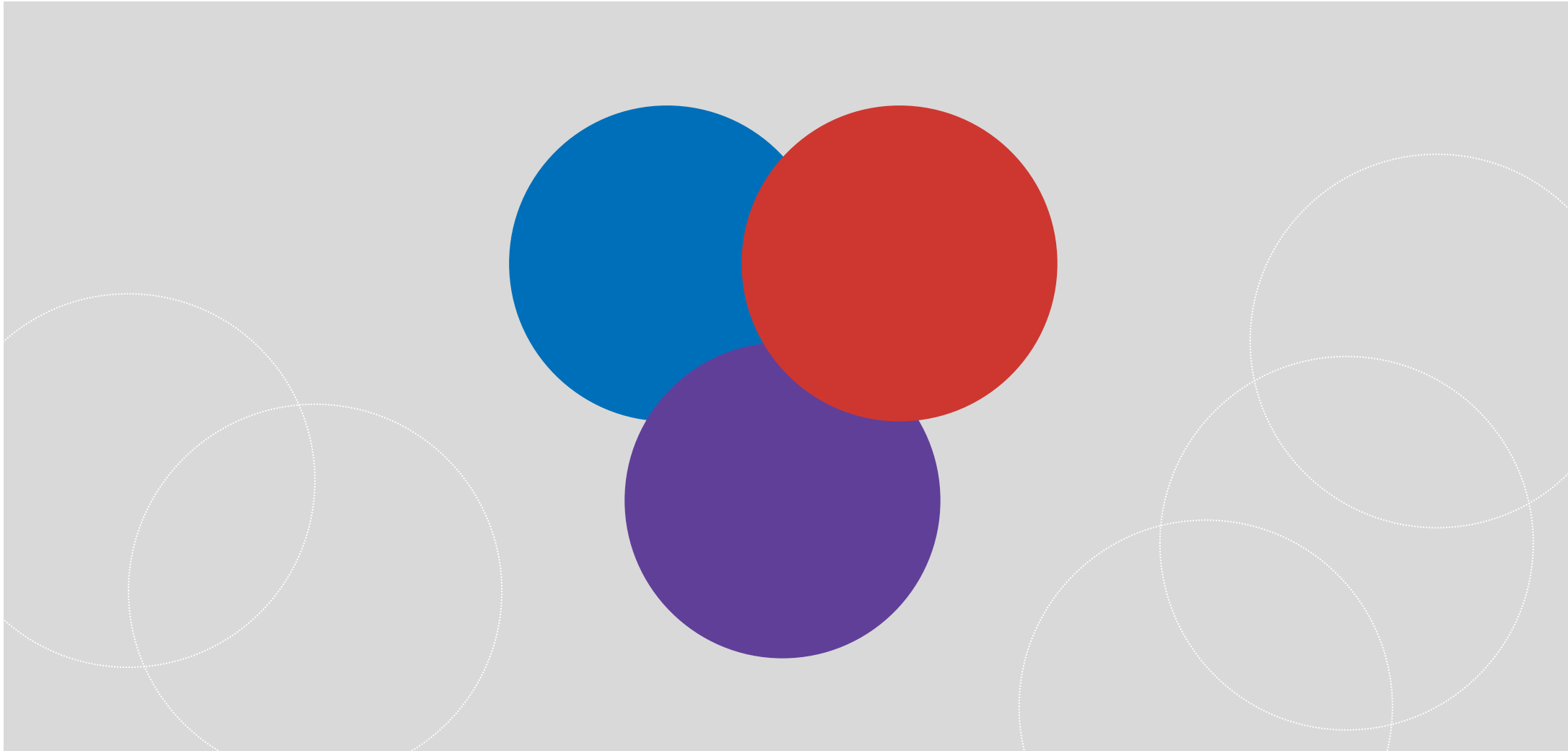


School plan 2015 – 2017

Coonamble Public School





School vision statement

Coonamble Public School is a Connected Communities School. The school strives to ensure all children have a sense of Pride and Strength in their cultural growth, attendance, school achievements, social, emotional and recreational life. The School's local area Reference Group has worked with the school and community to develop the notion of each child being catered for to achieve the best possible outcomes in all facets of school life.

