

School plan 2015 – 2017

Capertee Public School 1501



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School vision statement

Capertee Public School is dedicated to providing a rich, engaging 21st century learning environment that supports its students to be mature, independent and inquisitive learners. We strive for our students to reach high standards of independence, social maturity and positive peer relations. We are committed to providing our students with access to a broad range of quality experiences and as such maintain close sporting, social and cultural links with other local schools. We believe that positive community involvement in our school is an essential part of success and strongly encourage close links with our immediate and wider community.

School context

Capertee Public School is a small school situated in Capertee NSW. It features a blend of well-resourced historic and modern classrooms. The school averages enrolment numbers of around 8-14 students, with students living in the town of Capertee and surrounding areas. Our students are mature, independent learners who strive to maintain a school culture of being caring and friendly. Personalised learning and individualised programs cater for the learning needs of each student. Our staff are highly experienced and regularly engage in professional learning that supports the directions and programs of the school. Capertee Public School has a close partnership with its community, and is supported by an active and dedicated P&C group.

Our School is part of the Western Gateway Educational Community of schools (WGEC).

School planning process

The consultation process that Capertee Public School undertook when preparing for and writing the new plan began with community planning in mid-2014. The process was initiated with the review of current trends and practises, opportunities, successes and challenges. Review of the collated data from past student results, engagement and successful programs provided a collective view of Capertee PS's priorities for the 2015-2017 plan. The ongoing process included several meetings with the community, staff and P&C to review what the collated data revealed and how best to implement the findings into the new plan successfully. The outcomes were separated in 3 strategic domains and were identified as our main focus and shared commitment for 2015-2017 at Capertee Public School.



STRATEGIC DIRECTION 1

Quality Teaching and Learning Environment

Strategic Direction 1: For students to thrive in a dynamic, engaging, purposeful and accountable 21st Century school.

Purpose: To enhance student learning and achievement by providing rich, challenging and personalised learning tasks in all key learning areas.

STRATEGIC DIRECTION 2

Future Focused School and Community Partnership

Strategic Direction 2: To develop a collaborative, strategic and future focussed School and Community partnership.

Purpose: To enhance the school and community partnership in supporting students learning. To partner with the wider community in supporting the longevity of Capertee Public School.

STRATEGIC DIRECTION 3

Excellence in Professional Practice

Strategic Direction 3: To maintain and enhance high standards of Professional Excellence in teaching, learning and leadership in our school and also as part of a wider school network.

Purpose: To provide staff with access to individualised, team and shared high quality professional learning as part of a wider educational group.

Strategic Direction 1: Quality Teaching and Learning Environment

Purpose

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

To enhance student learning and achievement by providing rich, challenging and personalised learning tasks in all key learning areas.

Improvement Measures

- ❖ Increase of students achieving and or exceeding grade appropriate levels as indicated by literacy and numeracy continuums.
- ❖ All students have regularly updated Individual Learning Plans (ILP) and Personalised Learning Plans (PLP).
- ❖ All students achieving at or beyond expected reading benchmark levels.
 - Kindergarten Level 9 or beyond.
 - Year 1 Reading Recovery Level 18 or beyond.
 - Year 2 Reading Recovery Level 22 or beyond.

People

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

Students: All students engage in quality, personalised 21st Century learning.

Staff: To engage all staff in professional learning to apply evidence based pedagogy that will support excellence in practice.

Parents/Carers: To continue to build a collaborative learning partnership by providing regular opportunities for parents to work together with staff to improve the quality of educational programs within the school.

Community Partners: Collaborative planning and consulting with professional learning communities to build capacity across the WGEC group of schools.

Processes

How do we do it and how will we know?

- Develop and implement rigorous K-6 assessment schedule throughout the year, and entered on PLAN.
- Target teacher professional learning as identified through school directions, professional learning plans and the Performance and Development Framework.
- Personalised learning is embedded through the development and regular review of PLSP's.
- Streamline scope and sequence and programming across KLA's K-6 in order to provide consistency and quality.
- Collaborate with community of schools (WGEC) to build capacity and to share resources and expertise.

