

School plan 2018-2020

Cundletown Public School 1708



School background 2018–2020

School vision statement

At Cundletown Public School a collaborative team ensures all stakeholders develop and value resilience, empathy, success, innovation, inclusiveness, fairness, self regulation and engagement in learning. As a learning community, the emphasis is on transparency in all that we undertake and the celebration of all that we accomplish.

In partnership with students, parents, carers, staff and the wider community, Cundletown Public School students will develop intrinsic motivation to challenge themselves in learning in order to excel in a complex, ever-changing global society.

School context

Cundletown Public School is located north of Taree on the NSW Mid North Coast. It is the earliest established school in the area, having opened in 1857, and celebrates an outstanding reputation within the Taree and Great Lakes District. We are proudly known as 'The Caring School'. The population of Cundletown Public School is stable and family orientated. The school enjoys strong support from and engagement with parents, grandparents and the wider community.

The current school enrolment is 339 students, 14% of whom identify as Aboriginal background. Cundletown Public School has a range of experienced and early career teachers. Early Action for Success Phase 2 has been a welcome initiative in 2017. The school promotes academic excellence, including support programs tailored to meet individual needs and provides opportunities to participate in external competitions including the Premier's challenges.

We value diversity through the inclusion of extra-curricular opportunities including Triple C (our performance band), choirs, contemporary and Aboriginal dance, and representative sport. The school has an established culture that endorses high expectations and consistency in wellbeing and behaviour management. We actively promote our North Manning Community of Schools in partnership with Chatham High School.

Many of our past students excel as leaders and academic achievers during their secondary schooling. The partnership between home and school is of significant importance at Cundletown Public School. This is evidenced by parent attendance at and engagement with initiatives including academic classroom visits, information workshops, P&C activities, meetings and parent volunteer programs.

School planning process


The School Plan has been developed collaboratively by staff, students and parents. The school carried out an extensive self evaluation process where focus areas of parent engagement, 21st Century futures learning and the implementation of the NSW syllabuses for the Australian curriculum were evaluated in order to set our directions over the next three years.

Using the School Excellence Framework, the school identified its strengths and areas of development, key issues impacting on student learning, and determined priorities. Data was obtained from findings including, surveys, focus groups, staff meetings, parent meetings, evaluations and previous processes.

The school planning team met to develop the draft school plan and the milestones for 2018. This draft was communicated and extensively reviewed by staff, primary students and parents.

The plan will be an evolving document that will be modified if needed to meet our teaching and learning needs over the next three years. Evaluation of milestones will be ongoing throughout the next school planning cycle. Evidence will be systematically gathered and analysed along the way as milestones are achieved and we reflect upon what we learn. As milestones are achieved and celebrated, the successes and lessons learned will be communicated to all stakeholders. Our progress, and any changes needed will be communicated to staff, students and parents.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 QUALITY TEACHING AND LEARNING

Purpose:


To develop school wide processes in which teachers participate in collaborative practice to develop their capacity and quality learning programs to meet the needs of our students, with a particular focus on reading, writing and numeracy. Teachers develop partnerships with parents and students, enabling the setting of clear aims, high expectations and celebration of achievements.



STRATEGIC DIRECTION 2 DATA SKILLS AND USE

Purpose:

School policies and evidence based practices equip teachers with the understanding and capacity to effectively teach and assess literacy and numeracy. Through ongoing professional learning, teachers evaluate their practice and improve planning and teaching. Data driven teaching practices will enable all stakeholders to be actively engaged in the sharing and receiving of relevant and timely feedback regarding student progress and achievement.



STRATEGIC DIRECTION 3 FUTURE FOCUSED LEARNING

Purpose:

To equip students with the learning dispositions required for critical and creative thinking to occur. Engaging parents in the learning processes and practices will ensure a sound understanding and support of the futures learning pedagogy. The development of authentic tasks and opportunities in all Key Learning Areas will become an embedded strategy, allowing students to work independently and to collaboratively design solutions to problems now and throughout their future learning.

Strategic Direction 1: QUALITY TEACHING AND LEARNING

Purpose

To develop school wide processes in which teachers participate in collaborative practice to develop their capacity and quality learning programs to meet the needs of our students, with a particular focus on reading, writing and numeracy. Teachers develop partnerships with parents and students, enabling the setting of clear aims, high expectations and celebration of achievements.

Improvement Measures

Move from *sustaining and growing* to *excelling* in the School Excellence Framework themes of Collaborative practice and feedback, and High expectations culture.

