

School plan 2018-2020

Cringila Public School 4037



School background 2018–2020

School vision statement

Cringila Public School is committed to achieving and maintaining an inclusive and connected cultural community. We promote high expectations in a cooperative and supportive learning environment where students are challenged to become self-regulated life-long learners. We foster and provide opportunities for students to become critical and analytical thinkers to be active, global citizens.

School context

Cringila Public School is a culturally diverse school committed to providing high quality, evidenced-based educational opportunities for our students. We are a multicultural community with students and families from many nationalities contributing to our rich school culture.

We are an Early Action for Success (EAFS) school with a growth mindset and have high expectations for all learners, resulting in a culture of achievement. Our dedicated staff work collaboratively ensuring students are engaged in innovative and differentiated learning.

Our school motto of a 'Caring and Cultural community', and our school Positive Behaviour for Learning (PBL) expectations; Respectful, Responsible and Safe, underpin the culture of the school and our three strategic directions.

We have a strong focus on literacy, numeracy, Visible Learning, STEM and inquiry-based learning.

Cringila Public school is acknowledged for our Living Classroom and we collaborate with the Warrawong Community of Schools to implement our Permaculture Partners initiative.

School planning process

All staff, parents and students have undertaken a rigorous and reflective process of evaluating current practices across the school. The collection of evidence included student assessment results, attendance data, Positive Behaviour for Learning data, surveys, School Assessment tool, and the evaluation of data from parent, teacher and student forums.

Evidence was also collated and analysed through the External Validation process where we were evaluated against the School Excellence Framework. The feedback received and conclusions drawn from this have also been used to inform our future directions.

After close consideration of the evidence with all stakeholders our strengths, opportunities and areas for development were assessed and our three key strategic directions identified. Each strategic direction has been informed by the standards within the School Excellence Framework for learning, teaching and leading.

The consultation process with students, staff, parents and community members has enabled the school to build a shared understanding and develop the knowledge and skills required to achieve the educational practices necessary to bring about sustained growth.

We will continue to implement a systematic focus on planning which will involve regular and routine monitoring of the implementation of the plan, as well as its effectiveness. Bringing together planning and implementation will ensure the school's focus is on educational impact.

We will also recognise the changing conditions in our school and have allowed for ongoing adjustments to the implementation of the plan to ensure it truly reflects the needs and expectations of the Cringila community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Inspired Learning

Purpose:

To engage all students in high quality learning experiences that are tailored to explicitly target individual learning needs and support the development of self-directed and motivated learners. Our aspirational and engaging learning culture will be sustained and enhanced and will contribute to the cognitive, emotional, social, physical and spiritual wellbeing of students.



STRATEGIC DIRECTION 2 Adaptive Expert Teachers

Purpose:

Dedicated, well supported and expertly skilled teachers inspire life-long learners. A professional and collegial team of educators have high expectations for their own professional learning and performance. We have a strong commitment to developing teacher capacity in the teaching of literacy and numeracy. Developing clear, consistent and positive classroom management skills across the school as we strive to become reflective, adaptive experts.



STRATEGIC DIRECTION 3 Leading for the future

Purpose:

To strengthen school and community partnerships through building the leadership capacity of all stakeholders, wellbeing and family partnership projects, resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Inspired Learning

Purpose

To engage all students in high quality learning experiences that are tailored to explicitly target individual learning needs and support the development of self-directed and motivated learners. Our aspirational and engaging learning culture will be sustained and enhanced and will contribute to the cognitive, emotional, social, physical and spiritual wellbeing of students.

Improvement Measures

Increased % of students articulating and utilising appropriate learning goals and success criteria in literacy and numeracy to drive their learning.

Increased levels of student wellbeing and positive behaviour in all school settings, as shown through improved PBL data and 95% of students attend PBL fun days twice a term.

Increased evidence of creative, critical and analytical thinking skills in classrooms and teaching and learning programs.

People

Students

- Understand their learning intentions and are able to articulate 'where to next'.
- Develop their ability to think critically, creatively and analytically.
- Take responsibility for their own learning and behaviour.

Staff

- Adopt and implement visible learning strategies.
- Differentiate teaching to cater for the learning needs of all students.
- Embed the use of formative assessment strategies to inform student learning and progression pathways.
- Coordinate targeted intervention to support individual students.
- Promote and support student wellbeing.

Leaders

- Establish structures and processes to identify, address and monitor student learning and wellbeing needs.
- Build staff capacity to make learning visible.

Parents/Carers

- Parents and carers work in partnership to support students in achieving their learning goals.
- Parents are supported to understand how and what their children are learning at school.

Processes

Student Wellbeing

Support the learning of all students through the implementation of a whole school wellbeing program; Positive Behaviour for Learning (PBL), individualised targeted intervention and coordinated support through our Learning Support Team and wellbeing mentor.

Student Centred Learning

Implement visible learning strategies to deliver quality student centred and self regulated learning experiences. This will enable students to take responsibility for their own learning through the development and achievement of their own goals.

Future Focused Learning

Engage students in challenging learning experiences enabling deep knowledge and understanding and to develop creative, critical and analytical thinking skills within an authentic context. For example; Robotics, inquiry and project-based learning.

Evaluation Plan

All data will be analysed collaboratively;

- PBL data, SET, SAS, TIC evaluations
- Student Tell Them From Me Survey
- Focus groups and internal surveys
- Formative assessment strategies
- Peer feedback and self assessment
- Leuven Scale of Active Involvement in Learning

Practices and Products

Practices

All students are highly engaged in student focused learning, giving and receiving timely feedback which actively moves learning forward.

Student wellbeing is promoted and optimum conditions for learning are established through positive, respectful relationships amongst students, staff and parents.

