

# School plan 2018-2020

## Corndale Public School 1656



# School background 2018–2020

## School vision statement

Corndale Public School aims to create a learning community with a shared responsibility towards a future as successful learners, where students are able to self-regulate their behaviours and become resilient, respectful, active members in their local and wider community.

## School context

Corndale Public School is located in a rural community, 18km north-east of Lismore. Opened in 1889, the school enjoys a long history of providing a quality, country education for its students and is strongly supported by the surrounding community.

Corndale Public School's spacious, shady and well equipped playground compliments the attractive well-resourced classrooms.

Corndale Public School is a valued member of the Dunoon District, Big Scrub and First North Community of Schools. It is also a proud member of the Rivers P–12 Community.

We place strong emphasis on student welfare and personal development, in fostering positive social interaction and self-discipline within a safe, caring and supportive environment.

A strong focus on Literacy and Numeracy underpins a rich and varied school curriculum.

## School planning process

Our school plan was developed in consultation with all stakeholders of Corndale Public School– the students, parents and community and the staff.

Surveys were undertaken to reflect upon our performance through the eyes of all stakeholders. Common features of these surveys were highlighted and discussed at both staff and P and C meetings.

The school community have proactively engaged in the process to assist in setting the strategic directions of our school. Decisions have been based on current research, staff reflections and identified needs.

It was necessary to alter the school vision, as the identified needs and future directions of the school have changed.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Learning

**Purpose:**

To improve learning outcomes by supporting students to become successful visible learners with the ability to engage with their own growth, through awareness of their learning paths and supporting their understanding of where to next.



## STRATEGIC DIRECTION 2 Teaching

**Purpose:**

To ensure a sequenced plan for curriculum delivery is implemented in the best possible way, that displays clear reference of data use to inform teaching practice where student learning is differentiated to improve student outcomes.



## STRATEGIC DIRECTION 3 Wellbeing

**Purpose:**

To create a school culture of consistent expectations of behaviour and language and management strategies to improve student behaviour, to assist students to become self-regulated, supported by greater community and global connections.

# Strategic Direction 1: Learning

## Purpose

To improve learning outcomes by supporting students to become successful visible learners with the ability to engage with their own growth, through awareness of their learning paths and supporting their understanding of where to next.

## Improvement Measures

Students can articulate where they are on the learning progression and what they have to do to progress:

- Student voice
- Feedback discussions
- Written reflections

Individual students consistently meet or exceed expected growth on internal and external measures:

- Scout / Smart Data
- Plan/Progressions

More students in top 2 bands of NAPLAN –tracked individually.

## People

### Students

Develop knowledge of the Learning Progressions and where they sit on the path. Understand and articulate how individual goal setting will assist them –"I'm improving for me".

### Staff

Engage in Professional Learning to be able to use Learning Progressions with confidence. Be committed to changing practice, to engage students in individual goal setting and to monitor growth. Develop capacity to set learning intentions, success criteria and provide descriptive feedback to students.

### Leaders

Providing opportunities for Professional Learning to develop self and others. Ensure staff have allocated time within the timetable to set and monitor students' learning goals.

### Parents/Carers

Work collaboratively with staff and students to set, monitor and celebrate learning achievements.

### Community Partners

Enhance and create formal and informal links with the wider community to assist in student directed teaching and learning.

## Processes

### Data Walls / Visible Learning

Data walls are created using 'I can...' Learning progression statements, with exemplar work samples attached to each stage of the progressions.

### Goal Setting Meetings

Students work with teachers to engage in guided analysis of personal learning data, identify learning goals and track and reflect upon their learning growth.

## Evaluation Plan

Students are using the language of the progressions.

All students are monitoring their growth and collecting work samples as evidence of their progression.

## Practices and Products

### Practices

#### Visible Learning

All students and staff are using the language of the progressions for literacy and numeracy.

Data walls are created jointly with staff, with exemplar work samples as success criteria for students to work towards.

#### Goal Setting

Students are supported by staff to become self-directed to achieve their goals.

Students are using progression 'I can...' statements to set goals as to where to next.

### Products

#### Visible Learning

Students are motivated and engaged in their learning evidenced by students achieving at or above expected levels.

Greater student responsibility for learning resulting in increased ownership, engagement and resilience.

#### Goal Setting

All students are able to set, articulate and evaluate their personal learning goals.

Students monitor their own progress and reflect upon how to improve and achieve goals.

# Strategic Direction 2: Teaching

## Purpose

To ensure a sequenced plan for curriculum delivery is implemented in the best possible way, that displays clear reference of data use to inform teaching practice where student learning is differentiated to improve student outcomes.

## Improvement Measures

Classroom observation and program evidence shows improved use of the curriculum, scope and sequence and learning intentions.

