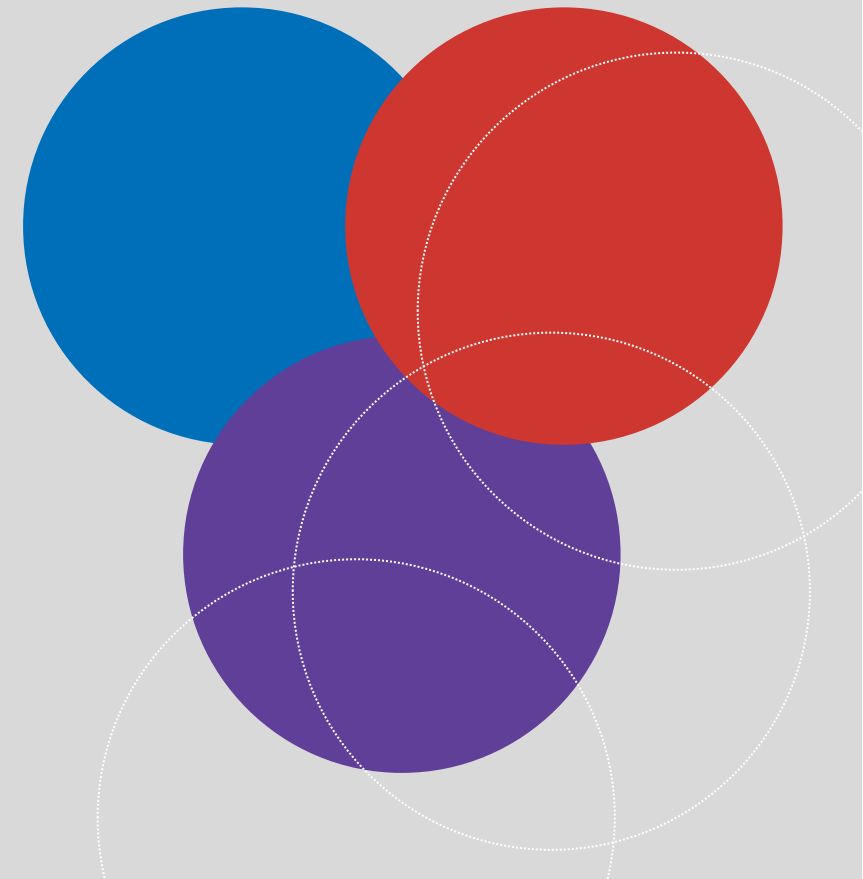


School plan 2015 – 2017

Congewai Public School

1822





School vision statement

Vision: 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 stake holders, 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.



STRATEGIC DIRECTION 1

To deliver high quality teaching and learning programs to equip students with the literacy and numeracy skills to be successful 21st Century and beyond learners

Purpose:

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities, to develop them as active, successful learners while instilling the value of respectful citizenship; and promote their intellectual, social, physical, emotional and aesthetic development and wellbeing.

STRATEGIC DIRECTION 2

To develop valued school / community learning partnerships, through innovative practice and organisational culture

Purpose:

To build inclusive collaborative teams and school networks through high quality community partnerships which contribute to prioritising quality learning essential school and community business; with student's engagement, learning and wellbeing as a central focus, supported by high quality staff professional learning.



Strategic Direction 1: *To deliver high quality teaching and learning programs to equip students with the literacy and numeracy skills to be successful 21st Century and beyond learners*

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities, to develop them as active, successful learners while instilling the value of respectful citizenship; and promote their intellectual, social, physical, emotional and aesthetic development and wellbeing.

Improvement Measures

- Achievement in literacy and numeracy goals identified in learning plans will be met and growth tracked using PLAN, to align to State growth standards for like schools.
- Regular and ongoing monitoring and tracking of student data through school based assessment, NAPLAN, and diagnostic testing. Assessment records kept and collegial discussion with staff ongoing.
- All students embrace the choices of technology offered to collaborate, communicate and create, in order to achieve their learning goals.

People

How will we develop capabilities of our people to bring about transformation?

Students:

Students will be engaged with teaching and learning programs that are meaningful, relevant, targeted to learning and successful.

Staff:

Staff will be engaged with professional learning that is purposeful, directly linked to a strategic literacy and numeracy plan, and to school/community directions.

Parents/Community:

Parents and teachers will work together to improve and increase parent understanding of key literacy and numeracy programs within the school.

Collegial Network:

Continued Community of Cessnock's Great Public School's approach to enhance professional knowledge to support implementation and evaluation of pedagogical practice.

Processes

How do we do it and how will we know?

