

School plan 2018-2020

Coraki Public School 1644



School background 2018–2020

School vision statement

Coraki Public School will nurture and develop all children to become successful and motivated learners who are empowered with learning skills that will equip them to lead effective and contributing lives in society. They will be co-operative while showing respect, resilience and flexibility in the ways they learn and enquire about their world.

Our school will support each child as an individual, while recognising the importance of a harmonious and highly functioning social group that relies on trust, creativity and critical thought.

We will be a significant partner with our families and community in developing our children to be the best they can.

School context

Coraki Public School serves the community of Coraki and surrounds. It is the public school alternative for the town with a small Catholic School also in town. The population of Coraki is around 1500.

Coraki has a rich Aboriginal and Anglo-based history. It stands on Banjalang land which is part of Bunjalung Country. Being on the meeting point of two major rivers in northern NSW, it has been a significant port and agricultural base since the mid 1800's. The school is 150 years old and was once a Central School.

According to the current Family, Occupation and Education Index [FOEI], Coraki PS serves a community that represents the top 5% of disadvantage in NSW. There are a high proportion of transient families yet also many families who trace long histories into the town and school. The Aboriginal enrolment is around 40%, with many of these families still being on country.

The school has a small mix of experienced and younger staff, with a high proportion of school-funded School Learning Support Officers. A Transition to School Programme operates at the school for 2 days per week. This was originally funded by Department of Community Services but is now staffed by Department of Education.

During the years 2018–2020 Coraki Public school will be part of the *Early Action for Success* initiative working with an Instructional Leader focused on the delivery of Literacy and Numeracy practice.

School planning process

Planning for the 2018–2020 School Plan began in early 2017 when the executive team attended professional learning around "Evaluation Essentials". In Terms 2 and 3 2017 our school began the process of External Validation. This process involved exploring hard and narrative evidence including staff, community and students surveys. The result of this was that directions were identified for the 2018–2020 planning cycle. Towards the end of 2018 staff and community met in collaborative practice to refine goals for the 2019 school year.

Through 2019 we will continue to be part of the Early Action for Success Initiative. We will have a new Instructional leader who will bring particular skills in early literacy, including Early Childhood experience. This will further guide a solid and professional understanding as a basis to our Strategic Directions.

Early Parent Support meetings in 2019 brought interaction with community and staff meetings have identified targets within Strategic Directions to develop through this next year of our three year cycle.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Our Learning Culture

Purpose:

All our students will face an ever changing world in which they will be adults. Students will need the skills to be motivated, effective learners within this future world. They will need to be confident risk takers in their own learning, critical, creative, resourceful and empowered with high level skills in Literacy and Numeracy. These children need positive and enduring learning dispositions that reflect strong emotional, physical, social and academic foundations.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

Teaching in our school will sustain and grow to create learning spaces that are stimulating and engage all students. Teaching practice must be evidence based and differentiated to cater for individual needs. Teachers need to maintain high expectations and empower all students with oral language skills that enable investigation, questioning and higher order thinking, while supporting the diverse cultural, emotional, cognitive and social needs of our students. Staff must challenge students and maintain positive working relationships that foster and support a love of learning that students will carry with them to become successful members of society. A culture of high expectation will be evident across the school.



STRATEGIC DIRECTION 3 Community Connections.

Purpose:

To further create sustaining and growing pathways to bond the relationship between the school and all families. Families must feel welcome within their school and be part of open and honest communication with all staff members. Our hard to reach families must be engaged at all levels with the school and feel respected and valued. The wider community must value their school and share in the achievements and celebrations of what we all achieve for our students, thus overcoming levels of disadvantage that may exist within our community.

Strategic Direction 1: Our Learning Culture

Purpose

All our students will face an ever changing world in which they will be adults. Students will need the skills to be motivated, effective learners within this future world. They will need to be confident risk takers in their own learning, critical, creative, resourceful and empowered with high level skills in Literacy and Numeracy. These children need positive and enduring learning dispositions that reflect strong emotional, physical, social and academic foundations.

Improvement Measures

Within the School Excellence Framework the school will move from *Delivering to Sustaining and Growing* in the elements of *Curriculum* and *Effective Classroom Practice*. and *Sustaining and Growing to Excelling* in the element of *Wellbeing*.

