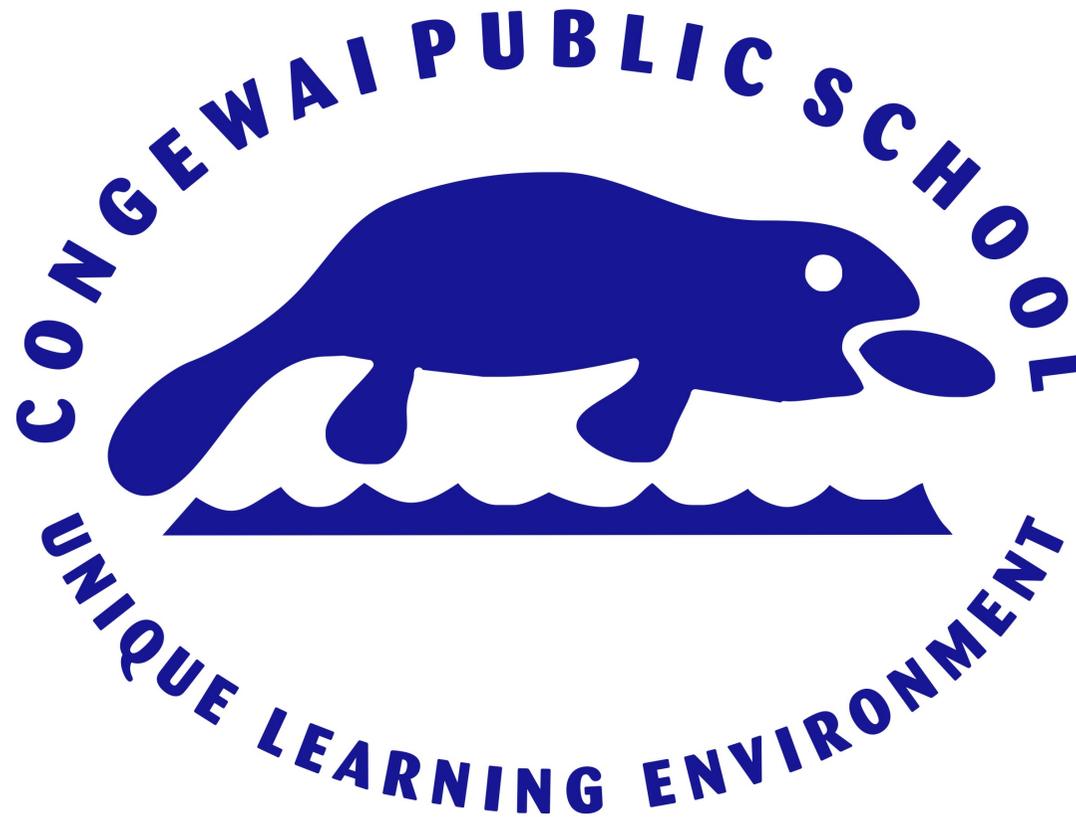


School plan 2018-2020

Congewai Public School 1822



School background 2018–2020

School vision statement

Congewai Public School has a culture where all children are treated as individuals, all with unique talents and personalities. Our school's educators know our students view the world in unique ways and we tailor their educational opportunities with an emphasis on learning to potential, in a manner that makes the learning both enjoyable and memorable.

Our school is a model of quality schooling in a quality educational environment.

Our core values of Respect, Responsibility and Ready to Learn underpin our undertakings in all ways. Participation of our school's Student Council in many of our decision making processes ensures all students are heard, respected and valued.

The School Excellence Framework says:

"The focus is on Students. In education this means teachers and schools with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world."

"..... it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing."

School context

Congewai Public School provides a unique learning environment for its students. Situated on several hectares of scenic bushland, our small school is immersed in environmental learning activities throughout each week, taking advantage of its tranquil bushland areas, its kitchen garden, its bush tucker foods, its close proximity to a natural creek and its unique natural habitat including many species of native fauna and flora which are daily visitors to our grounds.

An integral part of our school operations are the partnerships with families and our community. We receive support from local businesses for projects and events small and large, which in turn support the many learning programs we undertake within our school. These programs such as our specialised Learning, Support and Enrichment programs and our involvement in the Stephanie Alexander Kitchen Garden program mean that our students are provided with intensive instruction for assistance in meeting and going beyond learning potential all within a holistic educational ethos.

In late 2014, our school was selected to be part of the Early Action for Success initiative. This has enabled increased focus on literacy and numeracy with staff undertaking training in both Language Learning and Literacy (L3), and Targeting Early Numeracy (TEN).

School planning process

Congewai Public School undertook a varied process for the formation of the 2015–2017 school plan. With representation and discussion from all key stakeholders, Principal, Learning and Support team, P&C Representative, Class Teacher, Office Manager, our two strategic targets were arrived upon.

Strategies to ensure a consultative process have included:

- A comprehensive analysis of staff surveys and discussions
- A comprehensive analysis of student surveys and discussions
- Separate focus groups with staff, students and parents on key initiatives
- Focused whole staff meetings on school planning including reflection sessions where staff considered the implications of the plan for themselves and their teaching
- Detailed discussion with parent groups including surveys and questionnaires, and open discussion at P&C meetings.

