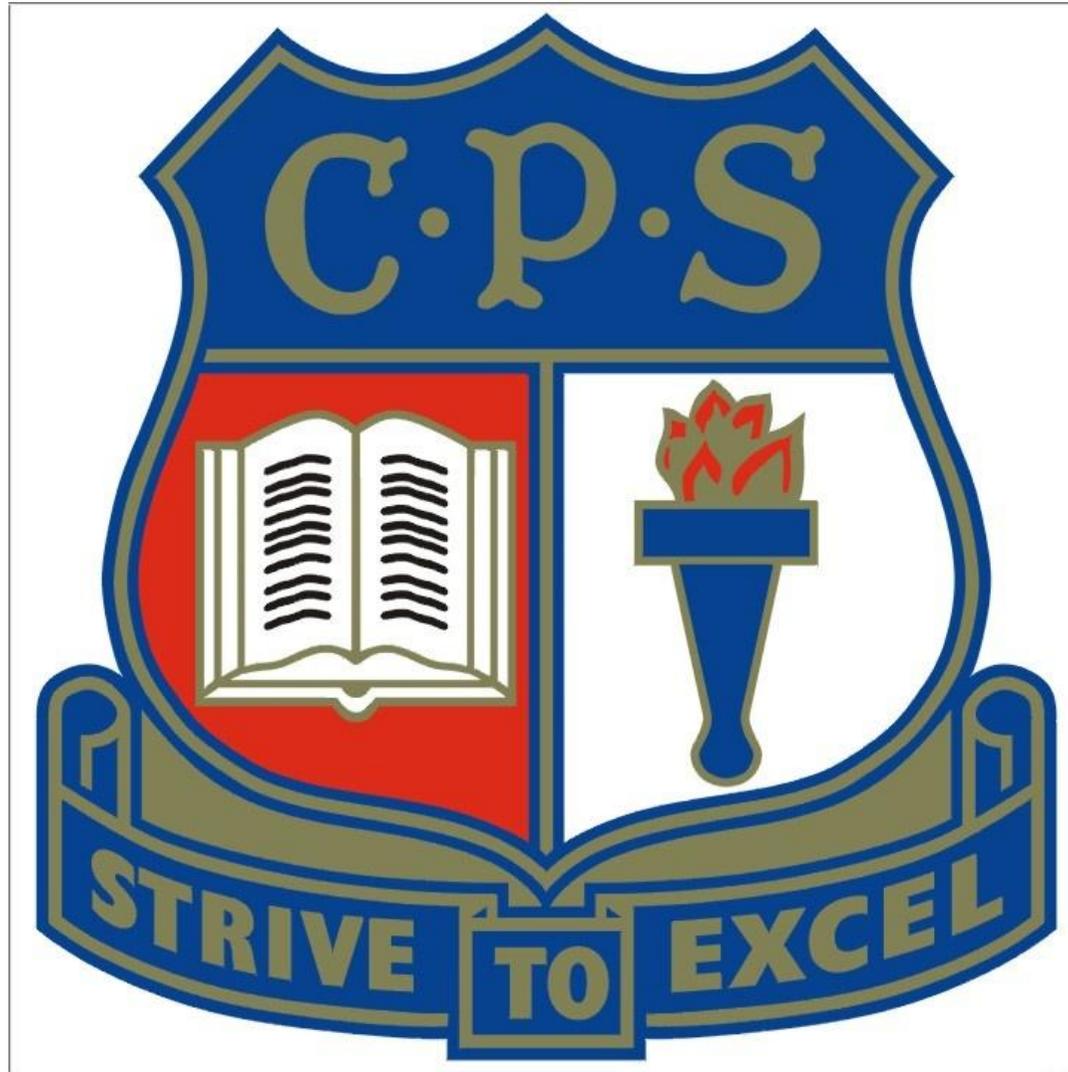


School plan 2018-2020

Casino Public School 1526



School background 2018–2020

School vision statement

Fostering a diverse and inclusive culture, building capacity through high expectations and authentic connections with community and country – where self-directed, lifelong learning; enriched curriculum and the wellbeing of all is valued.

School context

Casino Public School is a Preschool to Year 6 primary school and is situated in the rural township of Casino. The students are from diverse backgrounds with a wide range of abilities and achievements represented in each year group. Aboriginal students represent 24% of enrolments. The Special Education Support Unit is made up of a moderate intellectual disability (IM) class and three autism and/or moderate intellectual support classes. The school is organised into five teams, four stage teams and the Support Unit team. Each team is led by an Assistant Principal with the support of a Deputy Principal, an Instructional Leader and the Principal.

The school is a member of the Hub of Summerland Learning Community of Schools which also includes Casino West Public School and Casino High School. As a community of schools we have embraced the Stronger Smarter Institute's philosophy and way of thinking in developing relationships and connections within and across our schools and community, such as the Casino Aboriginal Education Consultative Group. We aim to grow the relationships and connections being developed in the Casino community that are supporting high expectations for our students.