School context

Coonamble Public School is located in North West NSW approximately 170 kms north of Dubbo. It is a river town surrounded by a levee bank. The community is serviced by many Non-Government and Government organisations in the area of Health and Wellbeing. The community has reasonable access to local medical, banking, hospitality and sporting opportunities. The school has a 90% Aboriginal population with a variety of family, social and financial backgrounds. The schools FOEI is between 186 and 206. This indicates a high level of unemployment, low level of income and family education attainment. The school is an EAFs school with a fulltime Instructional Leader appointed. There is a strong focus on providing every opportunity for early achievement from Pre-School to Year 2. Many people in our community have lost aspects of their cultural connection to language and land.

School planning process

As a Connected Community School we have used our Reference Group strategically to bring the voice of their constituents to our planning process. Surveys were also placed in school newsletters and the P&C voice was gathered at meetings. The Strong and Proud mantra was developed in consultation with parent groups and the Reference Group and then added to by school executive. The local AECG president is the chair of our Reference Group and brought the collective views of members to Reference Group decision making. Staff elected to be a part of one of our three Strategic Directions. Several whole staff meetings were held to refine each of the three Strategic Directions. In 2016 this has been supported by the formation of six strategic teams who support the work of the strategic directions.



STRATEGIC
DIRECTION 1
LEARNING

Purpose:
To provide staff and students with quality learning experiences, that are significant and connected.

STRATEGIC
DIRECTION 2
WELLBEING

Purpose:
To develop positive and trusting relationships with the school community. The well-being and resilience of students and staff are developed in order for them to have the emotional capacity to learn.

STRATEGIC
DIRECTION 3
ENGAGEMENT

Purpose:
To provide students, staff and community with a range of cultural experiences

Strategic Direction 1: To provide staff and students with quality learning experiences, that are significant and connected.

Purpose

To provide staff and students with quality learning experiences, that are significant and connected.

Improvement Measures

- At least a 10% improvement each year, in achievement of expected writing cluster levels across K-2.
- At least a 10% improvement each year from 2015 data, in achievement of expected writing cluster levels across 3-6.
- At least a 5% increase each year, in the number of year 3 and 5 students at proficiency in writing.

People

Students:

Increase capability to understand, set, reflect on and adjust learning goals.

Build skills in the writing process- planning, composing, revising and publishing.

Staff:

Develop capacity in the use of continuums, new curriculums and quality pedagogical practices, focusing on the explicit teaching of writing.

Develop a shared understanding of quality teaching practice using the Professional Teaching Standards.

Enhance capacity to collaborate, give and receive feedback and set goals to improve practice.

Instructional Leaders:

Engage in professional learning and research to lead collaborative and reflective practice and support staff to develop deep literacy and numeracy knowledge.

Parents/Carers:

Will be provided with knowledge of specialist staff and literacy and numeracy programs that are being delivered across the school.

Processes

Teachers develop student capacity to reflect on their learning and set goals in writing.

An EAfS and Middle Years Instructional Leader lead professional learning and work directly with teachers to build deep knowledge of literacy and numeracy practices, differentiation and data analysis to plan, teach, analyse and reflect.

Staff engage in professional learning which is based on student data and PDP goals and that is linked to the Professional Teaching Standards.

Implement collaborative models for ongoing goal setting, observation and feedback to improve practice.

Evaluation Plan:

PDP evidence and professional learning records.

Self assessment against SEF.

TTFM surveys.

Staff feedback and evaluation of professional learning.

PLAN data

Teaching programs

Student surveys reflecting- Where are you going with your learning? How is it going? Where to next?

Products and Practices

Products:

A 10% improvement each year, from 2014 data, in achievement of expected writing cluster levels across K-2.

A 10% improvement each year from 2015 data, in achievement of expected writing cluster levels across 3-6.

A 5% increase each year, in the number of year 3 and 5 students at proficiency in writing as measured by NAPLAN.

100% of staff performance and development aligned with the PDF and linked to the Professional Teaching Standards, with a focus on growth.

Practices:

Teaching and learning in English K-6 will be driven by PLAN and assessment data and differentiated to meet the needs of students.

Staff and students reflect and report on the achievement of their learning goals and have a clear understanding of how to improve their learning.

A culture of professional growth exists, where teachers and leaders welcome, provide and receive feedback from peers, school leaders and students to improve teaching practice.

Strategic Direction 2: To develop positive and trusting relationships with the school community. The well-being and resilience of students and staff are developed in order for them to have the emotional capacity to learn.

