

# School plan 2018-2020

## Curlewis Public School 1712



# School background 2018–2020

## School vision statement

**We deliver excellence, opportunity and success for all students** (in an innovative and caring small school learning environment.)

### Student Equity and Excellence

At Curlewis Public School our core focus is on providing all students with opportunities to become successful 21st Century learners. Our students are confident, creative, informed citizens who are educationally supported through high quality programs that are designed to benefit and empower every individual student with a strong focus on equity and excellence through successful education.

Curlewis Public School provides an exceptional learning environment which is focused on supporting students to reach their full individual potential and achieve personal excellence through academic learning, physical activities and developing life skills that enable them to embrace life's opportunities and challenges in our ever changing world.

We will achieve this through ensuring Quality Teaching and Learning practices in every classroom, positive student well-being programs and active **partnership with families and the Curlewis Community** that promote involvement in school life.

Our Vision is consistent with the **Melbourne Declaration**:

- It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.
- It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team
- It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

## School context

Curlewis Public School has a student population of 52, with approximately 52% of students identifying as Aboriginal or Torres Strait Islander. Our thriving small school is well resourced and is set in spacious grounds within the rural village of Curlewis. The nearest regional centre is the township of Gunnedah (19km to the North).

Our school receives a significant boost in funding through the Resource Allocation Model as a result of the school's family occupation and education Index (FOEI) level of 194 which is above the average of 100, thus indicating a high level of socio-economic disadvantage. Our teaching and learning, student well-being and parent and community participation programs are designed to overcome this disadvantage and ensure our students have the opportunity to achieve outstanding learning outcomes.

We promote quality education for all of our students in a happy, safe and caring school environment through our strong focus on literacy and numeracy skills and continuing effort to provide a variety of extra curricula activities to extend our student's learning opportunities. Student learning outcomes as measured by NAPLAN indicate that the school performs above the level of most similar schools.

Our staff are focused on delivering 21st Century learning initiatives that promote cutting edge educational opportunities for all of our students. The school has supported this through the development of quality teaching programs and its continuing heavy investment in technology. Currently a significant investment is being made in re-modelling and improving our school library, developing a functioning community room and updating band and educational resources.

## School planning process

During Term 3 and 4 of 2017, a comprehensive consultative process was undertaken to review current practices and collect evidence from all interested parties who contribute or hold an interest in Curlewis Public School.

Data relating to student learning outcomes, attendance and behaviour has been reviewed in detail.

Parents, staff and students were surveyed as to their beliefs about school programs and practices as part of Local Schools, Local Decisions and focus groups were also held. (P&C, SRC, Open Community Meeting and Staff Meetings).

The National School Improvement Tool and the School Excellence Framework Version 2 was used to provide direction for improvement.


A **review** of the 2015–2017 school plan was conducted in Term 3 and Term 4 of 2017 with a series of opportunities for key stakeholders: **parents, staff and students**, to contribute to an evaluation of Curlewis Public School.

The consultative part of the planning process will be further developed and enhanced through student, parent and staff participation in the "2017 Tell Them From Me Surveys", as they are progressively released. Data that is collected will be used to confirm the direction of this plan and provide the opportunity to amend aspects as required.

The overall consultative process has involved empowering students, parents, community members and staff to understand the importance of contributing to the future directions of the school through positive and professional consultation that is meaningful for all stakeholders.

Finally to support ongoing plan adjustments / amendments a Local Schools, Local Decisions parent / staff / community meeting is held yearly in term 4 to advise on future directions for Curlewis Public School and its students.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Excellence in Learning,  
Teaching through Leading.

### Purpose:

This direction seeks to empower, every student, teacher and school community member with the essential skills and attributes to adapt to our rapidly changing world. We promote excellence in Learning, Teaching and Leading through the delivery of meaningful, challenging and innovative learning experiences.

To provide every student with differentiated learning experiences focussed on catering for individual learning needs in multi-stage classrooms.

Teachers implement explicit and evidence based teaching strategies while effectively utilising data to inform student learning outcomes. Teachers demonstrate a high level of professionalism and commitment to the ongoing development of their individual teaching practice.