Our school culture is one of high expectations for achievement, a shared sense of responsibility for student engagement, learning development and success. Positive respectful relationships underpin productive learning environments that support students in setting their learning goals and using success criteria to assess their own learning. Expectations are formed around the syllabus outcomes, the learning capabilities of the individual child and the school's values.

Evidence based reflective learning conversations are eliciting continuity of learning by enabling students in creative thinking and problem solving. We are growing the collective capacity of parents and staff to work together in the pursuit of providing high quality educational opportunities for each and every student.

School planning process

Our school gathered the individual and collective views of parents and staff during specially convened meetings, staff meetings and school development days in the process of working towards writing a school vision statement. The views and thoughts people contributed during those meetings describing their hopes, dreams and aspirations for learning at CPS into the future have been incorporated into the school vision statement, strategic directions and improvement measures. We sought feedback from the school community (parents, staff, and wider community members) in order to form a vision statement that truly reflects the school community's ideas.

Data from the 'Tell them from me' student survey as well as student contributions through the Student Representative Council and Class Representatives meetings were incorporated into the development of the school's vision statement and aspects of the School Plan.

Final drafts of the School Plan were presented to the school's Parents and Citizens Association, staff and the local Casino AECG for comment. The feedback received will be incorporated into the final document.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Raise expectations and enhance the quality of learning and wellbeing for every student through an enabling environment.

Purpose:

Teachers evaluate and adopt learning practices to enable students to access their learning. There is a strong focus on understanding and using various forms of evidence based teaching and learning strategies to select the most effective strategies to engage every student in meaningful and challenging learning. Wellbeing processes and practices are implemented, evaluated and refined so that all students thrive as learners and responsible productive citizens.

STRATEGIC DIRECTION 2

Build staff capacity – intentionally striving for effective, quality teaching and leadership.

Purpose:

Develop enabling and quality teaching practice through the teaching and learning cycle to drive significant gains in student learning outcomes. Through the principle of distributed leadership there is a cultural expectation that staff share evidence based best practice on an ongoing basis. With a focus on skills and learning capabilities, students thrive in a rapidly changing and interconnected world – students are connected and engaged through a sense of curiosity where creative and critical thinking is valued and acknowledged.

STRATEGIC DIRECTION 3

Build a school culture of reflection and responsiveness that promotes productive, professional and cohesive relationships.

Purpose:

Develop a culture of inclusion through which we are applying a common language to talk about learning, reflection and future focused learning. Enabling cohesive partnerships resulting in sustained, measurable whole school improvement.

Strategic Direction 1: Raise expectations and enhance the quality of learning and wellbeing for every student through an enabling environment.

Purpose

Teachers evaluate and adopt learning practices to enable students to access their learning. There is a strong focus on understanding and using various forms of evidence based teaching and learning strategies to select the most effective strategies to engage every student in meaningful and challenging learning. Wellbeing processes and practices are implemented, evaluated and refined so that all students thrive as learners and responsible productive citizens.

Improvement Measures

- Increase the proportion of students achieving proficiency in line with the Premier's Priorities.
- improved levels of student wellbeing and engagement, as measured by a variety of school data

People

Students

Articulate how they learn and why they learn. Develop their critical and creative thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Parents/Carers

Talk to their children about the intention and success criteria of their learning goals, model this for them by making real life connections and providing examples.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Staff

Support students in becoming self regulated learners by articulating the learning intention and success criteria through shared planning for quality teaching.

Processes

Curriculum and Learning

Deliver quality student centred, self regulated learning experiences that enable students to understand the learning intention and success criteria in order to set and achieve their learning goals.

Personalised Learning

Ensure learning is data driven, based on ongoing authentic assessment practices and syllabus expectations. Co-plan teaching and learning opportunities to provide quality differentiation of the curriculum.

Student Wellbeing

Implement a whole school integrated approach to student wellbeing to provide an enabling school environment in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

All evidence will be analysed collaboratively:

- student Tell Them From Me surveys
- action research
- Wellbeing Self- Assessment Tool
- personalised learning data
- ongoing review of NAPLAN and PLAN 2
- internal student performance data
- teacher quality – programing

Practices and Products

Practices

Students and staff are involved in the analysis of data trends and use intentional moments to assess for learning to clarify student understanding and learning to inform the teaching and learning cycle.

Relationships that are responsive and secure are valued and nurtured to enable risk taking and explicit teaching and learning interactions – knowing where we are going.

Products

A student centred learning environment exists where all students are supported and challenged. They receive timely and meaningful feedback about their learning to inform future direction.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Strategic Direction 2: Build staff capacity – intentionally striving for effective, quality teaching and leadership.

Purpose

Develop enabling and quality teaching practice through the teaching and learning cycle to drive significant gains in student learning outcomes. Through the principle of distributed leadership there is a cultural expectation that staff share evidence based best practice on an ongoing basis. With a focus on skills and learning capabilities, students thrive in a rapidly changing and interconnected world – students are connected and engaged through a sense of curiosity where creative and critical thinking is valued and acknowledged.

