

School plan 2018-2020

Culcairn Public School 1698



School background 2018–2020

School vision statement

Our vision is to provide educational experiences and opportunities in an environment which values and fosters the pursuit of academic, cultural and sporting achievement. As a partner of the Morgan Country Learning Community, we aim to develop the whole child to become informed citizens of the future in order to participate in and contribute to the global world and practice the core values of NSW Public Schools. The school celebrates the diversity of its families and wider community whilst developing individual strengths, life long learning and the capacity for all to achieve success.

School context

Culcairn Public School is a small school located between Albury and Wagga Wagga. Through a cohesive learning environment, we strive to create a thinking culture to empower the school community and provide experiences which encourage all to achieve success. Culcairn Public School is a dynamic school which values and fosters the pursuit of academic, cultural and sporting achievement by providing an environment which is caring and challenging in order to prepare young minds for the dynamic world we live in. We provide an innovative 21st Century education across all areas of the curriculum with an emphasis on literacy and numeracy. Culcairn Public School delivers excellence, opportunity and success for all in an innovative and caring environment.

School planning process

This school plan has undertaken a rigorous consultation process in order to identify and develop a plan for three strategic directions. This process involved extensive consultation with parents, students and staff. Consultation with teaching staff occurred during regular meeting times throughout Semester 2 2017 and Term 1 2018. The Purpose, Process and Practices have been articulated in order to develop a school plan that is student focussed and achievable. Teachers worked with the school executive and P&C to determine the directions and timelines. Surveys were distributed to all stakeholders – staff, students and parents and ideas and vision statements have been collated. The Culcairn Public School Parents and Citizen Association are active, articulate and an involved group who willingly participate in determining school priority areas and strategic directions. They have been instrumental in the evaluation process including a review of the strengths and areas for development across the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

To foster a whole school differentiated learning environment that is engaging and personalised to each student's context and stage of development thereby fulfilling students full potential. A quality learning environment will be nurtured whereby students will develop a positive sense of personal identity that enables them to manage their wellbeing and build positive, respectful and caring relationships with others.

STRATEGIC DIRECTION 2 Teaching

Purpose:

At Culcairn Public School we aim to create an innovative collaborative culture of reflection, challenge and support. This will enable effective teaching that promotes enthusiastic, independent learners, committed to life – long learning. Within this we have a major emphasis on developing Literacy and Numeracy skills across all learning areas.

STRATEGIC DIRECTION 3 Growing Together

Purpose:

To establish a culture of collaboration, educational innovation, learning engagement and accomplishment within the school and school community. These partnerships will expand the links and communication within the aboriginal and wider community and promote effective reciprocal connections to the benefit of all stakeholders. Striving for excellence through valuing family and community connections to create an inclusive, safe and supportive school.

Strategic Direction 1: Learning

Purpose

To foster a whole school differentiated learning environment that is engaging and personalised to each student's context and stage of development thereby fulfilling students full potential. A quality learning environment will be nurtured whereby students will develop a positive sense of personal identity that enables them to manage their wellbeing and build positive, respectful and caring relationships with others.

Improvement Measures

- Improved levels of student wellbeing and engagement
- Increase the proportion of students achieving proficiency in line with the Premier's Priorities
- Increase the number of students achieving their year appropriate expected growth in both Literacy and Numeracy

People

Students

Better articulate why they learn and how they learn to develop their collaborative and communication skills, critical thinking and problem solving skills to meet their learning goals.

Staff

Analyse specific data in order to differentiate their teaching to meet the individual students learning needs and provide targeted intervention to enable students to achieve their learning goals.

Parents/Carers

Collaboratively develop and support their child to establish Individual Learning Plans (ILP's) which will assist students to meet their learning goals.

Leaders

Establish and promote school practices that identify, address and monitor student learning needs.

Processes

Personalised Learning

Ensure learning is driven by data, based on formative assessment and the learning progressions. Learning is meaningful providing opportunities to develop strengths and ownership of learning. Feedback is timely with access to targeted interventions and enrichment programs.

Student Wellbeing

Deliver a whole school approach to student wellbeing where students are provided with explicit expectations of behaviour with supportive frameworks so students can connect, succeed and thrive at school.

Quality Learning Environment

Develop a self regulated, student centred learning environment where a culture of inquiry and innovation and independent learning are valued that will enable students to understand how to effectively set and achieve their learning goals.

Evaluation Plan

All data will be analysed collaboratively:

- Literacy and Numeracy Learning Progressions (PLAN 2)
- Student Attendance
- Personalised Learning Data – Learning Goals
- Student TTFM Surveys
- NAPLAN
- Focus groups and Internal surveys
- Student behaviour (Reds) and engagement (Classroom)

Practices and Products

Practices

Assessment data informs planning for appropriately differentiated learning experiences for all students., monitoring achievements and gaps in their learning.

Relationships between all stakeholders of the school are evident and valued in order to promote student wellbeing and improve student learning.