All students achieve at or above expected growth in reading, writing and numeracy.

Improve to 70% the proportion of students in Years 3 and 5 achieving in the top three bands of NAPLAN in reading, writing and numeracy.

People

Students

Become engaged learners who take an active role in the learning process, develop the ability to articulate and monitor their own learning and strive to achieve their learning intentions.

Staff

Develop enhanced professional practices by engaging in professional learning and collaboration to plan, implement, assess and evaluate quality learning experiences. Staff reflect on practice and facilitate professional dialogue across stage teams.

Parents/Carers

Are active partners in our school educational programs, supporting and recognising the importance of creating and maintaining quality programs in a positive, successful and high achieving quality school.

Processes

Collaborative Practice

Ongoing improvement in teaching practice across the school through professional learning that includes instructional leadership, collaborative self reflection and professional discourse within a performance development framework.

Learning Intentions

Quality learning intentions are developed for students that reflect high expectations and are responsive to student progress. The achievement of goals is monitored through robust analysis of quality, valid and reliable data.

Writing

The Cundletown Public School collaborative initiative with the North Manning Community of Schools will facilitate professional learning around the explicit teaching of writing and consistent teacher judgement in the assessment of writing.

Whole school professional learning, with the Instructional leadership model supporting the continued implementation of literacy progressions and support for the teaching of writing.

Evaluation Plan

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data

Practices and Products

Practices

Collaborative Practice

Teachers regularly engage in collaborative professional learning to drive ongoing school-wide improvement in teaching practice.

Leaders cultivate whole school and/or inter-school relationships which provide mentoring and coaching support to ensure ongoing development and improvement of all teachers by expert teachers.

Learning Intentions

Teachers regularly meet with parents and students to develop and monitor learning goals.

Students articulate their learning goals, and monitor the progress of their learning.

Writing

Teachers use the literacy and numeracy learning progressions K-6 as the focus of assessment to support syllabus implementation and explicit teaching.

Teachers consistently use success criteria in teaching programs to support quality authentic student self-assessment.

Teachers regularly and collaboratively engage in the assessment of student writing with a focus on consistency of teacher judgement and the effectiveness of teaching strategies.

Students demonstrate high quality writing in a range of contexts and across all Key

Strategic Direction 1: QUALITY TEACHING AND LEARNING

Processes

sources include:

- Teacher reflection, stage team meetings, stage planning days, student assessment results, survey results.
- Document analysis, including: Performance and Development Plans, observation feedback, meeting minutes, NAPLAN results, Writing initiative assessment.
- Data for self-assessment against the School Excellence Framework V2
- Student work samples.

Practices and Products

Learning Areas.

Products

Collaborative Practice

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback to drive ongoing, school-wide improvement in teaching practice.

A whole school approach ensures the most effective evidence-based teaching methods are continually developed, implemented, evaluated and refined, resulting in quality literacy and numeracy

Learning Intentions

All teaching and learning programs in the school demonstrate the consistent use of learning intentions to support student understanding of learning goals and to monitor their own progress towards achieving their goals.

Connections between families and the school that promote student learning and high expectations from all stakeholders will be valued and embedded, resulting in student success at school.

Writing

School systems support teachers to build consistency of judgement and to continually refine their teaching practice in writing.

Success criteria are an embedded aspect

Strategic Direction 1: QUALITY TEACHING AND LEARNING

Practices and Products

of teaching practice in teaching programs K–6 in the explicit teaching of writing. The success criteria guide the development of authentic assessment tasks which assist teachers to optimise learning outcomes for all students.

Strategic Direction 2: DATA SKILLS AND USE

Purpose

School policies and evidence based practices equip teachers with the understanding and capacity to effectively teach and assess literacy and numeracy. Through ongoing professional learning, teachers evaluate their practice and improve planning and teaching. Data driven teaching practices will enable all stakeholders to be actively engaged in the sharing and receiving of relevant and timely feedback regarding student progress and achievement.

Improvement Measures

Move from *delivering to sustaining and growing* in the School Excellence Framework themes of Student growth, Summative assessment and Formative assessment.

Move from *delivering to sustaining and growing* in the School Excellence Framework themes of Data skills and use.

People

Students

Students will develop as engaged learners, fully immersed in the learning process as demonstrated by their ability to reflect on summative and formative feedback from teachers, peers and parents when developing their skills, values, attitudes and knowledge in literacy and numeracy.