Improvement Measures

- increased use of evidence informed pedagogy by all teachers
- number of teachers taking on pedagogical leadership
- meeting Early Action for Success expectations
- high levels of teacher consistency in assessing student learning as measured by PLAN 2 data, NAPLAN Years 3,5,7 and regular collaborative evaluation of consistency of teacher judgements.

People

Students

Enable student access to learning by developing a process of feedback that enables students to come back and ask if they don't understand. Model language of social interaction, developing class discourse that empowers a student growing their skills and learning capabilities.

Staff

Model high expectations and a process of feedback and self regulation through the teaching and learning cycle. .

Plan and program collaboratively utilising collective reflection, validated evidence and quality practices that are aligned to the syllabus outcomes.

Develop as a quality teacher looking to create an enabling and dynamic learning environment.

Leaders

Establish and improve processes that build the capacity of the school community to engage in conversations that challenge and effect change in meeting and going beyond the school's improvement measures.

Parents/Carers

Build the language of learning and thinking for a shared understanding of the skills and general capabilities of the community. Talk with parents about the every "dayness" of life, the why and how of learning.

Processes

Reflective Practice:

Engage in collective processes of analysing data sets and developing consistency of teacher judgements based on syllabus outcomes, a common language of programming and a deep understanding of an exemplar sample of work.

Future Focused Learning:

Draw on research to develop and implement high quality professional learning to support teacher understanding of future focused learners.

Professional Learning:

Use a spiral of inquiry approach to grow an enabling environment – staff understand what we have been thinking about, know what the forward thinking is and have time to process this in the context of their role.

Evaluation Plan

All evidence will be analysed collaboratively:

- What Works Best Reflection Guide survey
- PLAN2 data and NAPLAN data
- teacher, parent and student Tell Them From Me surveys
- meeting minutes linked to future thinking and follow up action
- teaching programs and accountability
- Quality Teaching Framework
- Performance Development Framework

Practices and Products

Practices

Continuous collective reflection and planning through action research resulting in an integrated approach to teaching literacy and numeracy across the curriculum (learning for learning).

Teachers seek feedback and engage in reflective learning conversations to evaluate impact. Teachers have their own question / spiral of inquiry to then have shared reflection with colleagues / their team, to make sense of what they are doing and develop quality teaching practices.

Products

The structures are in place to reflect on the action research approach to deliver productive pedagogy.

Teachers draw on and select from a broad range of effective quality teaching strategies to scaffold learning.

Systems are embedded where teachers seek and make planned opportunities to make informed and consistent judgements about student progress. Use of anticipatory planning of teaching actions to map the potential of where students' learning can go.

Strategic Direction 3: Build a school culture of reflection and responsiveness that promotes productive, professional and cohesive relationships.

Purpose

Develop a culture of inclusion through which we are applying a common language to talk about learning, reflection and future focused learning. Enabling cohesive partnerships resulting in sustained, measurable whole school improvement.

Improvement Measures

- planned whole staff meetings twice per term made up of three teams representative of the three strategic directions each lead by a staff member.
- increased the variety of modes utilised by parents and community members to access workshops and information communication.

People

Students

Articulate how they are learning and thinking (process feedback) so they are motivated to take risks and continually improve.

Staff

Model high expectation relationships, informed through sound holistic understanding of each person's wellbeing and learning needs.

Parents/Carers

Create connections through shared language of learning and capabilities guided by the Wellbeing Framework.

Processes

Cultural Renewal:

Have in place universal processes to guide an organisational culture that will allow teachers to have an understanding of what high expectation relationships are, how to apply them confidently, effectively and appropriately.

Collaborative Practice:

Put in place universal processes to enable people to feel a connection, a sense of belonging, drawing on their ways of being and ways of knowing.

Pursuit of Excellence through Partnerships:

Establish partnerships in learning with parents, staff and students that develop their capacity to respond to and capability to plan for each person's wellbeing.

Evaluation Plan

All data will be analysed collaboratively:

- What Works Best Reflection Guide survey
- external evaluation/validation
- Tell Them From Me surveys
- school attendance
- parent-teacher meetings
- Performance and Develop Framework
- People Matter survey

Practices and Products

Practices

Talk with students through the lens of learning (skills and capabilities) about their learning and reflection. Create a secure and safe learning environment through which students and staff are curious, take risks and learn from their mistakes.

Products

Confident teachers and students take risks and make mistakes in a process of learning that is efficient and productive.

Engaged, self directed learners who regulate and able to show evidence of their learning against learning goals' success criteria.

All members of the school (parents, students, staff) feel a sense of belonging and are invested in future focused learning.

Consultative decision making structures are in place to identify community members who can help with challenging problems and find solutions through the use of diverse skills and capabilities.