People

Staff

Teachers and students will demonstrate capabilities that utilise and apply learning dispositions and critical reflection to create positive learner mindsets .

Students

Students will use developing complex oral language to demonstrate enquiry and to verbalise intentions to their learning.

Students

Students will critically reflect on skills to self assess their work, based on an understanding of indicators and particular skills within Literacy and Numeracy. They will demonstrate growth through progressions in all Key Learning Areas and plan personal learning targets with teachers and SLSOs.

Leaders

Leaders will provide opportunity FOR Professional Learning dialogue for all staff and resources that enable growth in complex oral language interactions and syllabus learning..

Processes

Flourishing Learners

Students will be active in their learning through positive involvement with their teachers and parents.

Wellbeing

Our whole school wellbeing processes ensure students can connect, succeed, thrive and learn.

Evaluation Plan

- student will be surveyed through a local Survey Monkey and "Tell Them From Me" feedback
- teaching programmes will show evidence of Professional Practice 3.1.2

Practices and Products

Practices

Teachers will recognise and build on student strengths and interests that encourage and appreciate individual differences.

Teachers will provide a variety of teaching stimuli to encourage growing complex language development based on questioning, vocabulary and active listening skills.

Products

Students will be able to pose questions, express inquiry and use growing and relevant vocabulary around lessons.

Students will be able to verbalise the intentions and processes taken in order to achieve outcomes for any task they are working on.

Strategic Direction 2: Quality Teaching

Purpose

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Improvement Measures

Data measurements will show individual student growth along *Learning Progressions* consistent with expectations for grade and ability.

Within the School Excellence Framework the school will continue to Sustain and Grow *Collaborative Practice* and will move to *Excelling in Learning and Development* within the Teaching domain.

People

Staff

All staff will have a solid understanding of Learning Progressions as they are related to Syllabus outcomes and how these reflect effective intentional teaching in all KLAS..

Staff

Staff will differentiate lessons based on class need and Individual/ Personal Learning Plans so that inquiry and depth of understanding is achieved.

Leaders

Principal to attend and provide Professional Learning and to staff where there is a focus on Oral Language and Inquiry/Play based teaching strategies

Leaders

Early Action for Success will continue professional Learning opportunities for staff including Instructional Leader that supports literacy and numeracy across all stages.

Processes

Effective Classroom Practice

All staff are implementing the most effective teaching strategies that address need and syllabus.

Teachers as Learners

Staff enhance their teaching practice to reflect the Professional Standards.

Evaluation Plan

- School based and external data
- Evidence within Teaching Programmes

Practices and Products

Practices

Every teacher will use Progressions to inform teaching and to use these to track individual students' growth along syllabus outcomes. Early Action for Success resources and Instructional Leader will support teacher understanding of progressions and syllabus.

Staff will embed quality Oral Language practices within all teaching and learning activities to maximise the development of Speaking and Listening outcomes for students.

Products

Collaborative practice strategies that create effective, direct and creative teaching across the school.

Opportunities created in all classes for students to explore and practise rich language, inquiry and deep thinking skills

Strategic Direction 3: Community Connections.

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Improvement Measures

The school will achieve a level of *Sustaining and Growing for Management Practices of Community Satisfaction.*

People

Leaders

Plan and incorporate relevant events and communication structures that facilitate feedback.

Staff

Demonstrate relationships and practice that show respectful two way communication paths so that community feels valued and a relevant partner in the school.

Community Partners

Implement programmes and opportunities that can facilitate parent involvement and education.

Processes

Community Engagement

Our school supports a climate of high expectations and community engagement to recognise culture and support the growth of our students.

Proactive relationships

Partnerships that are planning clear and common aims and directions for learning.

Evaluation Plan

- *Tell Them From Me* survey.
- Informal record of attendances and verbal feedback from at school events

Practices and Products

Practices

School events that are based on both incidental and purposeful causes will be held twice per term.

Aboriginal Education Team meetings will occur at both the school and Box Ridge, thus catering for the diverse needs of the community and to allow for greater ease and willingness to attend for all families.

Products

Increased percentage of families attending events and *Parent Support Group Meetings* throughout the year.

Consultation and feedback will be sought from community through a formalised survey and anecdotal evidence.