Evaluation Plan

- Regular and consistent reporting against the literacy and numeracy continuums.
- Ongoing classroom anecdotal records.
- PLAN and formative assessment data used to evaluate and inform teaching and learning practices.
- Staff conferencing on a regular basis to evaluate progress.
- Regular review of learning plans.
- Feedback from parents and community.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Increase of student's achieving and or exceeding grade appropriate levels as indicated by literacy and numeracy continuums.

Product:

- ❖ All students have regularly updated Individual Learning Plans (ILP) and Personalised Learning Support Plans (PLSP).

Product:

- ❖ All students achieving at or beyond expected reading benchmark levels.
 - Kindergarten Level 9 or beyond.
 - Year 1 Reading Recovery Level 18 or beyond.
 - Year 2 Reading Recovery Level 22 or beyond.

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

Practice:

- ❖ Best Start and Quality Assessment data regularly collected, collated and entered into plan.
- ❖ Students participate in explicit daily reading and writing sessions that target their needs as identified by the literacy continuum.
- ❖ High Level understanding of New Syllabus documents demonstrated across all teaching areas.
- ❖ Students participate in explicit daily numeracy sessions that target their needs as identified by the numeracy continuum.
- ❖ Staff collaboratively develop and regularly update learning plans for all students.

Strategic Direction 2: Future Focused School and Community Partnership

Purpose

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

To enhance the school and community partnership in supporting students learning. To partner with the wider community in supporting the longevity of Capertee Public School.

Improvement Measures

- ❖ Personalised Learning Plans developed in consultation and partnership with parents and students.
- ❖ Increased enrolments K-6
- ❖ High levels of parent and community involvement at all school events. Giving back to community
- ❖ Positive school image portrayed throughout the community.
- ❖ A purposeful and authentic partnership exists between the school and the local Aboriginal community or organisations.
- ❖ Capertee PS forms a key part of WGEC community through student and staff learning, events and student social interactions.

People

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

Students: Students participate in Personalised Learning Plan writing and updating. Students play a key role in parent teacher interviews and reporting. Students will have multiple opportunities to demonstrate skills and understanding and be involved in a range of community based projects.

Staff: Liaise with parents, community and community groups. Engage in professional learning opportunities with local learning communities. Staff attend AECG meetings and WGEC meetings.

Parents/Carers: Have greater involvement in goal setting and understanding of their children's education. Work in partnership with school staff for the benefit of the school and its students. Communication structures support parent/school collaboration and provide opportunities for parent/carers to be consulted.

Community Partners: Work in partnership with school staff. Community partnerships utilised to recognise and celebrate academic achievements. Community groups' knowledge and experiences combined into school projects as well as used to strengthen community bonds.

Leaders: Lead staff, parents and community in Future Focussed Schools Group.

Processes

How do we do it and how will we know?

-Future Focussed Schools Group formed with representatives from school P&C and Progress Group.
 -Yearly events plan developed in conjunction with P&C.
 -Personalised Learning Plans developed in conjunction with students, staff and parents.
 -Scheduled enriched learning and social interactions for students between local like schools.
 -Increased school involvement in local AECG group.
 -Aboriginal programs and perspectives are a regular feature of school programs.

Evaluation Plan

-Future Focussed Schools Group plan includes goals and measures of success.

-Feedback and evaluation planned for in Student Learning Plans and reporting.

-Parent and community surveys developed in conjunction with P&C

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Partnership in education developed with Personalised Learning Plans developed in consultation and partnership with parents and students.

Product:

- ❖ Increased enrolments K-6

Product:

- ❖ High levels of parent and community involvement at all school events.

Product:

- ❖ Dynamic, purposeful partnership exists between Capertee and other small schools.

Product:

- ❖ Positive school image portrayed throughout the community.

Product:

- ❖ A purposeful and authentic partnership exists between the school and the local Aboriginal community or organisations.