Staff

Staff develop their professional capacity collaborative practice to collect and analyse data in literacy and numeracy. Analysis of data will be used by teachers to inform planning and future assessment.

Parents/Carers

Parents develop the understandings and skills to be active and engaged partners in their child's literacy and numeracy learning, thus strengthening the partnership between school and home.

Processes

Data Use in Teaching

Professional learning with a focus on assessment strategies used to determine teaching directions, monitor and assess student progress and achievement, and reflect on teacher effectiveness.

Learning Progressions

Professional learning with a focus on explicit teaching and assessment of literacy and numeracy.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- Data analysis using NAPLAN, literacy and numeracy progressions, students work samples, NAPLAN
- Data for self-assessment against the School Excellence Framework V2
- School based assessment and reporting
- EAfS student assessment results

Practices and Products

Practices

Data Use in Teaching

Teachers apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Teachers regularly use data to effectively evaluate student understanding of lesson content.

Learning Progressions

Teachers use the literacy and numeracy progressions to monitor student learning progress K–6.

Teachers implement evidence based teaching strategies to support student learning in literacy and numeracy, as evidenced in teaching programs, classroom observations, student work samples and program supervision feedback.

Products

Data Use in Teaching

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. Teachers respond to trends in student achievement at individual, group and whole school levels.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Strategic Direction 2: DATA SKILLS AND USE

Practices and Products

Learning Progressions

A consistent approach to the use of syllabus and learning progressions to guide program development driven by authentic assessment, resulting in increased engagement and achievement in literacy and numeracy.

Strategic Direction 3: FUTURE FOCUSED LEARNING

Purpose

To equip students with the learning dispositions required for critical and creative thinking to occur. Engaging parents in the learning processes and practices will ensure a sound understanding and support of the futures learning pedagogy. The development of authentic tasks and opportunities in all Key Learning Areas will become an embedded strategy, allowing students to work independently and to collaboratively design solutions to problems now and throughout their future learning.

Improvement Measures

80% of students K–6 will achieve at or above stage level as identified through the use of the ACARA Critical and Creative Thinking Learning Continuum.

Increase the use of authentic and future focussed tasks as evidenced by students achieving the *ideal* target compared with 2017 authentic base line data.

People

Students

Students develop skills as engaged learners who are actively involved in solving real–world problems, in all Key Learning Areas, independently and collaboratively, using critical and creative thinking skills. Students will be able to confidently communicate their ideas, problem solving processes and findings with an authentic voice.

Staff

Teachers develop the knowledge and skills to explicitly plan, teach and assess communication skills, collaboration skills and creative and critical thinking skills across all Key Learning Areas, using authentic tasks and real–world problems.

Parents/Carers

Parents develop the skills and confidence to promote and support the use of future focused learning skills by their children, in and out of school.

Processes

Future Focused Learning

Development of teacher capacity in the implementation of future focused learning. Teachers develop students' ability to think critically and creatively and to engage in higher order thinking across all Key Learning Areas.

Engagement

Parents will have the opportunity to learn about and engage with technology which is used for learning, by connecting and communicating, as well as learning about the digital technology tools and related information to support students in the classroom.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- Professional Development Plans, stage meeting minutes, work samples.
- Teach, Learn, Lead– Futures Learning evaluation
- ACARA evaluation resources
- Data for self–assessment against the School Excellence Framework V2

Practices and Products

Practices

Future Focused Learning

Students engage in peer critiquing, communication, collaboration and critical and creative thinking skills when engaged in authentic tasks, as an integral part of units of work in all Key Learning Areas.

Students demonstrate creative and critical thinking through engagement in a range of innovative learning experiences, as evidenced by student work samples, teaching programs, lesson observations and walk–throughs.

Engagement

Parents actively support their child to develop future focussed skills across all Key Learning Areas K–6.

Leaders implement practical strategies to develop parent understanding and skill in supporting student use of technology in their learning.

Products

Future Focussed Learning

Students employ peer critiquing to give feedback to their peers in a variety of situations, thus enhancing student outcomes.

All teaching / learning programs will show clear evidence of the planning, implementation and assessment of authentic tasks that promote STEAM activities and futures learning skills, enabling students to achieve academic excellence.

Strategic Direction 3: FUTURE FOCUSED LEARNING

Practices and Products

Engagement

School policies and practices enable parents to actively support their child to develop future focussed skills across all Key Learning Areas K–6.