

School plan 2018-2020

Culburra Public School 4485



School background 2018–2020

School vision statement

Our school's vision statement was reviewed in 2016 with consultation occurring at all levels, students, staff, parent/carers and P&C. As a result the school totem of the Black Swan and its qualities of transforming, dreaming, strengthening and nurturing take centre stage as those qualities we as a community seek to develop in our students.

Our core values of Safety, Respect and Responsibility sit underneath the swan as our foundation.

The five statements of Leading, Modelling, Respecting, Safe Environment and Creating Opportunities have been developed to include what each of these ways of being look like for each key stakeholder, students, staff and parent/carers/community.

School context

Culburra Public School serves the holistic needs of approximately 200 students. The school is proud to have strong links with the local community.

CPS provides an inclusive learning environment for both mainstream students and students with a disability. We strive to serve the needs of all Indigenous students through an approach of shared wisdom and knowledge with Jerrinja – our local Aboriginal community. This approach extends to all areas of the community – the local IRT, Culburra and Orient Point Men's Shed and the many local businesses who provide services to the school. Recent initiatives include:

Tree Families – a school developed social and emotional program to support student wellbeing.

How2Learn – A whole school approach to developing meta-cognition.

Coaching and mentoring training for staff to support a structured, collegial approach to continuous improvement.

School planning process

In August 2017 the school participated in External Validation against the School Excellence Framework. This process required the school to provide annotated examples of evidence to support self-assessment against the descriptors in the three elements of Teaching, Learning and Leading. External reviewers moderated annotations and reviewed and revised the placement of school attainment. This resulted in a report of current attainment which has greatly assisted in the development of school priorities for the next three-year cycle.

Further to this, parents, staff and students have completed two school surveys, the first analysed our strengths, areas of improvement as well as areas requiring greater clarity. The second survey provided feedback on statements from the Melbourne Declaration to assist with consensus building on areas of priority within the Declaration statements.

A detailed analysis of internal and external student assessment data strongly contributes to the development of the three-year plan.

School strategic directions 2018–2020



Purpose:

Every student and teacher to be actively engaged in meaningful, challenging and future-focused teaching and learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Purpose:

Build workforce capacity through focussed professional learning and development that creates a culture for the school where every staff member is engaged in ongoing, relevant and evidence-based learning and practice on an individual and collective level.

Develop students as contemporary leaders to take their place as capable, compassionate and creative citizens.

Purpose:

To develop students as global citizens by beginning at a local level through developing connections within the school community to deliver positive and caring relationships at all levels.

To embed a collaborative and sustainable culture across our Learning Communities to ensure high quality educational outcomes and shared professional responsibilities and accountability.

Strategic Direction 1: Quality Learning and Teaching.

Purpose

Every student and teacher to be actively engaged in meaningful, challenging and future-focused teaching and learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Improvement Measures

Increased planning for lesson differentiation.

One-year academic growth for one year of learning for all students in all key aspects of literacy and numeracy.

Greater consistency in teacher judgement through consistent writing and moderation of assessment tasks.

Progressively achieving closer by at least 10% to the SEF v2 goal of "At least 90% of students achieve at or above national minimum standards". (Current baseline: Year 3 students average across sub-strands 38%, Year 5 average across sub-strands 16%).

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Current baseline:

Year 3 Reading 41%, Writing 32%, Spelling 35%, Grammar and Punctuation 12% and Numeracy 8%.

Maintain current growth trend in Year 3 to year 5 NAPLAN in reading, writing and numeracy. (Current baseline of scaled growth Reading 82 points, Writing 60 points, Spelling 101 points, Grammar and Punctuation 47 points and Numeracy 99 points)

People

Students

Develop their learning goals with classroom teacher through in-class conferences. Use success criteria to provide focus for future improvement/s when completing learning tasks..

Staff

Support and guide students to develop their learning goals based on knowledge of current performance and future directions.

Staff

Write clear success criteria as a core part of daily lessons with an emphasis on WILT and WILF.

Staff

Staff meet regularly to review differentiated learning activities.

Staff

Contribute to collaborative writing and marking of stage assessment tasks.

Staff

Engage in action research to drive continuous improvement in student learning.

Leaders

Provide structural and systemic support in support of learning at all levels.

Parents/Carers

Parents and carers are actively informed

Processes

Incorporate dialogue at regular professional learning meetings in the area of student achievement levels based on data analysis.

Develop learning goals with students through in-class conferences to be shared with parents. (Investigate apps/technology to support)

Staff meeting regularly to review and plan differentiation, based on student assessment.

Collaborative marking and moderation of assessment tasks and collation and annotation of student work samples representing A–D performance.

Meet with Executive of feeder schools and map current level of performance in the five domains of the Middle School Transition Matrix.

Evaluation Plan

Review and evaluate the impact of student learning through reflective questioning.

Practices and Products

Practices

Staff meeting regularly to review and plan differentiation activities based on student assessment.

Assessment tasks moderated and annotated.

Collaborative approach to key transition activities with feeder pre-schools and high school.

Continual refinement of wellbeing programs – Positive Behaviour For Success and Tree Families.

Regular planning for wellbeing committee to meet and analyse data, write, resource and evaluate program impact.

Assessment used to inform classroom programming.

Tracking of student learning and new literacy and numeracy progressions.

Continuous reflection and evaluation of all teaching units.

Analyse the results of student assessment, both formative and summative to inform future planning of teaching to meet evolving student need.

Products

Teacher developed A–D performance annotations of student work samples.

Transition calendar of activities and event developed with key staff from pre-school and high school.

Strategic Direction 1: Quality Learning and Teaching.