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

Practice:

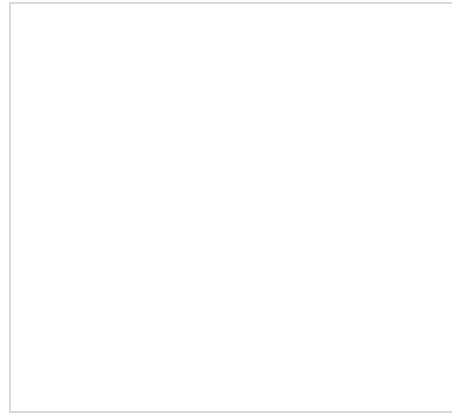
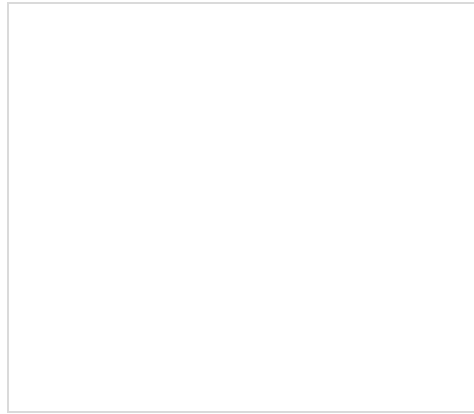
- ❖ Personalised Learning Plans developed in partnership between parents, students and staff. Students involved in parent interviews.

Practice:

- ❖ Future Focussed School Group formed between staff, parents and community members to implement strategies for school and community image and longevity.

Practice:

- ❖ School and P&C work in partnership to plan for and coordinate school and community events.



Practice:

- ❖ Regular communication, contact and programs exist for Aboriginal education within the school.

Strategic Direction 3: Excellence in Professional Practice

Purpose

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

Strategic Direction 3: To maintain and enhance high standards of Professional Excellence in teaching, learning and leadership in our school and also as part of a wider school network.

Purpose: To provide staff with access to individualised, team and shared high quality professional learning as part of a wider educational group.

Improvement Measures

- ❖ Staff develop quality professional learning plans and are able to access quality professional learning.
- ❖ Learning programs are high quality and a reflection of quality professional learning.
- ❖ Teachers work in collaboration with other staff in the WGEC and wider network.
- ❖ School leaders demonstrate excellence in leadership in the WGEC group and wider network.

People

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

Students: Students have access to high quality learning provided by highly experienced teachers.

Staff: Identify areas of professional need and participate in quality professional learning.

Parents/Carers: Are given an opportunity communicate their goals for their children for the year. Staff professional training and learning is communicated to parents

Community Partners: WGEC schools work together under a united vision of excellence through collaboration and collegial support.

Leaders: WGEC and school leaders plan together and provide staff access to high quality professional learning. WGEC Leaders work collaboratively to build a quality collaborative partnership between schools.

Processes

How do we do it and how will we know?

- Ongoing review of current PDP's to update and reflect on current practice and how improvements can be made.
- Staff provided with high quality PL opportunities in line with PDPs and school targets.
- WGEC leaders plan together with a united vision to develop a purposeful, high level partnership of schools, through Growth Coaching, HBDI instructional rounds.
- Implement current DEC documentation to promote deep knowledge and understanding of current practises. For example the National School Improvement Tool, Melbourne Declaration on Educational Goals for Young Australians, National Professional Standards, the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools and Great Teaching Inspired Learning.

Evaluation Plan

- Evaluations of school and WGEC professional learning by participants.
- Evaluation of teacher professional learning plans.
- Staff surveys across WGEC group.

Products and Practices

What is achieved and how do we measure?

Product:

- ❖ Staff develop quality professional learning plans and are able to access quality professional learning.

Product:

- ❖ School learning programs reflect excellence in practice.

Product:

- ❖ Learning programs are high quality and a reflection of quality professional learning.

Product:

- ❖ Teachers work in collaboration with other staff in the WGEC and wider network.

Product:

- ❖ School leaders demonstrate excellence in leadership in the WGEC group and wider network.

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

Practice:

- Staff develop high quality professional learning plans.

Practice:

- Staff access quality professional learning

Practice:

- School develops whole school identified professional learning plan.

Practice:

- Increased collaboration between WGEC schools for mutual professional growth.

