School Plan 2015 – 2017

Carinda Public School - 1507
## School background 2015 - 2017

### School vision statement

Carinda Public School will provide every child with a high quality education through caring and collaborative partnerships between staff, students, parents and the community. Students will participate in engaging and enjoyable learning experiences while endeavouring to achieve their personal best and become respectful and successful life-long learners. A strong partnership with the small schools in the Western Plains Network will be maintained to provide social, academic and professional learning opportunities for students, staff and parents.

### School context

Carinda Public School is in the Walgett Shire and belongs to the NSW Western Plains Network of Schools. It is located 70 km South West of Walgett and 260km North of Dubbo. The school is well resourced with excellent facilities for its students; these include stimulating classrooms, a well-resourced library, covered playground equipment as well as large playground areas. The school plays an important role in the community and is seen as a focal point for many community events. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Carinda Public School. We are fortunate to have a wonderful group of students who share an enthusiastic approach to learning, complemented by staff that is committed to providing quality education for all students. The majority of students live in the outlying districts surrounding Carinda, and travel to and from school by bus. Carinda Public School benefits from equity funding, which is used to support students in all key learning areas.

### School planning process

In 2014 the principal, staff and community members were engaged in the school planning process. Below is an outline of how the school planned for the 2015-2017 School Plan.

Western Plains Small schools Network Meetings, these meetings allowed Principals to identify the overall needs of the network. We also liaised with a Principal School Leadership (PSL) for support in SMP writing.

Surveys, Term 3 of 2014 the school sought the opinions of the school community through a consultation survey to gain feedback about the school and to plan future directions. Students, parents and teachers participated in a school survey.

Community consultation meetings were held with school staff and community members to discuss and refine the school directions. Two meetings were held in Term 4 2014 and one was held in Term 1 2015.

As a result of these processes, three strategic directions were identified to form the purpose and structure of the 2015-2017 Strategic Plan.
Purpose: To improve student learning through the delivery of a high quality teaching program while supporting student emotional, social, and physical well-being.

Purpose: To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices. Developing teacher skills and professional learning goals supports current research which indicates that teaching practice has the single greatest impact on student learning.

Purpose: To establish more effective partnerships with families and build community identity by recognising the role they play in children’s education.
### Strategic Direction 1: Student Learning

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

To improve student learning through the delivery of a high quality teaching program while supporting student emotional, social, and physical well-being.

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

**Students:**
Develop student knowledge and understanding of the learning continuums, assessments and setting goals for improvement through PLP meetings.

**Staff:**
Develop teaching capacity through professional learning to improve their knowledge, skills and understandings of assessment data and the literacy and numeracy continuums to guide programs for improved student outcomes.

**Parents:**
Parents, as educational partners in the learning process, will have the opportunity to develop their knowledge, skills and understandings of assessment data and continuums to deliver programs for improved student outcomes and demonstrate this through participation in parent information sessions and PLP meetings.

**Leaders:**
Develop capacity to analyse and communicate whole school data, focused on monitoring and processing whole school growth and performance.

#### Processes
How do we do it and how will we know?

1. **Creating Passionate Learners**
Programs in all Key Learning Areas will have Literacy and Numeracy skills embedded in content.

2. **Providing Quality Curriculum**
Develop staff capacity and understanding of DEC and BoSTES requirements.

3. **Quality Teaching & Assessment**
Teaching staff develop and implement a comprehensive assessment scope and sequence and undertake a planned program of professional learning of the literacy and numeracy continuums in order to track all students.

**Evaluation Plan:**
Evaluate staff and student satisfaction with teaching and learning units; and parent satisfaction with DET and BoSTES information sessions.

Regular meetings with students and parents to determine personal learning goals with formal and informal classroom observations and structured feedback sessions timetabled and evident.

Student progression monitored each term through regular scheduled school based assessment, PLP’s and the continuums.

Analyze NAPLAN data annually as well as student reward; suspension; behavioural and attendance data.

#### Products and Practices
What is achieved and how do we measure?

**Products:**
1. To increase the three year (2012-2014) average percentage of students reaching expected reading benchmarks from 80% to 85%.

2. K-2 students to improve two cluster markers, Year 3-6 primary students one cluster marker on the literacy and numeracy continuums by the end of each year.

3. To increase the three year (2012-2014) percentage of all students (Y3 and Y5) performing above National Minimum Standard in grammar and punctuation in NAPLAN from 54% to 70%

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

**Practices:**
Staff, student and parent sessions to build understanding of the continuums built into school 2015 calendar.

Staff review student assessment results as per timetable, and use continuums to plot student progress and adjust teaching programs to support improved student learning.

Each term discussions held with parents and students regarding student progression along the continuums.
### Strategic Direction 2: Professional Practice

**Purpose**
Why do we need this particular strategic direction and why is it important?
To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices. Developing teacher skills and professional learning goals supports current research which indicates that teaching practice has the single greatest impact on student learning.

