

School plan 2018-2020

Crookwell Public School 1684



School background 2018–2020

School vision statement

Core Purpose

To provide quality education in a caring and supportive environment fostering independence and lifelong learning as students grow into valued members of society.

Vision Statement

Crookwell Public School is an inclusive school where children and teachers work together in a safe, happy and supportive environment that recognises individual differences and values excellence. Students are engaged in quality learning that is meaningful and guided by professional and dedicated staff. Opportunities are available to challenge all students in academic, creative, social and sporting endeavours that foster the development of the whole child. Crookwell Public School is proud of its rich traditions and strong links with the community. The school educates not just for today but for the future.

School context

Crookwell Public School is located in the township of Crookwell on the Southern Tablelands of NSW. The school was established in October of 1865. Crookwell has a population of 2000 residents and is the largest town and main service centre in the largely rural Upper Lachlan Shire which has a population of 7500 residents. The school community upholds traditional social values and promotes civic participation. The school has a student population of 212, with 5% having an Aboriginal/Torres Strait Islander (ATSI) heritage and 2.4% coming from a Non English Speaking Background (NESB). The school has 8 mainstream classes into which children with identified disabilities, supported by 4 School Learning Support Officers (SLSO), are integrated. The school staff is characterised by a blend of youth and experience and consists of 11.618 teachers, 2.422 administrative staff and a general assistant for 2 days per week.

The key priority of Crookwell Public School is to provide its students with the foundations for lifelong learning with the capabilities and confidence to make a positive contribution to our global community.

Crookwell Public School delivers a curriculum that meets students' needs and aspirations, is relevant to today's world and is responsive to community expectations, in a school environment that is happy, supportive and caring.

School planning process

Sound analysis and reflection on the 2015 – 2017 School Plan was undertaken by staff in Term 4, 2017. It is of paramount importance that the progress of the 2015 – 2017 Crookwell Public School Plan is recognised, valued and capitalised on, to ensure the 2018 – 2020 plan is as effective as the previous plan.

Surveys of students, staff, parents and community members (P&C) were conducted to recognise the school's strengths and identify the school's areas for development. In addition, school data such as student results, attendance records and participation rates were considered. The local AECG have a copy of our School Plan for their consideration when the committee is finalised.

Analysis of the school's SCOUT data identified areas of improvement for the new plan. The findings of this analysis were shared with staff at the Term 1 2018 SDD.

The three key strategic directions are:–

QUALITY LEARNING: To promote quality implementation of a differentiated curriculum to improve student learning experiences, resulting in literate and numerate students who think critically, creatively and ethically, and are socially, environmentally and culturally aware.

QUALITY TEACHING: To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture and research – based teaching strategies that develops skilled and high performing teachers.

WELLBEING– COMMUNITY CONNECTIONS: To develop positive relationships between students, staff, parents and the broader school community to foster a positive school culture and enhance the wellbeing of staff and students.

Evaluation processes are embedded in the plan and will be linked to the School Improvement Cycle utilising the School Excellence Framework.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 QUALITY LEARNING

Purpose:

To promote quality implementation of a differentiated curriculum to improve student learning experiences, resulting in literate and numerate students who think critically, creatively and ethically, and are socially, environmentally and culturally aware.



STRATEGIC DIRECTION 2 QUALITY TEACHING

Purpose:

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture and research – based teaching strategies that develops skilled and high performing teachers.



STRATEGIC DIRECTION 3 WELLBEING – COMMUNITY CONNECTIONS

Purpose:

To develop positive relationships between students, staff, parents and the broader school community to foster a positive school culture and enhance the wellbeing of staff and students.

Strategic Direction 1: QUALITY LEARNING

Purpose

To promote quality implementation of a differentiated curriculum to improve student learning experiences, resulting in literate and numerate students who think critically, creatively and ethically, and are socially, environmentally and culturally aware.

Improvement Measures

- Each child to progress by one year for each year they are at school in literacy and numeracy.
- All students participating in high quality learning experiences incorporating the English and maths scope and sequence. Students K–6 will be presented with challenging learning tasks at their level of learning to promote high academic standards and life-long learners. This will be evident in teachers' programs, observations and student work samples.
- Increase the percentage of students experiencing expected or better growth in learning reflected in NAPLAN, PAT tests, standardised tests and PLAN data.

People

Students

Participate in highly engaging and effective activities and lessons and programs such as L3, FoR, Reading Recovery, MultiLit, and TENS. Literacy and Numeracy skills to be increasing by one year's growth each year for an increasing percentage of students.

Staff

Staff engages in professional development and are highly proficient at delivering content in an engaging and meaningful way that all students can understand. A positive learning culture is embraced and maintained by all staff.

Parents/Carers

Parents/carers are actively involved in supporting the staff in what they are doing in the classroom. Workshops are provided to build a mutual understanding about why we do what we do.

Community Partners

Utilise local 'experts' to enhance learning experiences at school. Build links with the wider school community through shared experiences and events such as Grandparents Day and Book Busking.

Leaders

Lead positive change through analysis of data, current practices and procedures. Mentoring and fostering change, leaders need to be the change agents in the school through providing feedback and networking with other schools.

Processes

Curriculum and Learning

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

Literacy and numeracy made a priority which is evidenced in the timetabling of the day.

Data driven teaching/learning programs that encompasses quality teaching strategies and are differentiated to ensure the needs of all students are met.

