

School plan 2018-2020

Clergate Public School 2668



School background 2018–2020

School vision statement

At Clergate Public School we believe in 'Our Best Always'. We are committed to creating a learning culture that provides high educational opportunities, where staff and students are at the centre of a community of learners, dedicated to striving for success.

Fundamental in achieving our vision is a focus on wellbeing, with an emphasis on the school's core values of being respectful, responsible achievers, guiding students to be confident and resilient members of the community in an ever-changing world.

School context

Clergate Public School is situated on the northern outskirts of Orange in a rural setting. The school provides a dynamic and nurturing educational environment in which all students access quality personalised educational programs within a varied and balanced curriculum.

Clergate Public School maintains a continued commitment to providing quality teaching and learning in literacy and numeracy. New targets are set through a collection of quality evidence and data of each of the students. Each year students experience a variety of sporting, cultural and community events and activities. The children are provided with a variety of forms of technology to enhance learning within their classrooms.

The school maintains a culture, which focuses on continuous improvement and personal best for staff and students. At Clergate Public School, staff are passionate, multi-skilled, professionals who continually seek to enhance student's educational opportunities by taking part in targeted professional learning.

Clergate Public School values and promotes community participation and shared decision making with a highly committed parent body. Parents and community members make valuable contributions to the school's programs and special events.

The school supports and encourages student leadership, and promotes core values amongst the whole school community. Wellbeing is a priority for students, staff and all families.

School planning process

The school has used a wide range of tools and data to evaluate the 2015–2017 school plan to determine the school's future strategic directions. Our strategic directions have been formulated from multiple data sources and developed by staff, students and parents.

In 2017 the school sought the opinions of parents, students and the Community of Schools staff, on teaching and learning. The evaluation process included a review of the current data, strengths (what we do well), opportunities and areas of development across the school. The consultation included:

- Tell Them From Me surveys for students, parents, staff and community members.
- Community of Schools staff consultation workshop.
- Parent consultation workshop.
- Facilitated class discussion workshops with K–6 students.
- Community of Schools Principals analysis of consultation feedback on school data.
- Staff discussion and meetings.
- Sharing of draft plan with staff and parents.

Each staff member is responsible and accountable for the implementation of the plan. Our progress will be monitored regularly against the milestones and the School Excellence Framework as we strive for continual school improvement.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

Student learning and outcomes are maximised across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence to inform teaching programs.



STRATEGIC DIRECTION 2

Wellbeing for Success

Purpose:

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 with a sense of belonging to their school and community.

Strategic Direction 1: Quality Teaching and Learning

Purpose

Student learning and outcomes are maximised across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence to inform teaching programs.

Improvement Measures

Every student will have personalised learning pathways to ensure a years' worth of growth for a years' worth of learning.

Increase the proportion of students achieving proficiency in line with the Premiers' Priorities.

Increased use of collaborative practice within professional learning communities.

People

Leaders

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Staff

Developing staff capabilities to analyse and utilise data to inform teaching practice and personalise learning for students.

Students

Levels of achievement will be improved through the development of engaging, differentiated learning sequences, monitoring of achievement, setting personal learning goals and accepting feedback reflectively.

Parents/Carers

Value their child's learning and be an active and supportive partner in their child's learning.

Community Partners

All staff across the collegial network develop the capabilities to effectively collaborate, mentor, network and share professional learning opportunities.

Processes

Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension or enrichment programs.

Student goals are set and reflect high expectations.

Teacher Professional Learning and Collaborative practice:

Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning

Evaluation Plan

All data will be analysed collaboratively:

- Student reflection on goal setting.
- Internal data collected 5 weekly, positive trends.
- External data NAPLAN in Term 3.
- Teacher feedback and PDP reflections.
- PLAN/Progression data

Practices and Products

Practices

Practice: Data Collection

Using qualitative and quantitative evidence of teacher practice, student achievement and student engagement are collected, analysed and evaluated to inform effectiveness of teaching and school performance.

Practice: Self-assessment

Students use reflection on assessment and reporting processes to set goals, plan and self-assess their learning.

Practice:

Staff implement evidenced based practice into classrooms.

Products

Product:

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

Product:

Whole school use of Literacy and Numeracy Progressions and PLAN to ensure consistent implementation and tracking of students

Product:

Targeted professional learning has an impact on teacher practice leading to improved student outcomes.

Strategic Direction 2: Wellbeing for Success

Purpose

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 with a sense of belonging to their school and community.

Improvement Measures

Increased number of students, staff and parents meaningfully connecting with student wellbeing programs and initiatives in the school.

Learning partnerships established which increase student involvement and success in the school and the wider community.

People

Leaders

The implementation of systems and policies relating to wellbeing and community priorities are evident at every level, catering for the range of equity issues.

Grow external partnerships to create mutual benefit for the school and the community.

Staff

Staff nurture positive professional relationships with the whole school community, which are safe, respectful and supportive to help students to reach their full potential.

Parents/Carers

Parents and the broader school community actively participate in supporting collaborative partnerships, enabling the aspirations of every student to be valued.

Students

Ensure they have skills to enable them to articulate themselves as self-regulated and self-directed learners who know how to seek support if required. They are self-aware and can regulate their own emotions, behaviours and learning.

Community Partners

Promote the Community Of Schools to strengthen the school as a professional networked learning community with a high level of intellectual capital in aspects of wellbeing.

Processes

A planned approach to wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evidence based wellbeing initiatives

Develop and deliver wellbeing initiatives which build adaptive and resilient stakeholders across the school.

Evaluation Plan

Evaluation

- Tell them from me surveys
- Reflection on student goals
- Parent feedback on partnership meetings
- Internal data
- Student reports
- KidsMatter surveys

Practices and Products

Practices

Practice:

All students will connect succeed and thrive across all aspects of wellbeing.

Practice:

Relationships between all stakeholders are valued and nurtured to manage change.

Products

Product:

The school community will grow and flourish, do well and prosper in their respectful relationships, and learning achievements.

Product:

Stakeholders are engaged in learning and are able to successfully manage their personal wellbeing.