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

**Staff:** Staff will undertake targeted professional learning, in order to improve their knowledge, skills and understandings, driven by needs of the students. Professional Learning goals will be negotiated and implemented with teaching staff.

**Parents:** Build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and well-being needs to achieve immediate goals and long term outcomes. Parents are aware that Teachers are engaged in Professional Learning within and beyond the school.

**Community partners:** Encourage staff to source external agencies to support the achievement of personal learning outcomes.

**Leaders:** Identify and implement professional learning opportunities with staff that are aligned with school priorities; individual learning plans; effective performance and development practices; and DEC accountabilities.

**Processes**
How do we do it and how will we know?

1. **Effective Pedagogical Practices**
   Professional learning for all staff to increase knowledge of the teaching standards, skills in SMART goal writing, deep knowledge of assessment practices and all syllabus documents and the skills identified in The Quality Teaching Framework.

2. **Alignment of Current Policies**
   Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BoSTES and DEC guidelines.

**Evaluation plan:**
Regular meetings with staff to determine professional learning needs with formal and informal classroom observations and structured feedback sessions timetabled and evident.

Tracking of staff attendance at professional learning events and evidence of professional learning embedded in classroom practice, with regular collegial professional sharing sessions timetabled and evident.

Regular reporting against milestones by the principal. Engage the Community of Schools evaluation team to review the quality and effectiveness of implementation using the Excellence Framework as a guide.

**Products and Practices**
What is achieved and how do we know?

Western Plains Small Schools Network will develop a sound understanding of new curriculum documents.

All teachers are aware of the goals within the school plan with a focus on collaborative planning and programming.

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

Proactive professional learning across the Western Plains Small Schools network supporting quality educational and organisational practices in alignment with DEC policy, Australian Professional Standards and NSW syllabus for Australian curriculum.

School Professional learning calendar implemented which is aligned to personal learning goals, school goals, system requirements, and professional career aspirations of staff.

Western Plains Small Schools Network collaboratively plan units of work incorporating shared assessment strategies.

### Improvement Measures

- All classroom staff are aware of the goals within the school plan
- Provision of quality professional learning aligned to school learning goals; system requirements and the professional career aspirations of staff.
Strategic Direction 3: School Community Engagement

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

To establish more effective partnerships with families by recognising the role they play in their children’s education, connecting learning at school and home and building a strong sense of community identity.

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

Students: Engage students in student welfare programs, to improve and embed emotional resilience, social intelligence, confidence and proactive leadership behaviours.

Staff: Engage staff in professional dialogue about how to build stronger community relations with parents and community to improve communication and consultation.

Parents: Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

Community partners: Strengthen learning alliances within and beyond our school to support school programs including: Indigenous; creative arts; enrichment; environmental; sporting; transition and other innovative initiatives.

Leaders: Current and aspirant school leaders will be given opportunities to manage and lead key projects at school and across the Western Plains Small Schools Network.

Processes
How do we do it and how will we know?

1. Student Engagement A planned series of opportunities for all students to actively engage and participate in a wide variety of internal and external extra-curricular activities which promote learning; engagement; and wellbeing.

2. Participation and Community Learning Plan for provide and actively promote, through individual invitation and advertisements in school newsletters the benefits of parent learning opportunities, P & C meetings, assemblies and fund raising events.

3. Western Plains Small Schools To create jointly planned professional learning activities for staff, students and parents across the network.

Evaluation:
Survey student participation and satisfaction in extra curricula activities and school engagement using the Tell Them From Me survey.

Monitor parent participation and attendance in school events, surveys and other school community event/fundraising activities throughout the year.

Annual school survey measurement of school culture; environment; and satisfaction levels.

Results of surveys and data used to inform future school planning.

Products and Practices
What is achieved and how will we know?

Products
A supportive school community evidenced by increased numbers of community members attending school community events, completing school surveys and participating in school decision making.

Increase % of parent participation in community engagement survey from 66% to 80% and parent teacher interviews.

Increase % of parents who strongly agree that the school has effective practice in building community identity, recognising the role of family and connecting learning at home and at school from 30% to 50%.

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

Combined Western Plains Small Schools Network professional learning and capacity building meetings occur once per term.

The school collects evidence after PLP meetings each term to evaluate whether partnerships are having their intended impact in improving student achievement and wellbeing.

Tell Them From Me (TTFM) Surveys completed by students, staff and parents each year according to TTFM timetable.

Formal communication occurs between the school and parents, at least twice a term, to provide information related to student learning.

Each year in Term 4 - Results of surveys and data used to inform future school planning in collaboration with school community members.

Improvement Measures
A supportive school community evidenced by increased numbers of community members attending school community events, completing school surveys and participating in school decision making.

Evidence of student involvement in leadership opportunities and active student voice throughout the school.

Positive student, staff and parent satisfaction levels with school learning, culture and environment is greater than 85%. 