

# School plan 2015-2017

## Cumnock Public School 1707



# School background 2015–2017

## School vision statement

At Cumnock Public School, the whole school staff and community are committed to providing quality inclusive education. Promoting equity and excellence for students from Kindergarten to Year 6, through the development of quality teaching and learning opportunities across academic, cultural, social and sporting areas.

Our aim is to develop:

1. Successful learners
2. Confident, innovative, curious and creative individuals
3. Active and informed citizens
4. Critical thinkers and problem solvers
5. Engaged learners

We strive to prepare all learners for their future so they can be respectful, responsible and innovative community members.

## School context

Cumnock Public School is located 60 km from the town of Orange in the township of Cumnock (Pop. 282) in the State's Central West. The school has four multi-stage classes – K/1, 1/2, 3./4 and 5/6. Students come to school from the township and from surrounding farms.

With the combined support of staff, parents and the wider community, our school strives to be a caring, co-operative, courteous place that provides for the academic, social, emotional and physical education of each child. The school provides stimulating activities to challenge students in these areas and produce school citizens of which we can be proud.

Cumnock Public School provides excellent opportunities for learning within a close and supportive environment. The school tailors activities to meet the individual needs of all students. Class programs cater for encouragement and extension of each child's potential, using all available resources.

## School planning process

In 2014, a comprehensive process was undertaken across the school collecting the opinions of parents, students and teachers about the schools directions, achievements and areas for improvements.

Cumnock Public School staff reviewed and discussed previous school plans and the new school plan documentation and processes in Term 4 2014. The Principal shared the new school planning concept with school staff and the wider community at P&C Meetings.

The strategic directions were announced at the 2014 Presentation night after consultation with staff, students, parents and the wider community.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

To engage students in meaningful literacy teaching and learning activities

### Purpose:

To increase the number of students in the top two NAPLAN Reading bands by 19%. (Bump It Up, CESE)

To implement quality literacy teaching and learning programs with the implementation of explicit teaching, timely feedback and learning intentions to drive student learning goals.

## STRATEGIC DIRECTION 2

To engage students in meaningful numeracy teaching and learning activities

### Purpose:

To increase the number of students in the top two NAPLAN bands by 19%. (Bump It Up, CESE)

To implement quality literacy teaching and learning programs with the implementation of explicit teaching, timely feedback and learning intentions to drive student learning goals.

## STRATEGIC DIRECTION 3

To foster strong community links and partnerships

### Purpose:

To build stronger relationships enhancing community engagement and participation in a collaborative manner.

To create effective partnerships which contribute positively to the school community promoting student learning.

# Strategic Direction 1: To engage students in meaningful literacy teaching and learning activities

## Purpose

To increase the number of students in the top two NAPLAN Reading bands by 19%. (Bump It Up, CESE)

To implement quality literacy teaching and learning programs with the implementation of explicit teaching, timely feedback and learning intentions to drive student learning goals.

## Improvement Measures

50% of students achieving a greater than or equal to state mean for English expected growth (NAPLAN) with an increase the proportion of students in the top 2 NAPLAN bands by 19% (2019).

Deep professional knowledge and understanding of the English curriculum and implementation of evidence based programs.

## People

### Students

\*Will understand where they are working on the continuum, will articulate what they need to do to move to the next level and will experience explicit teaching sessions.

\*Students will be able to articulate the goals of the lesson and what successful completion of the lesson will entail. They will be responsible for their own learning.

### Staff

\*Will engage all students and provide targeted teaching and learning for all students.

\*Will explicitly state the learning intentions for the session and will articulate what the successful completion of the activity will look like

\*Will articulate where their students are on the continuum and will provide evidence for successful completion of a cluster

\*Undertake professional learning on teaching reading strategies, setting up reading groups and will develop high quality programs

\*Will develop a classroom culture of high expectations

### Parents/Carers

\*Will work with the staff and students to develop a culture of high expectations, a love of reading and value their child's learning.

## Processes

Implementation of "What Works Best" – timely feedback, explicit instruction and learning intentions into literacy sessions.

Regular data analysis to identify cohort trends and needs of individual students.

Implementation of evidence based professional learning.

## Evaluation Plan

\*All staff have participated in professional learning focusing on improving student engagement and quality teaching.

\*audit of classroom programs to ensure all essential elements are included.

\*Consistent teacher judgement with PLAN

## Practices and Products

### Practices

All students to be assessed against the literacy continuum for reading practices –staff to provide evidence for each student's level.

Increased percentage of teacher professional learning transferring into authentic classroom practice with evidence of reflection using Australian Teaching Standards.

Ongoing discussion of students growth, explicit teaching practices, formative assessment and data analysis for each year group

Student data tracked regularly on PLAN / SENTRAL – reports sent home to parents re what they can do to support their children.

### Products

Increase the number of students achieving at / above reading clusters expected for their year group.

All staff are trained in whole school reading programs e.g. Super 6 Comprehension Strategies

Parents and community members are actively involved in reading with their children

# Strategic Direction 1: To engage students in meaningful literacy teaching and learning activities

## Improvement Measures

### People

\*Will actively engage in parent / teacher interviews and parent information sessions.