To embed a culture of continuous whole school improvement through high quality instructional leadership.



## STRATEGIC DIRECTION 2

Successful School Culture,  
Positive Partnerships.

### Purpose:

This direction seeks to strengthen school culture and ensures that students, staff, families and the school community work collaboratively to support the wellbeing of all, so they can connect, succeed, thrive and learn.

# Strategic Direction 1: Excellence in Learning, Teaching through Leading.

## Purpose

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To provide every student with differentiated learning experiences focussed on catering for individual learning needs in multi-stage classrooms.

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## Improvement Measures

\* 8% increase of students achieving proficient standards in reading and numeracy NAPLAN results.

\* 2018 – Mean

\* 2019 – Mean

\* 2020 – Mean

\* 30% Increase of Aboriginal students achieving proficient standards in reading and numeracy by 2019.

\* 30% Increase of Aboriginal students

## People

### Students

\* Engage in differentiated learning experiences with a positive attitude and mindset focusing on developing self-regulation.

\* Develop skills to articulate and work towards achieving learning goals and aspirations in a supportive environment that encourages student leadership and growth.

\* Develop an understanding of the requirements, of high achieving 21st century learners.

### Staff

\* Engage in professional learning to develop their understanding and effectively implement researched-based pedagogy into teaching practice.

\* Differentiate the curriculum by utilising data to inform future planning and plot student achievement on learning progressions..

\* Develop an evidence-based mindset.

### Leaders

\* Strengthen a coordinated approach to literacy focusing on the improvement of writing and literacy standards across KLAS..

\* Strengthen a coordinated approach to the planning of numeracy across KLAS.

### Parents/Carers

## Processes

### COLLABORATIVE PRACTICE

\* Planning, teaching and assessment is undertaken in collaboration with the Instructional Leader, collegial teams and partner schools.

\* Teachers regularly analyse a range of student learning data to monitor learning, to reflect and inform future teaching practice .

\* Teachers incorporate differentiated curriculum strategies that meet specific learning goals and needs of students.

### FOCUS ON LITERACY AND NUMERACY

\* Provide guidance and support to teachers in planning, evidence-based teaching practices and assessment through collegial support from the Early Action for Success Instructional Leader.

\* Teachers regularly review and analyse data to identify both targeted students and appropriate interventions for implementation.

\* Teachers use their knowledge of visible learning (including timely feedback) and the link between reading and writing to improve their teaching of writing and enhance students outcomes.

### TEACHER PERFORMANCE AND DEVELOPMENT

\* Personal Development Plans

\* Regular Teaching and Learning Meetings focus on the development of teacher knowledge, evidence based practice and curriculum implementation that supports

## Practices and Products

### Practices

#### COLLABORATIVE PRACTICE

\* All teachers ensure teaching and learning programs are challenging, differentiated and individualised to maximize student learning outcomes..

\* Teachers effectively utilise quality, valid and reliable data to inform teaching and learning, monitor and assess student progress and reflect on own teaching practice.

\* Teachers confidently use a range of evidence to regularly plot student achievement against the Learning Progressions across each term using the school based Assessment Schedule as a guide.

#### FOCUS ON LITERACY AND NUMERACY

\* Student experiencing difficulties are identified through learning support processes and effective and timely interventions / ILPs are implemented.

#### TEACHER PERFORMANCE AND DEVELOPMENT

\* Professional learning is collaborative, utilising the expertise within and across schools to improve teaching and learning.

\* Ongoing development for teachers focusing on school improvement and high quality instructional leadership.

# Strategic Direction 1: Excellence in Learning, Teaching through Leading.

## Improvement Measures

achieving proficient standards in reading and numeracy by 2019.

- \* 100% of teachers effectively use data to inform planning and monitor student progress against learning progressions in K–6 classes.

- \* 80% of students achieve at or above expected growth in Writing and Number and Algebra as evidenced utilising Scout, Smart and PLAN 2 data.

## People

- \* Participate in school activities to build an understanding of current teaching practices to support their child's learning in the wider context of the school environment.

### Community Partners

- \* Positively support and promote student learning, teaching and leadership opportunities.

