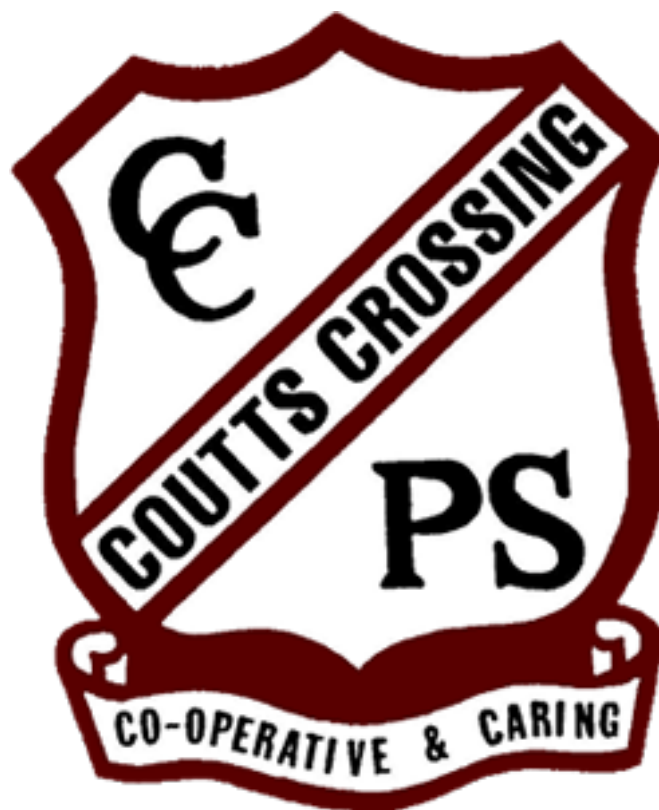


# School plan 2018-2020

## Coutts Crossing Public School 1666



# School background 2018–2020

## School vision statement

Coutts Crossing Public School works in partnership with its community to maintain an inclusive and nurturing learning environment which empowers students to be resilient, successful lifelong learners.

Our school provides innovative and flexible learning programs which support children's social and emotional development, assisting students to reach their full potential as active citizens, prepared to excel in a complex, changing world.

Our priorities for learning are literacy, numeracy, and student well-being and engagement in a future focused learning environment; whilst fostering in students the core values of the school: show respect, personal best, be safe and be responsible.

## School context

Coutts Crossing Public School is a small school within the village of Coutts Crossing, 20km south of Grafton. It is a small school with a teaching principal and three classes. The school has an enrolment of 78 students at the beginning of 2019.

Coutts Crossing Public School lives by its motto of 'Cooperative and Caring'. The school has highly dedicated teachers who provide quality learning environments and a wide variety of opportunities for personal growth and enrichment. The school promotes academic, social, cultural and sporting excellence for all students to enable them to reach their full potential. The school is participating in Early Action for Success with a focus on K–2 literacy and numeracy. The school has an Instructional Leader position two days per week through 2018–2020.

## School planning process

The school planning process has been transparent and shared with our school community. The community consultation process has been equitable and fair for all elements of the school community. The school community, including students were surveyed about their ideas for school improvement.

Priorities were determined by staff in relation to the learning needs of students based on analysis of student data. Three distinct strategic directions for our school were chosen aligning to the school excellence framework.

The agreed school vision and strategic directions for 2018–2020 were shared with staff, school director and then published on the school website.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning

### Purpose:

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school community.

## STRATEGIC DIRECTION 2 Teaching

### Purpose:

Teachers individually and collaboratively evaluate the effectiveness of their teaching practices. They take shared responsibility for student improvement and contribute to a transparent learning culture through peer observation. Teachers demonstrate personal responsibility for improving their teaching practice and providing rich learning experiences to improve student learning.

## STRATEGIC DIRECTION 3 Leading

### Purpose:

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Leaders proactively engage with parents and the broader community to foster positive home-school relationships and engage families in their students learning journey.

# Strategic Direction 1: Learning

## Purpose

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school community.

## Improvement Measures

80% of year five students at or above expected growth for NAPLAN writing data.

80% of year five students at or above expected growth for NAPLAN numeracy data.

Students achieve at or above NSW Govt norm for Socio-Emotional Outcomes on Tell Them From Me surveys.

100% of students K-6 are tracked on Literacy and Numeracy Progressions in PLAN2 for Creating texts, Additive Strategies and Quantifying numbers.

## People

### Students

Engage with writing self-evaluation and learning intentions for numeracy and literacy.

Develop resilience skills through developed reflection and empathy.

### Staff

Focus on building student engagement with and responsibility for learning.

Develop strategies to enhance the learning culture and student wellbeing within their classrooms and across the school.

Promote positive attitudes towards healthy mind, body and spirit.