#### Community Partners

\*Develop ongoing, supportive and collaborative partnerships with community members

\*Invite community members to share their love of reading with students

#### Leaders

\*Develop a school culture of high expectations and excellence

\*Develop systems to support staff planning, provide feedback, provide evidence of movement and student growth

### Processes

### Practices and Products

# Strategic Direction 2: To engage students in meaningful numeracy teaching and learning activities

## Purpose

To increase the number of students in the top two NAPLAN bands by 19%. (Bump It Up, CESE)

To implement quality literacy teaching and learning programs with the implementation of explicit teaching, timely feedback and learning intentions to drive student learning goals.

## Improvement Measures

50% of students achieving a greater than or equal to state mean for Mathematics expected growth (NAPLAN) and to increase the number of students in the top two NAPLAN bands by 19%.

Deep professional knowledge and understanding of the Mathematics curriculum and implementation of evidence based programs.

## People

### Students

\*Will understand where they are working on the continuum, will articulate what they need to do to move to the next level and will experience explicit teaching sessions.

\*Students will be able to articulate the goals of the lesson and what successful completion of the lesson will entail. They will be responsible for their own learning.

### Staff

\*Will engage all students and provide targeted teaching and learning for all students.

\*Will explicitly state the learning intentions for the session and will articulate what the successful completion of the activity will look like

\*Will articulate where their students are on the continuum and will provide evidence for successful completion of a cluster

\*Undertake professional learning on teaching mathematics and will develop high quality programs

\*Will develop a classroom culture of high expectations

### Parents/Carers

\*Will work with the staff and students to develop a culture of high expectations, a love of maths and value their child's learning.

\*Will actively engage in parent / teacher interviews and parent information sessions.

## Processes

Implementation of "What Works Best" – timely feedback, explicit instruction and learning intentions into numeracy sessions.

Regular data analysis to identify cohort trends and needs of individual students.

Implementation of evidence based professional learning.

## Evaluation Plan

\*Staff, student and parent surveys re Bump It Up.

\*Ongoing data analysis of student growth

\*development of whole school maths (scope and sequence) evidence of this being followed in teaching programs.

## Practices and Products

### Practices

All students to be assessed against the numeracy continuum for numeracy practices – staff to provide evidence for each student's level.

Ongoing discussion of students growth, explicit teaching practices, formative assessment and data analysis for each year group

Student data tracked regularly on PLAN / SENTRAL – reports sent home to parents re what they can do to support their children.

### Products

Increase the growth of students as they move along the numeracy continuum

Development of whole school maths groups based on cluster data.

# Strategic Direction 2: To engage students in meaningful numeracy teaching and learning activities

## Improvement Measures

### People

#### Community Partners

\*Develop ongoing, supportive and collaborative partnerships with community members

\*Invite community members to share practical examples of how maths helps them in their lives e.g. jobs, farm

#### Leaders

\*Develop a school culture of high expectations and excellence

\*Develop systems to support staff planning, provide feedback, provide evidence of movement and student growth

### Processes

### Practices and Products

# Strategic Direction 3: To foster strong community links and partnerships

## Purpose

To build stronger relationships enhancing community engagement and participation in a collaborative manner.

To create effective partnerships which contribute positively to the school community promoting student learning.

## Improvement Measures

Greater levels of parent and community engagement as witnessed through an increase in parent attendance at school events and P&C Meetings

More effective communication with all families demonstrated by at least 90% of families engaging with the school through some form of electronic medium.

## People

### Students

Engage with community volunteers and express their gratitude and support

### Staff

Develop effective processes for inviting community volunteers and parents to the school.

### Staff

Establish a collaborative learning community by providing opportunities for parents and teachers to work together to enhance and build meaningful relationships across the whole school.

### Parents/Carers

Engage with the school through as many mediums as possible. Be encouraged to attend and engage in workshops offered by the school.

### Community Partners

Ongoing communication with parents and the wider community to create powerful partnerships to meet common goals

### Leaders

Continue to initiate specific and whole school programs to meet the needs of our school community.

## Processes

Engage in Professional learning opportunities to support Transition to School and High School programs to enhance successful and effective transitions for all students in the Early Years and High School communities

Continue to strengthen community engagement to support educational, sporting, cultural and social partnerships initiatives at school

## Evaluation Plan

\*Surveys – staff and community

\*community consultation and feedback

## Practices and Products

### Practices

Community members that feel welcomed and valued within the classroom and discuss the positive school culture.

Community members are visible in classrooms and playgrounds and promote a shared school vision in a wide variety of forums.

Successful events / community relationships promoted through school newsletter, Skoolbag App and the school website.

### Products

Increased number of community members playing an active role in collaborative decision making opportunities.

Staff support community members to feel informed, supported and valued in relation to key school programs.

An increased number of community members actively involved in the key areas of school life e.g. P&C Meetings

Community members participating in regular workshops on key school initiatives.