Purpose	People	Processes	Products and Practices
<p>To develop positive and trusting relationships with the school community. The well-being and resilience of students and staff are developed in order for them to have the emotional capacity to learn.</p>	<p>Students: improve emotional resilience and proactive behaviours through skills taught in PBL and KidsMatter initiatives.</p> <p>Students: understand the core values of being a Safe, Respectful, Learner.</p>	<p>Implement the KidsMatter initiative, by employing Deputy Principal Wellbeing to drive the KidsMatter team and attendance and also to supervise and support the PBL team and Healthy Lifestyles team</p> <p>PL is provided to all staff in the three key areas, guided by teams</p>	<ul style="list-style-type: none"> ❖ Increase in students in Tier 1 wellbeing from Term 1 to Term 4 ❖ Increase in students in Tier 1 attendance from Term 1 to Term 4
<p>Improvement Measures</p>			
<ul style="list-style-type: none"> ❖ At least a 10% reduction per year for the following three years in overall levels of incidents based on 2014 data. ❖ Weekly analysis of Sentral Wellbeing Data with a report to staff. ❖ CPS is recognised as a KidsMatter school. 	<p>Staff: have a shared understanding of mental health and wellbeing through KidsMatter initiative.</p> <p>Staff: show a common understanding of appropriate student behaviours through explicit teaching, for consistency amongst teachers.</p> <p>Parents: establish a collaborative learning community with students, parents and teachers to support student wellbeing and welfare programs at the school.</p>	<p>Collaboratively work with the schools community including reference group, P&C, AECC and other local interagency groups.</p>	<ul style="list-style-type: none"> ❖ CPS is recognised as a KidsMatter and PBL school. ❖ Students plotted into Tiers according to the attendance and wellbeing procedures every 5 weeks ❖ Weekly analysis of Sentral Wellbeing Data with a report to staff. ❖ Analyse data to inform direction and plan learning for PBL ❖ KidsMatter action team professional learning and implementation

	<p>Community partners: continue to collaborate with internal and external agencies, eg reference group, Stewart House, Family Wellbeing.</p> <p>Deputy Principal: provide support and guidance for staff and students. Facilitate access to professional learning. Facilitate the implantation of the attendance and wellbeing tiered approach</p>		<ul style="list-style-type: none"> ❖ Increased collaboration within teams to build trusting relationships and consequently more effective decision making.
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Strategic Direction 3: To provide students, staff and community with a range of cultural and educational experiences

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To ensure all students, staff and the wider community engage with and value a variety of educational, social, recreational and cultural experiences.</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students: Students will be engaged in a specific cultural learning intention/s based on the CPS Cultural Scope and Sequence. Students will engage in a variety of planned events across the year that provide a broad depth of experiences.</p>	<p>How do we do it and how will we know?</p> <p>Staff and Students: All staff and students will be involved in 5 week learning blocks with a cultural focus. These experiences will follow a cultural scope and sequence to ensure students receive sequential cultural learning experiences throughout their time at CPS.</p>	<p>What is achieved and how do we know?</p> <p>Product: 100% of students will be involved in cultural learning experiences including language lessons Product: A minimum of 50% of families will attend school events on the CPS School Calendar. Product: Staff planning and programs will reflect increased Aboriginal content and</p>

Improvement Measures

*100% of K-6 students will be involved in cultural learning experiences facilitated or led by CPS Cultural Mentor and Shopfront Manager.

* At least 5 community members engage with cultural experiences and have some involvement with students.

Students will be taught Gamillaraay

Staff: Will have the opportunity to engage in cultural learning intention/s through working with the CPS Cultural Mentor. Staff will engage in activities planned by the events team Staff will be an active part of Gamillaraay lessons

Community/Parents: Will have the opportunity to be involved in numerous community events and cultural learning experiences.

Community partners: Will be sourced to assist with the organisation and delivery of whole school and community events.

Leaders: Will be responsible for facilitating all areas of engagement to ensure maximum results. The events team will be formed.

Created Positions: Will actively advertise and seek community involvement in whole school and community specific events

All staff and students will engage in Language lessons

Staff and Students: Using published school calendar events students will participate in cultural and educational learning experiences, provided by staff and community. Events team will be formed with fortnightly scheduled meetings held.

Parents/Community: Will participate in community cultural experiences

perspectives

Product: At least 5 community members engage with cultural experiences and have some involvement with students.

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

Practice: Implementation of the CPS cultural and Language scope and sequence into classroom programs and use of the CPS calendar for school events

Practice: Shopfront Manager facilitates at least one educational or cultural experience per term for students at the CPS Shopfront

Practice: There are regular opportunities for community members to increase their confidence in sharing their cultural knowledge through attending cultural experiences.

Practice: Staff will take every opportunity to build a strong sense of cultural identity for all students.