- Whole school approach using PLAN (Planning Literacy and Numeracy). Develop assessment planning, programming and teaching models for students K-6 to develop and implement individual learning plans with a focus on differentiated instruction.
- Differentiation in order to build capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the quality teaching elements, enhanced through school learning networks.
- National Curriculum implementation- Lead staff training in the NSW curriculum syllabus in order to effectively implement new curriculum as per BOSTES and DEC guidelines
- Early Action for Success- involvement in EAfS will enable leaders and staff to implement enhanced learning strategies to raise expectations and enhance the quality of student learning and promote learning outcomes in literacy and numeracy for students.
- Engagement of a Student Learning Support Officer to allow enriched engagement and immersion in learning programs to develop successful outcomes in Literacy and Numeracy.

Evaluation Plan

Products and Practices

What is achieved and how do we measure?

Product:

- Consultation with all stakeholders to develop a learning plan for staff, and a development guide for the introduction and implementation of new curriculums.
- 80% of students demonstrating expected across DEC Literacy and Numeracy continuums relevant to expected time frames.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Personalise learning plans, developed in conjunction with staff, students, parents and other professionals including the EAfS Instructional Leader, to reflect individual child's learning needs and interests, targeted at improving individual pedagogy.
- SLSO will work one-on-one with LAST & IL identified students with IL support to focus on literacy and numeracy needs, following ILPs and differentiated program
- A coordinated plan of support for the introduction of the NSW curriculums is implemented.
- Teachers, in collaboration with students, set regular challenging and visible learning goals which where appropriate are based on formative assessment and/or include technology goals and/or include goals that develop each student's personal and social capability, ethical



Internal:

Continuous evidence-seeking of both informal and formative assessment and through observation of visuals, formal and informal discussions and teaching/learning program reviews. Classroom walkthrough and teacher collaborative observations and feedback cycle.

External:

Increase results in assessment data such as NAPLAN, PLAN plotting

behaviour and intercultural understanding.

- The effective use of technology is embedded in all teaching and learning programs.
- Teachers regularly engage in structured professional dialogue in order to accurately plot student progress on a five weekly basis.

Strategic Direction 2: *to develop valued school/community learning partnerships, through innovative practice and organisational culture.*

Purpose

Why do we need this particular strategic direction and why is it important?

To build inclusive collaborative teams and school networks through high quality community partnerships which contribute to prioritising quality learning essential school and community business; with student's engagement, learning and wellbeing as a central focus, supported by high quality staff professional learning.

Improvement Measures

- Annual PBL surveys will show an increase in understanding and involvement of the school's PBL core values.
- 100% of staff will be meeting their PL goals.
- The school uses collaborative feedback and reflection to promote and generate learning and innovation.
- Practices and processes are responsive to school community feedback.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Will be confident, active participants in learning to enhance success and positive self-esteem, with a sense of purpose and ownership of their school and involvement in their community.

Staff:

Will provide quality teaching and learning practices through the delivery of a rich and interactive curriculum that meets the needs of every student.

Parents/Carers

Will be supportive and value the importance of encouraging students to be active participants in their school and to be life-long learners.

Community Partners:

Continued development of a collective approach to enhance opportunities to support student success and engagement.

Leaders:

Lead improvement, innovation and change through good practice and staff development in learning.

Processes

How do we do it and how will we know?

- Provide opportunities for students to achieve to the school's PBL ethos, engage effectively with each other and the wider community, and participate through the PDHPE curriculum and creative arts and personal development.
- Ensure information to parents is accessible to all across many mediums, provide opportunities for discussion and questioning with a focus on the betterment of practices and pedagogy.
- Provide opportunities for community involvement and participation through the support of student initiatives and learning programs.
- Opportunities are provided to students to interact and develop friendships with like schools, to develop social, cultural and academic experiences.

Evaluation Plan

Internal: School and Community Engagement Matrix
Analysis of school multi-media engagement and use
Students, Parent & Staff surveys

External: Our self-assessments against the School Excellence Framework will be validated both through formal processes and informal processes

Products and Practices

What is achieved and how do we measure?

Product:

- All students will be members of the School's Student Council and will actively participate in decision making processes. They will actively plan and implement the School's Community Connections Program and be automatic proponents of the School's PBL processes.
- Lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation and current changes across the DEC and wider community.
- 100% of staff will have a personalised Professional Learning Plan.
- Parents and community are recognised contributors to the school and its student's learning pathways and connectedness is a strong school ethos, contributions from all within a welcoming forum and through a variety of methods.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Small School's network working together to provide enriched learning experiences for students, participation in sporting events, excursions and learning experiences across like-minded schools will allow students to develop skills and practices at a personal, peer and public level within a variety of contexts.
- Students confidently take an active role in the management of their school and interact confidently with their wider community.

