

School plan 2018-2020

Coolongolook Public School 1627



School background 2018–2020

School vision statement

Coolongolook Public School provides a quality education for our students.

Staff, students and the community work together to ensure our students have the best access to educational resources, learning opportunities and life experiences.

Our students are inspired learners, creative thinkers and able to function in the 21st century.

School context

Coolongolook Public School offers students individualised, highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students and our families ensures our school maintains a high standard of success in a positive, caring, polite and safe learning environment.

Our students are encouraged to be disciplined learners. Staff members participate in relevant professional development and implement quality education programs that give every student the opportunity to reach their potential. Individualised education programs and activities are designed to develop in our students, a confidence to face life's challenges and to enhance their love of learning..

Through Early Action for Success, the school is provided with an Instructional Leader and a training allocation for teachers to strengthen personalised learning for K–2 students.

Coolongolook Public School's small size of 29 students engenders a constructive, socially inclusive environment for students to learn and play. Local community involvement supports all aspects of school life, in particular the promotion of strong community and family values.

School planning process

Throughout Term 3 and Term 4 in 2017, Coolongolook Public School has sought the opinions of parents, teachers and students about what they perceived as our school's focus areas and any additional activities they would like to see for our school. This information was gathered through staff meetings, student focus groups and surveys.

In addition, school assessment, BEST Start and NAPLAN, attendance and wellbeing data have been analysed by staff to highlight areas of strength and need.

Responses have been collated and analysed, and the current practices and systems of Coolongolook Public School have been evaluated.

The plan reflects a collaborative approach by local small school principals to supporting our teachers.

The strategic directions within this plan will supported by extensive, high quality professional learning and will inform teacher Performance and Development Plans.

The plan is an evolving document that will be continually modified and enhanced to suit emerging needs. It will be reviewed on a regular basis with formal evaluations led by the principal and staff.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Inspired Learning

Purpose:

To develop the future focused skills of critical thinking, creativity, communication and collaboration by enhancing the capacity of teachers to provide effective learning experiences through participation in high quality, professional learning.



STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

To ensure collaborative practice, clear learning intentions and quality feedback are embedded in data driven teaching and learning programs.



STRATEGIC DIRECTION 3 Positive Wellbeing

Purpose:

To ensure Coolongolook Public School connects with the school community to promote wellbeing in an environment which allows all students to connect, succeed, thrive and learn.

Strategic Direction 1: Inspired Learning

Purpose

To develop the future focused skills of critical thinking, creativity, communication and collaboration by enhancing the capacity of teachers to provide effective learning experiences through participation in high quality, professional learning.

Improvement Measures

Future Focused Learning

Students show improvement in the development of future focused learning skills as evidenced in surveys, work samples and assessments.

85% of students reading at or above expected reading levels.

All students meet or exceed expected growth in numeracy and literacy.

People

Students

Acquire the skills needed to participate in future focused learning.

Leaders

School leaders develop their own capacity to lead staff to critically analyse whole school data, identifying trends and areas for development.

Collegial Networks enhance opportunities to support student engagement across all of the network schools.

Staff

Understand and embed future focused learning skills of collaboration, creativity, communication and critical thinking across all Key Learning Areas.

Continue the development of the collegial network to enhance opportunities to support student engagement across all network schools.

Parents/Carers

Support the importance of future focused learning through their engagement with digital portfolios of student work samples (SeeSaw)

Processes

Future Focused Learning

School leaders drive teacher professional learning and the development of programs based on critical thinking, creativity, communication and collaboration

Students engage in lessons specifically teaching the future focused learning skills of critical thinking, creativity, communication and collaboration

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- Pre and post surveys and staff evaluations of professional learning
- Skill matrices
- Reflections by students and staff
- Community feedback
- Student work samples
- Classroom observations
- Program supervision feedback
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Practices and Products

Practices

Future Focused Learning

Students apply future focused learning skills in a variety of contexts as evidenced by pre and post surveys, work samples (digital and hard copy) matrices, reflections and lesson observations.

Teachers consistently implement lessons that develop student skills in critical and creative thinking.