- Observations
- Program exerts

Assessments are used regularly to plan for differentiation in teaching, to improve student growth.

- Assessment tasks
- Evidence of differentiation.

## People

### Students

Students can articulate daily learning intentions and success criteria.

### Staff

Are engaged in current curriculum documents and follow a scope and sequence to ensure the curriculum requirements are met. Revise and review their lesson plans to ensure students requiring adjustments are catered for. Use assessment and data regularly to inform planning, identify interventions and modify teaching practice.

### Leaders

Supporting teacher programs to ensure syllabus' are being implemented effectively. Ensuring assessment practices are embedded in teaching programs. Analyses data to inform key decisions such as resourcing and implementation of new programs or initiatives.

### Parents/Carers

Understand the importance of assessment to improve student learning. Understand the need for lesson differentiation for students. Understand that there are mandatory syllabus documents that staff must implement.

### Community Partners

Engage in Professional Learning with Community of schools and access collegial expertise to assist with program design and implementation.

## Processes

### Curriculum / Scope and Sequence

Ensure staff are using current Syllabus documents.

Create a scope and sequence to ensure syllabus content is covered.

### Using Data to Inform Practice

Staff collaboratively create an internal assessment schedule timetable.

Leadership receive professional learning on how to use external assessment tools—Scout and Smart.

## Evaluation Plan

Staff programs are created and used.

Assessment data is harvested and analysed.

PLAN is updated at least once per term.

Lesson Observations are undertaken to provide feedback to staff.

## Practices and Products

### Practices

#### Curriculum / Scope and Sequence

Implementing current syllabus' with a deeper understanding.

A scope and sequence is used to ensure curriculum is implemented.

#### Using Data to Inform Practice

Teachers use a variety of assessment tools for different purposes to fill the gaps in student learning.

Pre and Post tests to gauge student learning and teacher effectiveness.

### Products

#### Curriculum / Scope and Sequence

Lesson plans are systematically planned as part of a coherent program.

The school offers a curriculum that meets requirements of the Department of Education.

#### Using Data to Inform Practice

Internal and external data will demonstrate student growth.

Programs will demonstrate differentiation and modification for students.

A whole school assessment strategy is in place that is designed to ensure that the learning of all students is systematically monitored.

# Strategic Direction 3: Wellbeing

## Purpose

To create a school culture of consistent expectations of behaviour and language and management strategies to improve student behaviour, to assist students to become self-regulated, supported by greater community and global connections.

## Improvement Measures

Classrooms and playgrounds are increasingly more positive environments, as teachers use consistent expectations as measured in increasing positive rewards and decreasing negative incidents.

- Behaviour data records– gotcha's (positive) and negative incidents

Increasing internal and external experiential learning opportunities that enhance student links with the outside world.

- Records of visiting guests/ performers and excursion events.

## People

### Students

Assist in creating the expected behaviours for all setting throughout the school. Understand and follow the Positive Behaviour for Learning (PBL) Expectations. Engage with the wider community in a variety of social, academic, sporting, cultural and creative contexts.

### Staff

Staff collaboratively develop the expectations of behaviour as a stakeholder with students and parents. Teachers and other school staff explicitly communicate expectations of behaviour across school settings. Staff consistently implement management strategies for negative behaviour. Staff seek opportunities for experiential learning and link these experiences back to syllabus content.

### Leaders

Analyse and review current behaviour management systems to inform PBL focus and direction. Engage in PBL Professional Learning. Develop and implement an action plan for delivery. Optimise engagement opportunities for students, staff and families.

### Parents/Carers

Provide input into the selection of the overriding expectations of behaviour. Understand and support student expectations for PBL. Support the extra experiential opportunities for student learning by visitors of excursions out of the school to improve student learning.

## Processes

### PBL

Develop and implement a comprehensive and integrated PBL strategy to enhance the educational environment for all stakeholders.

### Community Connections

Draw upon and share, the expertise and experience of identified individuals, community groups and educational institutions both within and outside of the school environment.

## Evaluation Plan

Meeting minutes

Surveys

Timetabled PBL lessons

## Practices and Products

### Practices

#### PBL

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning.

Students are using the language of expected behaviours throughout the school.

Staff are recording and monitoring positive and negative behaviours regularly and using this data to focus on behaviour interventions.

#### Community Connections

Staff and parents seek opportunities through internal visiting guests or external excursions to improve student learning and engagement.

Students demonstrate increased levels of confidence, persistence and resilience in all areas of school life.

### Products

#### PBL

Students can articulate expected behaviours in all settings of the school.

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

#### Community Connections

# Strategic Direction 3: Wellbeing

## People

### Community Partners

Community partnerships strengthened by providing real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

## Practices and Products

Structures are in place to ensure regular opportunities for positive interactions with community organisations and experts in various fields.