Products

A productive and supportive learning environment exists that supports and challenges all students whilst giving appropriate feedback to help inform future teaching and learning.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment where all students are challenged and given meaningful and timely feedback to inform future learning.

Strategic Direction 1: Learning

Processes

- Observations)
- Intervention Programs – Year 1
Reading, Multilit, Minilit
- Teaching and Learning Programs
- Internal Student Performance Data

Strategic Direction 2: Teaching

Purpose

At Culcairn Public School we aim to create an innovative collaborative culture of reflection, challenge and support. This will enable effective teaching that promotes enthusiastic, independent learners, committed to life – long learning. Within this we have a major emphasis on developing Literacy and Numeracy skills across all learning areas.

Improvement Measures

- Learning Progressions / Plan 2 is updated every 5 weeks
- All teaching programs will show evidence of differentiation in English and Mathematics
- All teachers collaboratively analyse system and school based data and use this to inform planning, identify interventions and modify teaching practice

People

Students

Provide timely and respectful feedback to teachers on their learning experiences.

Staff

Collaborate effectively ensuring that the most effective evidence-based teaching strategies are used in order to optimise learning progress for all students.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Parents/Carers

Have a greater involvement and understanding of school programs and teaching strategies used in the classroom.

Leaders

Develop and model strategies where data is effectively analysed and informs teaching and learning practices.

Processes

Collaborative Practice

Develop and implement collaborative processes supporting valid teacher judgement in the literacy and numeracy progressions and other teaching practices.

Formative Assessment

Strengthen the teachers' understanding of formative assessment and how it is used to meet students' individual learning needs.

Research-based pedagogy

Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices. eg. L3, Visible Learning, TEN etc.

Evaluation Plan

All data will be analysed collaboratively:

- Learning Progressions / PLAN 2
- TTFM Surveys – Student, Teacher and Parent
- NAPLAN Data
- Program Supervision
- Classroom Observation Data
- Teacher Evaluations
- Meeting Minutes
- Teaching Programs
- Classroom Observation Data

Practices and Products

Practices

Teachers demonstrate and share expertise, have expert contemporary content knowledge and utilise effective teaching strategies.

Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.

Teachers collect quality evidence, as Formative Assessment, throughout the teaching and learning cycle.

Products

Embedded systems enable teachers to make informed and consistent judgements about the progress of students based on knowledge and understanding of the syllabus and learning progressions.

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Strategic Direction 3: Growing Together

Purpose

To establish a culture of collaboration, educational innovation, learning engagement and accomplishment within the school and school community. These partnerships will expand the links and communication within the aboriginal and wider community and promote effective reciprocal connections to the benefit of all stakeholders. Striving for excellence through valuing family and community connections to create an inclusive, safe and supportive school.

Improvement Measures

Increased percentage of parents engaging purposefully in supporting their child's education and in the life of the school with improved levels of parent satisfaction (Tell Them From Me Partners In Learning Survey)

Increased number of students attending transition sessions Year 6 to Year 7, as well as an increase in parents attending transition information sessions Pre-school to Kindergarten

People

Students

Support the effective use of school and community expertise and resources. Students are supported and engaged in quality programs and transition programs that enable them to move successfully along a progression of learning and prepared for the future.

Staff

Productive professional relationships are based on collaboration to promote and improve the inclusivity of the school as a community.

Parents/Carers

Develop a greater understanding of student learning, school expectations and feel valued and actively involved in school decision making and future planning.

Community Partners

Engage regularly with the school to develop networks in order to provide mutually beneficial programs and initiatives including accessing local services and agencies to build upon student learning outcomes.

Leaders

Provide opportunities for the school to develop strong relevant community partnerships which are reciprocal, authentic and collaborative. Lead the school in demonstrating this value.

Processes

Enhanced Parent Engagement in School

Provide opportunities for parents and carers to engage and contribute to the school through numerous opportunities throughout the year. Feedback and consultation are integral and sustained components of the school's evaluation and planning processes.

Community of Schools Connections

Strengthen involvement with local schools through a future focused learning / STEM program in order to maximise student engagement and learning and better prepare students for a technological age.

Quality Transition Programs

Develop collaborative and active partnerships with pre-schools and the high school to ensure continuity of learning for all students focusing on continuous improvement. Programs are strengthened through a collaborative culture with community and interagency support.

Evaluation Plan

All data will be analysed collaboratively:

- Teacher, parent, student Tell Them From Me (TTFM) Surveys
- P&C meeting minutes
- Focus groups and internal surveys
- Parent and community attendance at major school events

Practices and Products

Practices

Increased opportunities provided for parents to become increasingly involved in the life of the school by valuing and supporting their child's education, through increased participation in forums, workshops and key focus groups. This provides opportunities for constructive feedback on school practices and procedures.

Increased opportunities for collaboration with surrounding schools and preschools to increase learning opportunities for all students.

Products

Collaborative partnerships are established to enhance student learning outcomes through consistent quality transition programs at key points Pre-school to Kindergarten and Year 6 to Year 7.

Embedded practices for parents to be engaged and understand the learning progress of their children and how to effectively support them in their learning.