures		Parental/Community Engagement: Build and create new community partnerships and networks by promoting, developing and participating in school, cultural and community projects.	Products Increased community engagement, participation and awareness to foster a collaborative environment resulting in successful learning. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment
Increased community participation in school events.	Staff Engage in and develop community programs, events and build effective communication within the community.	Evaluation Plan All data will be analysed collaboratively: <ul style="list-style-type: none"> • Student participation in community events • Parental attendance to school events • Communication audit • Sentral Parent Portal • TTFM • Skool Bag • Facebook 	
Increased student and staff participation in community events.	Parents/Carers Provide opportunities for parents to become more involved in their child/s learning and wellbeing.		
Increased parental use and engagement of a variety of communication platforms	Community Partners Utilise opportunities to access and understand school technologies.		
	Leaders Effectively communicate to build partnerships with the broader community.		