

Captains Flat Public School

School plan 2015 – 2017



Captains Flat Public School 1502

School background 2015 - 2017

SCHOOL VISION STATEMENT

We aim to provide our students with supportive and quality learning environments. Our goal is to give each student the broad ranging opportunity to strive to their individual potential.

We endeavour to provide social skills to build students social and emotional wellbeing.

We identify ourselves as a vibrant, dedicated and innovative community that is committed to delivering excellence. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.



SCHOOL CONTEXT

Captains Flat Public School is in the Southern Tablelands, 50 kilometres from Queanbeyan. In 2014 the school had 27 families with a total of 41 students. 15% of students are identified as Aboriginal descent. The school structure consists of 2 multi-grade classes, with two full time teachers and one part time teacher. The school has a part time school administrative manager.

Our school values and culture of Safe, Respect, Responsibility and Fun underpin our daily work in ensuring an ideal learning environment for all students. It is a small school providing quality programs with high expectations where students are taught by enthusiastic, committed and experienced staff.

The P&C is developing itself and slowly building its capabilities with the community by its dedicated core base. The school is the hub of the community. Buildings are used for a variety of uses by the community. Playgroup, fitness groups and speech groups use our facilities. The school is also the evacuation point for the town.

Staff are well prepared for the implementation of the National Curriculum in many subject areas. Scope and sequences for science and history have been developed to be used in multi-staged classrooms to cater for our students.

SCHOOL PLANNING PROCESS

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents.

Staff devised a succinct framework to ensure a comprehensive plan was developed with input from all parties. As a staff our goal each day is to provide the highest quality education for the students in our care at Captains Flat Public School.

As a result our strategic directions identified as our basis for a shared commitment to future developments across the school are:

1. STUDENT LEARNING

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners. Underpinned by the goals of the Melbourne Declaration.

2. STAFF AND LEADER LEARNING

Lead whole school practises enabling all students to be highly engaged in schooling, emotionally aware and technologically competent.

3. SCHOOL LEARNING

Enhancing Community Engagement and Participation - Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Quality Teaching & Learning

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

Purpose

- To support all students to become competent and creative learners.
- This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

STRATEGIC DIRECTION 2

Engagement and Leadership

Lead whole school practises enabling all students to be highly engaged in schooling and be emotionally aware.

Purpose

- Build leadership skills to improve student engagement in a positive school environment.
- To improve students social and emotional wellbeing.
- To establish more effective partnerships with families.

STRATEGIC DIRECTION 3

School Culture

Enhancing Community Engagement and Participation - Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Purpose

- To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Strategic direction 1: Curriculum

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

PURPOSE

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

To have excellent teachers in every classroom delivering quality teaching and learning programs to equip students with the necessary skills to be successful 21st century learners.

Improvement Measures

- ❖ School-based assessment data indicates that 65% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline?)
- ❖ Greater parent participation and collaboration in their child's education. (Parent-Teacher Nights – 56% parent participation – baseline 2015)
- ❖ Staff survey indicates 100% of teaching staff have understanding and confidence to implement, assess and report on the NSW syllabus for the Australian curriculum in English and Mathematics.

PEOPLE

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

Students: Students will be engaged with teaching and learning programs that are meaningful and successful.

Staff: Staff will be engaged with professional learning that is purposeful and directly linked to a strategic literacy and numeracy plan.

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

Collegial network: Continued development of a community of schools approach to enhance professional knowledge to support the implementation and evaluation of pedagogical practices.

Leaders: Leading improvement, innovation and change

PROCESSES

How do we do it and how will we know?

Whole school approach Using Planning Literacy and Numeracy (PLAN). Develop assessment planning, programming and teaching models for students K-6 in order to implement individual learning plans.

Differentiation: To build capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using the Quality Teaching elements. This will be enhanced through school network alliances.

National Curriculum Implementation: Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BOSTES and DEC guidelines.

Professional Learning: Further develop staff understanding in quality pedagogy in reading, spelling, vocabulary, writing and grammar strategies to support students individual needs.

Evaluation Plan: Students progression monitored every 5 weeks, NAPLAN analysis and regular meetings with teachers to discuss professional learning. Feedback from the community.

PRODUCT AND PRACTICES

What is achieved and how do we measure?

Product

Achievement in literacy and numeracy goals identified in learning plans will be met and growth tracked using PLAN.

Improve student's engagement in literacy and numeracy across all Key Learning Areas.

Personalised Learning Plans developed in consultation with staff, students and parents for all students.

A coordinated plan of support for the introduction and implementation of the National Curriculum Syllabuses of English, Maths, Science and History.

Practices

Regular and ongoing monitoring and tracking of student data through school based assessment and NAPLAN.

Confident parents access information from the school and take every opportunity to participate and collaborate in their child's education.

All staff have developed and gained access to a differentiated professional learning plan targeted at improving individual pedagogy at improving individual pedagogy based around programs including MultLit, L3 and Making Connections?