## Processes

student learning.

- \* Instructional Leader and Principal work collaboratively to effectively implement the Literacy and Numeracy Strategy for Early Action for Success.

## Evaluation Plan

- \* School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

## Practices and Products

### Products

#### FOCUS ON LITERACY AND NUMERACY

- \* Differentiated and individualised learning programs cater for the individual learning needs of every student.

- \* Instructional Leaders ensure teaching and learning programs effectively develop student knowledge, understanding and skills through explicit teaching utilising quality, valid and reliable data.

#### TEACHER PERFORMANCE AND DEVELOPMENT

- \* Staff are supported by the Instructional Leader to further develop effective teaching and learning practices, aligned with the Australian Professional Standards for Teachers.

#### COLLABORATIVE PRACTICE

- \* Staff display a stronger culture of collaboration between partner schools where inter school planning and teacher improvement is evident and supports stronger outcomes for students.

# Strategic Direction 2: Successful School Culture, Positive Partnerships.

## Purpose

This direction seeks to strengthen school culture and ensures that students, staff, families and the school community work collaboratively to support the wellbeing of all, so they can connect, succeed, thrive and learn.

## Improvement Measures

\* Increased confidence by parents and community members in the school is shown by an 10% increase in participation across all school activities.

\* Greater than 80% of Key stake holders surveys indicate increased satisfaction and positivity towards a collaborative school culture, partnerships and community involvement.

\* The School Assessment Tool–Reflection Matrix data indicates the school is rated at "building" or "sustaining" across all seven dimensions.

## People

### Students

- Build self–regulation to improve both well being and engagement that supports learning.
- Develop positive, respectful relationships with peers, staff and the wider community.
- Actively connect to their learning through meaningful, engaging and rewarding personalised learning experiences.

### Staff

- Participate in professional learning focusing on developing and maintaining positive relationships with students, parents and community.
- Create positive teaching and learning environments that enable the development of healthy, happy, successful and productive individuals,

### Leaders

- Promote and lead wellbeing across the whole school community to enhance optimum conditions for student learning.
- Facilitate collegial connections with teacher peers beyond the school and Mooki Small School's Network focusing on developing positive and respectful partnerships.

### Parents/Carers

- Contribute collaboratively to school planning and decision making through informal and formal means with a focus on the improvement of school practices related to well–being.

## Processes

### Successful School Culture

\* Deliver an integrated approach to student wellbeing through the ongoing implementation of the 'You Can Do It Program' and forward planning towards implementing the Leader in Me and PBL programs. .

### Positive Partnership

- Review of current practices in successful and positive communication between home and school to support student learning and engagement.
- Processes and guidelines to support meaningful relationships between key stakeholders focused on student learning are reviewed and developed.

## Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

## Practices and Products

### Practices

#### Successful School Culture

- Every teacher explicitly teaches the "You Can Do It" program.
- Successful promotion of the "You Can Do It" program through communication using a range of modes.
- All teaching staff use EBS Ontrack+ to refer / record / monitor student behaviour (positive & Negative) and wellbeing incidents.

#### Positive Partnership

- Review, evaluate and adjust wellbeing and learning practices through the use of online data tools developed by CESE to enhance and improve student engagement.
- School staff participate in professional learning and collaboratively develop guidelines for effective communication with parent, carers and the wider school community.

### Products

#### Successful School Culture

- Evidence of student learning through work samples, observations, teaching programs and class awards demonstrate personal growth.
- Students demonstrate improved social skills including resilience to support them in all aspects of their lives.
- School is rated as "building" or "sustaining" on all seven dimensions of the School Assessment Tool–Reflection

## Strategic Direction 2: Successful School Culture, Positive Partnerships.

### People

#### Community Partners

- Support school planning and decision making through informal and formal ways.

### Practices and Products

Matrix.

- Student negative behaviours are reduced and suspension rates decline.

#### Positive Partnership

- Increased parent involvement in school wellbeing initiatives and programs.
- Improved awareness of expected behaviour across all social interactions and core values.
- Students, teachers and parents demonstrate positive partnerships as a result of effective, ongoing communication.