### Community Partners

Align the P&C run canteen menu with the NSW Healthy School Canteen Strategy.

### Parents/Carers

Support student learning through school partnerships when dealing with attendance, academic progress and wellbeing concerns.

### Leaders

Coordinate professional learning to engage staff with learning progressions and analyse student performance. Coordinate tiered interventions for students to engage with their learning.

## Processes

Wellbeing program focused on healthy mind, healthy body and healthy spirit.

Curriculum provision that ensures differentiation and quality teaching and learning programs in writing and numeracy.

Formative assessment and whole school monitoring of student learning progress.

## Evaluation Plan

Literacy and numeracy progression data

Student wellbeing survey– Tell Them From Me

Engagement in fitness/wellbeing activities

NAPLAN Data

## Practices and Products

### Practices

Every teacher uses data to inform and differentiate their teaching practice. K-2 teachers track student progress on the learning progressions.

The school maintains a coordinated system to support student wellbeing through growing and cooking healthy foods, fitness programs, and programs focusing on the development of positive relationships.

### Products

Teaching/Learning Programs are based on qualitative and quantitative data and informed by data from the literacy and numeracy progressions.

Teaching/Learning programs which enhance student wellbeing through healthy mind, healthy body and healthy spirit.

## Strategic Direction 2: Teaching

### Purpose

Teachers individually and collaboratively evaluate the effectiveness of their teaching practices. They take shared responsibility for student improvement and contribute to a transparent learning culture through peer observation. Teachers demonstrate personal responsibility for improving their teaching practice and providing rich learning experiences to improve student learning.

### Improvement Measures

90% of students regularly achieve individual learning goals.

100% of teaching programs include use of data to inform teaching practice.

90% of students can articulate a response to Visible Learning questions identifying learning intentions and success criteria.

### People

#### Students

Engage in peer and self-reflection activities and provide meaningful feedback to teachers regarding the learning process.

#### Staff

Systematically program teaching and learning activities to support all key learning areas and differentiate for student learning needs with a focus on literacy and numeracy.

Analyse student data to inform teaching practices.

Provide explicit, specific and timely feedback to students.

#### Leaders

Support explicit teaching by providing quality professional learning, classroom observations and systematic feedback on their performance.

### Processes

Focus on explicit teaching of curriculum and teachers providing specific and timely feedback to students.

Staff regularly use student data to inform their teaching and learning programs.

Targeted professional learning and collaborative practice to implement Visible Learning strategies K–6.

### Evaluation Plan

Written feedback of classroom observations.

Written evaluation of teaching programs based on student data.

Teaching/Learning programs based on literacy and numeracy progressions.

Peer feedback from classroom observations.

### Practices and Products

#### Practices

Structured lesson observations with authentic feedback against Australian Professional Standards for Teachers.

Develop a culture of explicit, specific and timely feedback to students.

Professional learning on effective use of Visible Learning in classrooms.

Provision of professional learning in how to give effective feedback.

#### Products

Teachers provide explicit feedback to students during regular individual student conferences throughout each term.

Teachers demonstrate expected proficiency in Professional Knowledge, Professional Practice, and Professional Engagement against the Australian Professional Standards for Teachers.

Visible Learning strategies are evident in all classrooms and students know and understand what is required to achieve success.

# Strategic Direction 3: Leading

## Purpose

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Leaders proactively engage with parents and the broader community to foster positive home-school relationships and engage families in their students learning journey.

## Improvement Measures

Flexible learning spaces effectively support future focused learning.

100% of teachers achieve aspirational goals on their performance development plans

Student attendance at or above State DoE average.

Increased community satisfaction using school based surveys.

## People

### Staff

Self-reflection on teaching practice to develop an aspirational performance development plan.

Encouraging community involvement at school events.

### Leaders

Instructional leadership to support staff with a philosophy of high expectations and continued growth for all.

Encouraging community involvement at school events.

### Parents/Carers

Engage with school events and programs.

Encourage student engagement with their learning.

### Students

Engage in STEM activities and further develop competency in using technology and building computational thinking.

## Processes

Whole school approach to utilising technology and creating future focused learning environments.

A whole school culture of high expectations and continuous improvement of teaching and learning.

High-level community engagement

## Evaluation Plan

Staff performance development plans. Professional learning register. Community engagement in school programs. Community surveys. Teaching and Learning Programs. ICT scope and sequence.

## Practices and Products

### Practices

Build teacher capacity and understanding of future focused learning strategies and implications for programming.

Targeted professional learning aligned to strategic directions and Instructional Leader support to improve teacher capacity.

Engaging community participation in, and support of, school programs.

### Products

Student learners demonstrate improved creativity, problem solving and technology skills and physical learning spaces are used flexibly to meet student learning needs.

Effective evidence based teaching and ongoing improvement across all stages K-6.

Increased community satisfaction and engagement in school activities and student learning.