Strategic direction 2: Engagement and Leadership

Lead whole school practices enabling all students to be highly engaged in schooling, emotionally aware and technologically competent.

PURPOSE

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

Further develop leadership skills and practices to enable all students to be highly engaged in schooling, emotionally aware and technologically competent.

Improvement Measures

- ❖ Staff survey indicates that 100% of staff have successfully implemented the Live, Life Well program with whole school approach, accessing 30% of funding from RAM equity location
- ❖ Staff survey indicates 100% of staff have the understanding and confidence to implement and measure the effectiveness of 21st century learning.
- ❖ 70% of Aboriginal students are actively using MGoals tools and there is evidence that teachers and parents are involved in feedback practices.

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.

Staff: Will provide quality teaching and learning activities through the delivery of rich curriculum that meets the needs of every student.

Parents: Will be supportive and value the importance of encouraging students to be life long learners.

Community partners: Will engage with the school and support its learning objectives.

Collegial Network: Continued development of a community of schools approach to enhance opportunities (Small Schools and Queanbeyan) to support student's engagement.

Leadership: Leading improvement, innovation and change. Provide leadership opportunities at all levels.

PROCESSES

How do we do it and how will we know?

Whole school; We will ensure our students engage with the local community of Captains Flat and surrounding districts by offering broad ranging opportunities to represent the school through sports, creative arts and Collegial Network initiatives.

Professional learning; Lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation in current changes

Community development; Offer workshops and external opportunities to support parents in helping their child to reach their personal best.

Promote open door policy for community participation in supporting student outcomes.

Differentiation; Opportunities are offered to engage with peers and like-minded students to develop social, cultural and academic experiences.

Evaluation Plan

Regular reporting against milestones, feedback from staff, Survey Monkey used for data collection from all stake holders.

PRODUCT AND PRACTICES

What is achieved and how do we measure?

Products:

Students confidently use 21st century technology to take an active role in their learning.

Students are equipped with strategies to improve resilience and develop strong leadership skills.

Staff undertake professional development in Live, Life Well and develop PLP's for all Aboriginal students using MGoals in consultation with community members.

A clearly defined scope and sequence for digital literacy and capabilities.

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

Practices

Teachers will develop engaging teaching and learning programs to meet the needs of every student.

School plans and timetables show evidence of increased curriculum opportunities available for students.

Personalised learning for all students developed in consultation with staff, students and parents.

Staff implements Live, Life Well program with whole school approach.

Students actively engage in developing their leadership skills at a personal, peer and public level within a variety of contexts.

Strategic direction 3: School Culture

Enhancing Community Engagement and Participation- Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

PURPOSE

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

Developing community trust and strategic support to ensure our students become successful learners, confident individuals, active and informed citizens and future leaders.

Improvement Measures

- ❖ Data indicates a 60% increase of students who are designing facilitating or leading school programs within and beyond the school
- ❖ 70% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school
- ❖ 80% of Low Socio-economic RAM Equity funding has been expended on school initiatives and support staff and resources to facilitate this strategic direction.

PEOPLE

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

Students: Understand, demonstrate and engage in the school values education program. Student's voice will influence decision making. Acknowledge the Aboriginal culture and its relationship to our school. Participate in community events.

Staff: Actively engage with PBL systems to ensure successful learning. Staff will employ positive psychology practices in classrooms and promote optimism and resilience. Promote and showcase student performance and achievement for the benefit of stakeholders.

Parents: Continued implementation of PBL systems to support the continuation of our PBL values system. Support a Ningimurra PLC group through quality performances and student showcases.

Collegial Network: Staff engage in peer observation, understand how to reflect on practice and build into their personalised learning plans.

Leaders: Leading improvement, innovation and change.

PROCESSES

How do we do it and how will we know?

Continually engaging with PBL systems and successfully launch PBL.

Investigate and promote the link between positive psychology and student's success including TPL for teachers.

Continue to communicate effectively and regularly with parents and community stakeholders as well as actively promote school achievements.

To participate and promote community events, conducting an inclusive school community showcase.

Student representative council and student body are active voices and offer advice about the school direction and priorities.

Staff use embedded QTP processes to reflect on practice and share outcomes with colleagues and inform ILPs.

PRODUCT AND PRACTICES

What is achieved and how do we measure?

Products:

Active and successful student participation in DAF performances (even years) and choral festival (odd years)

PBL coaches conduct PBL evaluations that demonstrate students clearly understand and can articulate values and expectations.

School life surveys indicate connections to community.

Data indicates that Aboriginal students are showing improved attendance.

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

Practices:

Legacy of community support for our school and improves student wellbeing.

Welfare and PBL teams promote resilient, high-performing and personal best for students.

Students and staff develop activities and participate in recognised community days and activities.

SRC communicates regularly to the school community and influences decision making in the school.

To establish a Family-school reference group (including students, staff and parents) to develop key educational priorities for improving community relationships and a positive learning culture at the school.