Students progressing through ability based groups for both literacy and numeracy.

Collaborative approach to teaching and learning for literacy and numeracy.

Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Evaluation Plan

All data will be analysed collaboratively:

- Teaching and Learning program supervision (T1 and T3)
- Student TTFM surveys (T1 and T3)
- Internal surveys

Practices and Products

Practices

The staff evaluate professional learning activities and current research to identify and systematically promote and implement the most effective teaching and learning strategies to improve outcomes for all students in Literacy and Numeracy.

Teachers collaborate and engage in professional learning with staff in other schools to share and embed good practice in Literacy and Numeracy.

Products

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Increase the proportion of students in the top two NAPLAN bands by eight percent.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Strategic Direction 1: QUALITY LEARNING

Processes

- Ongoing review of NAPLAN, PLAN, TENS and L3 data
- Internal student performance data such as topic tests and student tracking
- Classroom Observations (student engagement)

Strategic Direction 2: QUALITY TEACHING

Purpose

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture and research – based teaching strategies that develops skilled and high performing teachers.

Improvement Measures

- Increase in the percentage of staff trained and implementing quality, research–based teaching strategies including Focus on Reading, L3 strategies, HOW2Learn and TENS from 2017 baseline data.
- Increase in the frequency of collegial observations and shared best practise through the PDP process and the monitoring and sharing of teaching and learning programs from 2017 baseline data.

People

Students

Participate in quality, research based classroom teaching practices and programs such as L3, TENS and FoR.

Staff

Engage in quality professional learning, such as How2Learn, L3, TENS and FoR, actively implement what they have learnt into their daily classroom practice and share best practice with other staff.

Parents/Carers

Engage in surveys, Parent/Teacher meetings, workshops and readings based on their students' learning.

Take on advice and strategies that support their child/ren at school to create a more consistent home/school approach to learning.

Community Partners

Share knowledge with teachers and provide support and extra–curricular opportunities for students with diverse needs such as speech therapy, OT, MSP, homework club and gymnastics.

Leaders

Research best practice and lead internal professional development. Establish and improve processes which build the capacity of the school community to use data and engage in evidence–based conversations about school improvement.

Processes

Research Informed Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices such as Language, Learning and Literacy (L3), Focus on Reading (FoR), Targeting Early Numeracy Strategies (TENS) and How2Learn.

Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy continua/progressions as well as internal assessment. Implement collaborative programming as well as collegial observations and mentoring.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- PLAN data (every 5 weeks)
- Teacher, parent & student TTFMsurveys (Term 3) Internal satisfaction surveys
- NAPLAN data analysis (Term 3)
- Meeting minutes (PDP review discussions, staff and network meetings)
- Teaching programs (each Term)
- Classroom observation data (each semester minimum) and teacher reflections (pre and post)

Reporting on the impact of research based teaching strategies.

Practices and Products

Practices

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Teachers collaborate with internal and external staff to share and embed good practice.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Products

Teachers identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence–based teaching strategies.

Enhanced teacher capacity reflected in greater collaboration, self–reflection, higher expectations and cohesive school networks.

Strategic Direction 3: WELLBEING – COMMUNITY CONNECTIONS

Purpose	People	Processes	Practices and Products
To develop positive relationships between students, staff, parents and the broader school community to foster a positive school culture and enhance the wellbeing of staff and students.	<p>Students</p> <p>Encourage participation in wellbeing programs and promote participation in a broad range of quality programs.</p> <p>Staff</p> <p>Promote a school culture that is welcoming and based on positive relationships.</p> <p>Parents/Carers</p> <p>Encourage regular school attendance for their children.</p> <p>Promote participation in all school activities.</p> <p>Maintain effective channels of communication.</p> <p>Community Partners</p> <p>Establish a warm, friendly and welcoming environment for community members invited in to the school.</p> <p>Regular involvement with activities and events within the broader community.</p> <p>Leaders</p> <p>Promoting and developing leadership skills and abilities through reflection, delegation and collaboration.</p>	<p>Inclusive Practice</p> <p>Invite community members into our school regularly to participate in extra curricula activities and to deliver workshops in their area of expertise.</p> <p>Deliver wellbeing programs such as Clear Minded for Life.</p> <p>Have the school open for community involvement such as presenting awards, making donations, providing resources and assistance.</p> <p>Evaluative Practice</p> <p>Promote participation in 'Tell Them From Me' (TTFM) survey and provide informative feedback.</p> <p>Monitor:</p> <ul style="list-style-type: none"> • student enrolments and attendance • staff attendance • level of parent participation <p>Monitor and address issues and concerns in a timely manner.</p> <p>Ensure communication with the school community and the broader community is</p>	<p>Practices</p> <p>Wellbeing and promoting school culture is built into everything we do.</p> <p>Practices and programs such as Mind Matters, Child Protection, Peer Support, Games and Gadgets, overnight camps, excursions and regular preschool visits are intrinsic to the way the school operates on a daily basis.</p> <p>Products</p> <p>There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>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.</p> <p>In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.</p>

Strategic Direction 3: WELLBEING – COMMUNITY CONNECTIONS

Processes

maintained through channels such as newsletter, Facebook, school app and website.

Evaluation Plan

- Parents participating in phone surveys and TTFM surveys.
- Refer to milestone plan
- Spreadsheet of activities and attendance

Wellbeing self-assessment tool