Products

Future Focused Learning

Engaged and self motivated learners who consistently apply future focused skills across the curriculum

Whole school engagement in future focused programs evidenced by pre and post surveys, reflections and evaluations of Professional Learning

Staff Performance and Development Plans and teaching programs reflect the application of future focused learning.

Strategic Direction 2: Excellence in Teaching

Purpose

To ensure collaborative practice, clear learning intentions and quality feedback are embedded in data driven teaching and learning programs.

Improvement Measures

School assessment against SEF 2 moves from 'Delivering' to 'Sustaining and Growing' in Effective Classroom Practice (Feedback) and Learning and Development (Collaboration).

School assessment against SEF 2 moves from 'Delivering' to 'Sustaining and Growing' in Data Use in Teaching.

People

Students

Understand the content, progression and relevance of their learning.

Engage in high quality, differentiated teaching and learning activities.

Staff

Develop enhanced capabilities in reflecting on the effectiveness of teaching practice and learning programs.

Develop skills in receiving and providing feedback.

Leaders

Facilitate a collaborative culture through collegial support, reflective conversations and sharing of ideas to drive teaching and learning

Parents/Carers

Develop capacity and positive mindset which enables them to provide feedback on student work samples using Seesaw thereby supporting student learning

Processes

Collaborative Practice

Staff collaboratively plan, program and devise differentiated assessment tasks ensuring consistency with syllabus documents.

Staff plan, teach and reflect collaboratively on teaching practice through a lesson study model with a focus on evidence based strategies, including the use of effective feedback.

Effective Learning

Teachers review learning with each student ensuring all students have a clear understanding of how to improve through challenging and achievable learning goals and quality feedback.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts.

Data sources include:

- Monitoring of programs, work samples and assessment data
- Lesson Study Model feedback
- Program supervision feedback
- Data for self-assessment against the SEF V2

Practices and Products

Practices

Collaborative Practice

Teachers use collaborative discussion and reflection to determine teaching focus, assessment of student progress and reflect on ongoing teaching effectiveness including use of the literacy and numeracy progressions.

Teachers include learning Intentions for all teaching and learning activities.

Teachers regularly provide targeted, specific and timely individualised feedback to students.

Effective Learning

Students demonstrate understanding of their learning progress by articulating learning goals and self-monitoring their progress.

Products

Collaborative Practice

Collaboratively planned programs reflect student assessment data and syllabus documents ensuring the specific needs of all students are being met.

An across school collaborative approach to improve teaching and learning.

Effective Learning

Effective learning across the school is evident through individualised learning goals, learning intentions, student work

Strategic Direction 2: Excellence in Teaching

Practices and Products

samples/assessment tasks and program reflections.

Strategic Direction 3: Positive Wellbeing

Purpose

To ensure Coolongolook Public School connects with the school community to promote wellbeing in an environment which allows all students to connect, succeed, thrive and learn.

Improvement Measures

School measures against SEF 2 and moves from 'Delivering' to 'Sustaining and Growing' in Wellbeing..

The quality of the learning environment improves from baseline data.

People

Students

Develop a mindset that aligns to the school's core values

Articulate expected behaviours and demonstrate positive wellbeing and resilience

Staff

Develop enhanced abilities with effective classroom management that promotes student responsibility and engagement aligned to the PBL framework

Explicitly teach expected behaviours including resilience and wellbeing

Implement effective classroom management and promote student responsibility and engagement

Leaders

Collegially lead and support the implementation of a broad range of wellbeing initiatives

Parents/Carers

Value and reinforce the school's expectations of behaviour

Work collaboratively with the school to support students

Processes

Positive Behaviour for Learning

Implement and monitor a whole school approach to student wellbeing and engagement

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts.

Data sources include:

- PBL program assessment data
- School wellbeing records
- Data for self-assessment against the SEF V2

Practices and Products

Practices

Positive Behaviour for Learning

All students demonstrate respectful relationships towards each other and staff.

Teachers consistently promote expectations of behaviour which are explicitly, consistently and supportively applied.

Products

Positive Behaviour for Learning

Quality learning environment founded on an effective whole school wellbeing program in which clear expectations of behaviour in all school settings are regularly communicated with all.