The process has involved the developing different mindsets in all stakeholders. At each step, the school's leadership team has analysed all responses and suggestions, while investigating school data and analysis on existing programs and processes.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Successful Learners

Purpose:

Collaboratively create confident happy, self motivated learners.



**STRATEGIC
DIRECTION 2**
Inspired Teaching

Purpose:

Quality teaching practices meet and extend learning experience for the diverse range of students.



**STRATEGIC
DIRECTION 3**
Valued Relationships

Purpose:

Continue to foster school and community learning partnerships.

Strategic Direction 1: Successful Learners

Purpose

Collaboratively create confident happy, self motivated learners.

Improvement Measures

– 90% of students working at or above stage appropriate level of literacy and numeracy progressions.

– improved attendance numbers in small schools activities and camps and excursions.

– improvement in community understanding of key messages around attendance, engagement and school expectations.

People

Students

- attend regularly with positive school behaviours.
- engage with literacy and numeracy activities.
- develop voice in self assessment.

Staff

- provide engagement evidence based practice including L3 and TEN.
- engage in appropriate formative and summative assessment
- communicate consistent high expectations of attendance, engagement and parent support.

Processes

Literacy + Numeracy Progressions

- school adopts a coordinated approach to literacy and numeracy teaching with a greater understanding of the progressions whilst teaching the syllabus.

Positive, Respectful Relationships

- Teachers draw on research to continue building positive relationships with students to enhance confidence and high expectations.

Evaluation Plan

- data wall in place
- data discussions about literacy and numeracy
- increased attendance
- parent and student feedback

Practices and Products

Practices

- Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions as well as the syllabus documents.
- + formative assessment
- + lesson observations
- + data tracking
- Teachers and students celebrate success and provide encouragement to congratulate and improve confidence.
- + Stronger Smarter
- + Positive Partnerships

Products

- school data shows that students are working at stage level or above and continue with strong student progress and achievements.
- Positive, respectful relationships are evident and widespread among students and staff to promote optimum conditions for learning and success.

Strategic Direction 2: Inspired Teaching

Purpose

Quality teaching practices meet and extend learning experience for the diverse range of students.

Improvement Measures

– Teacher observations identify that classroom practice is flexible, reflective, relevant and targeted.

– Collaborative practices with small schools community to ensure consistent teacher judgement through marking of assessments as measured by moderation.

– Programs show evidence of quality teaching, differentiation and up to date practices as determined by program quality and lesson observation.

People

Staff

- Knowledge of Evidence Based Practice
- + data analysis literacy and numeracy
- + understanding of learners needs
- + knowledge of multistage programming
- + open to observations and feedback
- +engages in peer review of teaching and learning

Processes

Lesson Observations and Program Sharing and Professional Learning

- all teachers demonstrate best practice teaching or are aiming to.
- + differentiation
- + evidence based
- regular share sessions involving all staff members about programming linked to e–scope (small schools)

E–Scope

- continued collaboration with small schools to align assessment practice and ensure consistent teacher judgement

Evaluation Plan

– Programs contain:

- + learning intentions that are explicit
- + connections to prior knowledge
- + engaging content

– Teachers PDPS reflect:

- + Professional growth
- + linked to improvement of school and self
- feedback to other staff members

– Small Schools Principals:

- + exposure to other practices
- + feedback from staff

Practices and Products

Practices

- informed lesson planning / programming through use of data as confirmed by discussion between staff and Instructional Leader
- explicit teaching with collaborative assessment
- all teachers utilise feedback to improve their teaching and learning practices.

Products

- All lessons are planned as a part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made. Lesson planning references student information including data, curriculum requirements, student feedback and provides continuous improvement focus for all students across all abilities.
- whole school / learning community approach ensures the most effective evidence based teaching methods optimise learning progress. Assessments comparatively marked by various teachers.
- teachers routinely review learning, and clearly understand, develop and apply a full range of assessment strategies.
- + formative assesment
- +fluid and flexible grouping
- +summative assessment
- + reflective of needs

Strategic Direction 2: Inspired Teaching

Processes

Strategic Direction 3: Valued Relationships

Purpose

Continue to foster school and community learning partnerships.

Improvement Measures

– improved attendance to school based activities

People

Students

- increasingly understand importance of all school activities
- confident to attend and participate with enjoyment

Staff

- permanent staff member attends all events and excursions to clearly underline significance.
- clear messaging around attendance
- organising school admin to optimise communication

Parents/Carers

- encourage attendance
- supportive of excursions via understanding of purpose

Processes

Regular Shared Learning Experiences

- form consultative team to represent reluctant stakeholders for communication of purpose.
- monthly P&C meetings used as a form of clear communication.
- regular school based activities that parents/ community members are invited to.
- termly education afternoon for parents to share strategies that can be used at home facilitated by the Instructional Leader.
- fortnightly academic focus for newsletter.

Evaluation Plan

- feedback from the community
- feedback from P&C
- attendance monitoring

Practices and Products

Practices

- high expectation culture is articulated through consistent messages with a clear purpose.
- high level of community engagement at and being involved in all school events.

Products

- school establishes a professional collaboration team which is focussed on the continuous improvement of the school which increases school knowledge of community opinion.
- parent and community members have the opportunity to engage in a range of school related activities to assist in embedding a culture of high expectations catering for all as measured by number of opportunities for feedback.