Improvement Measures

Increased feedback occurring at all levels.

Increased proportion of students in the top two NAPLAN bands for reading and numeracy (DoE Strategic Plan 2018–2022).

Baseline measurement: Year 3 Reading 2017 – 33%.

Year 3 Numeracy 2017 – 21%.

Year 5 Reading 2017 – 20%.

Year 5 Numeracy 2017 – 8%.

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy (DoE Strategic Plan 2018–2022).

Baseline measurement: Year 3 Reading 2017 – 0%.

Year 3 Numeracy 2017 – 20%.

Year 5 Reading – 0%.

Year 5 Numeracy – 0%.

People

about what their child is learning, the teaching methods used and how well their child is performing against syllabus descriptors.

Practices and Products

Key policies reviewed and updated annually (Welfare & Discipline/ Student Code of Conduct).

A current, contemporary Personalised Learning Plan for all Indigenous students.

Strategic Direction 2: Quality leadership at all levels.

Purpose
Build workforce capacity through focussed professional learning and development that creates a culture for the school where every staff member is engaged in ongoing, relevant and evidence-based learning and practice on an individual and collective level.
Develop students as contemporary leaders to take their place as capable, compassionate and creative citizens.
Improvement Measures
Staff evaluation of current approach to professional/career development.
Analysis of the impact of structured action research on student growth through examining student assessment and staff reflection and evaluation of impact.
Increase in Community of Schools projects.

People
Staff
Set professional goals using the SMART goal-setting scaffold and incorporating the Australian Professional Standards for at least one goal.
Staff
Trained HOw2Learn Facilitators to continue leading the training and implementation of school-wide meta-cognition strategies.
Staff
Contribute to the school's annual milestones for each strategic direction.
Staff
Contribute to the formal policy of School Planning, Implementation and Reporting (SEFv2).
Staff
Strategic direction 2 Committee contribute to a whole-school leadership approach that develops students, staff, parent/carers and community leadership.
Students
Contribute to school initiatives and provide improvement feedback through 'Tell Them from Me' surveys.
Parents/Carers
Contribute to school initiatives and provide improvement feedback through regular surveys.
Leaders

Processes
Professional goal-setting using the PDP Framework for all staff.
Executive staff develop streamlined processes in consultation with staff to observe classroom practice, with structured feedback provided at least twice per year.
Continued implementation of How2Learn program led by class teachers who are trained facilitators.
Executive team meet with staff to analyse and evaluate annual performance.
Evaluation Plan
Reflection questions:
What are our specific accomplishments this year?
What specific changes has been observed in your individual leadership and the collective leadership practices of students and staff?
What specific changes have you observed in our school as a result of our actions this year?

Practices and Products
Practices
Professional practice time is allocated for staff to meet and regularly review progress of their professional goals.
Teams study data and use the process of action research to develop and build on student performance strengths and areas requiring support.
Regular classroom observation with school Executive or nominated peer resulting in quality collegial feedback to support growth in instructional practice.
Develop and implement an Evaluation Plan for each strategic direction resulting in regular, quality evaluation practices occurring throughout the year to support continuous improvement.
All staff provided with a professional development folder that includes key policies, plans and professional development goals. Staff have the responsibility of engaging in processes that contribute to the development of self and peers.
Staff actively analyse and contribute to the annual school report (ASR).
Products
Development of a School Plan Policy.
Development of and Evaluation Plan using resources from CESE.

Strategic Direction 2: Quality leadership at all levels.

People

Consult with staff to participate in classroom lesson observation with structured feedback conversations.

Liaise with local primary and high school.

Strategic Direction 3: Quality relationships at all levels.

Purpose

To develop students as global citizens by beginning at a local level through developing connections within the school community to deliver positive and caring relationships at all levels.

To embed a collaborative and sustainable culture across our Learning Communities to ensure high quality educational outcomes and shared professional responsibilities and accountability.

Improvement Measures

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader community.

The use of school facilities by the local community delivers benefits to students.

The leadership team analyses responses to community satisfaction measures.

Sustained high levels of student engagement in learning and positive behaviour outcomes.

Strong school and financial and management systems, support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment.

People

Students

Students demonstrate knowledge and understanding of Positive Behaviour for Learning values.

Students

Tree Families a locally developed program that promotes resilience, respect and cooperative relationships with peers and adults as well as improved engagement in academic learning.

Staff

Engage in broad whole-school evaluation practices, refining wellbeing programs and approaches as a continuous process.

Parents/Carers

Participate in opportunities to contribute to a positive school culture through P&C meetings and Evaluation Forums.

Processes

Staff submit their annual passion projects for staff discussion and budgeting and resourcing purposes.

Evaluation of impact of key directions and projects developed by each committee.

School Excellence Framework self-assessment and evidence with annotations collected as artefacts or projects and actions.

Evaluation Plan

Executive staff to develop evaluation strategies with the strategic direction committee that they lead.

Practices and Products

Practices

Regular input throughout the year from all members of the school community.

Wellbeing programs written, resourced, implemented and reviewed.

Strengthened professional relationships within the community of schools to support professional practice and instructional delivery.

Students demonstrate that they recognise and respect cultural diversity in students, staff and families.

A whole school evaluation and consultation schedule embeds the elements of the School Excellence Framework to be developed and implemented across a four-year cycle.

Students demonstrate pride and enthusiasm for the school by wearing school uniform, actively participating in and/or contributing to school learning experiences.

The school provides regular opportunities to showcase positive student achievements in a range of academic, cultural and sporting experiences.

Products

School Consultation and Evaluation Policy developed and reviewed annually.