Products

By the end of 2020 a student centered learning environment exists where all students are supported, challenged and receive and give timely and meaningful feedback on their learning to inform future directions.

Confident, engaged, responsible and investigative learners who work collaboratively and aspire to the high expectations that are held by staff and parents.

Strategic Direction 1: Inspired Learning

People

Community Partners

- Work in conjunction with our school to promote our school vision to support learning, engagement and wellbeing.

Processes

- Attendance data

Strategic Direction 2: Adaptive Expert Teachers

Purpose

Dedicated, well supported and expertly skilled teachers inspire life-long learners. A professional and collegial team of educators have high expectations for their own professional learning and performance. We have a strong commitment to developing teacher capacity in the teaching of literacy and numeracy. Developing clear, consistent and positive classroom management skills across the school as we strive to become reflective, adaptive experts.

Improvement Measures

Increased use of informed pedagogy evidenced through the Quality Teaching Framework Coding Scales by all teachers.

In the Learning domain of the School Excellence Framework V2, move from delivering to sustaining and growing in the element of Student Performance measures.

80% of K–2 students will meet the Early Action for Success benchmarks and are 'on track' in literacy and numeracy.

Increased % of students in Years 3 and 5 at proficiency in NAPLAN.

People

Students

- Self reflect on their learning and provide feedback to their peers and teachers on their learning experiences.

Staff

- Deliver evidenced based teaching to differentiate learning experiences.
- Develop a highly engaging and challenging learning environment for all students.
- Deepen their understanding of the Quality Teaching Framework and 'What Works Best' documents and work collaboratively to develop a shared understanding of adaptive expertise that ensures student success.

Leaders

- Guide, establish, improve processes and embed support for teachers, including beginning teachers, to build capacity at all levels. (Instructional Leader K–3 and Curriculum Mentor 3–6).

Parents/Carers

- Engage in literacy and numeracy information workshops to improve their understanding of how literacy and numeracy is taught in the classroom and learn how they can help their children at home.

Processes

Literacy and Numeracy

Utilising solid research, high quality professional learning is designed, delivered and implemented to continually strengthen data-driven literacy and numeracy teaching practices through initiatives including; EAfS, L3, TEN, MBB4N, and EAL/D support.

Effective Classroom Practice

Implement explicit teaching methods underpinned by the Quality Teaching Framework. Teachers understand the connection between high student engagement, classroom management and improved student outcomes.

Formative Assessment

Embed formative assessment strategies into daily practice to monitor student learning and provide ongoing feedback that can be used to inform teaching.

Evaluation Plan

All data will be analysed collaboratively;

- PLAN2/learning progression data
- TTFM surveys
- NAPLAN
- Teacher reflections/lesson observations
- Lesson plans/teaching programs
- Annotated evidence from 'What Works Best' reflection tasks.
- QTF Coding Scales

Practices and Products

Practices

Continuous commitment to professional learning, collaboration and effective mentoring and coaching interactions.

The Quality Teaching Framework and the Australian Standards for Teachers are embedded in teaching practices. Teachers make informed decisions about student learning to improve learning outcomes.

Products

Explicit quality teaching is embedded in all K–6 classrooms with an emphasis on research and data driven literacy and numeracy teaching, resulting in highly engaged students.

Structures are in place to enable regular staff interactions and opportunities to collaboratively plan, reflect upon and deliver evidence informed pedagogy.

Strategic Direction 3: Leading for the future

Purpose

To strengthen school and community partnerships through building the leadership capacity of all stakeholders, wellbeing and family partnership projects, resulting in sustained and measurable whole school improvement.

Improvement Measures

In the Leading domain of the School Excellence Framework V2, move from sustaining and growing to excelling in the element of Educational Leadership.

All staff and leaders utilise the Quality Teaching Framework and Australian Teaching Standards framework to reflect and report on the achievement of their own learning and leadership goals.

Increase in parent involvement in learning based activities, information sessions and school/community events.

People

Students

Engage in opportunities to develop leadership skills across a range of areas.

Staff

Work collaboratively to develop strengths in a professional capacity based on the Australian Professional Standards for Teachers.

Share their expertise at all levels.

Leaders

Provide opportunities to build the leadership capacity of all members of the school community.

Parents/Carers

Understand how they can support children in learning.

Develop partnerships to create a shared vision of educational expectations.

Provide opportunities to build the leadership capacity of parents within our school setting.

Community Partners

Continue to develop strong partnerships to enhance the educational outcomes of our students.

Processes

Leadership at all levels

Strengthen the leadership skills and capacity of staff, students and community members. Build on existing individual strengths to support our focus on the continuous improvement of teaching and learning. In particular, through professional learning opportunities for leaders in the areas of literacy and numeracy. For example; Building Numeracy Leadership (BNL) Wollongong Literacy Leadership (WLL), Student Leadership Team, Garden and STEM Ambassadors and PaTCH.

Community Engagement

Extend opportunities for community members to be actively involved in school activities and to develop their capacity to implement our shared school vision.

Learning and Development

Develop staff through targeted professional learning, coaching and mentoring, aligned to the Australian Professional standards to achieve individual and collective growth.

Evaluation Plan

All data will be analysed collaboratively;

- PDP evidence/reflections
- TTFM
- School based written surveys
- Discussions from parent meetings
- Student focus groups
- School Assessment Tool
- School Excellence Framework 2

Practices and Products

Practices

Developing effective instructional leadership to facilitate whole school improvement and build a strong succession plan for school leadership.

Continuous collaboration with the parents and community to build and foster a cohesive educational hub.

Products

By the end of 2020, a focus on distributed instructional leadership exists alongside a culture of continuous professional learning.

Structures are in place to support parents and community members to be engaged, well informed partners in our school learning culture.