

School plan 2018-2020

Coniston Public School 1612



School background 2018–2020

School vision statement

Our vision

Coniston Public School strives to inspire and empower ALL students through innovation, creativity and high quality practices. Every student is connected to succeed and thrive.

School context

Coniston Public School is located a short distance from Wollongong CBD, with easy access to public transport and local amenities. Generous school grounds afford students space to move, learn and play creatively.

The school holds high academic, social and welfare expectations and has a proud history of academic achievement, acceptance and cooperation amongst its highly diverse student body. Approximately 56% of families are from a non-English-speaking background and are represented by 26 different cultural groups. The school crest symbolises unity, harmony and a valued sense of community at Coniston Public School.

The school has 7 regular classes and 3 special education (Emotional Disturbance) classes at the Auburn Street Unit, located on the same school site. Harmony is seen as a significant factor in the success of the school with cultural cohesion a showpiece for our wider community. The school has a culture of acceptance, cooperation and warm friendship which forms the core of the school's values. Teachers, parents and the community work cooperatively as a single, unified group. A dedicated Parents and Citizens Association works tirelessly to improve school success. The school prides itself on the strong connections to local businesses, community groups and the University of Wollongong. Dedicated staff use a balance of traditional and innovative approaches to ensure the needs of each individual are differentiated, carefully considered, accommodated and adjusted. Quality programs are then implemented to effectively cater for student strengths and needs using contemporary methodology, underpinned by the Australian Curriculum.

School planning process

In 2017, comprehensive planning processes were undertaken across the school community to review and reflect upon our evidence and progress against the School Plan 2015–2017. Consultative measures included:

- deep analysis and interrogation of internal and external data sources to identify strengths, trends and areas for improvement,
- self-assessment against the School Excellence Framework (Version 1) and external validation (2016),
- appreciative inquiry with staff, students and parent body,
- P&C presentations, updates and feedback given and received throughout the year
- regular and ongoing planning meetings to develop a shared understanding of purpose and problem solving,
- parent, staff and student surveys and focus groups, and
- informal feedback opportunities. through open communication channels.

The Coniston Public School 2018–2020 School Plan articulates our school's targets for improvement, in line with the Department of Education's priorities and the School Excellence Framework.

Our school plan aims to promote transparency, ownership and investment to realise our school vision. Working in partnership with our community is integral to our processes.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 INNOVATIVE LEARNING

Purpose:

Inspire and challenge ALL students to be successful, creative and active partners in learning through a comprehensive curriculum.

Design and deliver a cohesive and consistent whole school curriculum model that aims to challenge and support all students to reach and exceed their potential. This will be achieved through meaningful, relevant and engaging learning experiences that connect with real world contexts, and deliver measurable improvements across internal and external data sources.

STRATEGIC DIRECTION 2 EVIDENCE-INFORMED PRACTICE

Purpose:

Quality teachers committed to developing the skills and talents of EVERY student in our care.

Embed a culture of continuous school improvement through the development of high quality teaching and learning in EVERY classroom. Learning is enhanced through focussed, personalised professional learning where innovation is valued and shared. Our staff will maintain and develop contemporary knowledge, informed by evidence and research based practices to ensure that every student thrives within a safe and supportive environment.

STRATEGIC DIRECTION 3 LEADING FOR LEARNING

Purpose:

Effective leadership fostering a school-wide culture of high expectations and shared responsibility.

Maintain and strengthen our focus on future and student-centred systemic priorities and reforms within the context of our school. Strong community engagement and genuine opportunities for collaboration and feedback will strengthen our collective responsibility and community support systems. School structures and strategic, innovative use of resources will result in continued whole school improvement and opportunity.

Strategic Direction 1: INNOVATIVE LEARNING

Purpose

Inspire and challenge ALL students to be successful, creative and active partners in learning through a comprehensive curriculum.

Design and deliver a cohesive and consistent whole school curriculum model that aims to challenge and support all students to reach and exceed their potential. This will be achieved through meaningful, relevant and engaging learning experiences that connect with real world contexts, and deliver measurable improvements across internal and external data sources.

Improvement Measures

At least 80% of students will achieve expected growth in literacy and numeracy.

Increase by 5%, students achieving NAPLAN proficiency in literacy and numeracy.

Increase the use of digital technologies and apps as a learning tool.

People

Students

Engage students in authentic, meaningful learning, fostering creative and critical thinking, with a focus on Literacy and Numeracy.

Staff

Develop the knowledge and skills required to challenge and support the needs of every student using consistent, school-wide practices.

Parents/Carers

Build upon supportive partnerships to collaboratively plan and deliver quality educational programs.

Community Partners

Draw upon the educational expertise from across our educational community to strengthen identified initiatives.

Leaders

Inspire, lead and support responsive, targeted initiatives to enhance learning into the future.

Processes

Curriculum – Literacy

Design and implement consistent school-wide pedagogical practices that reflect contemporary research and ongoing data analysis from a range of reliable sources. A culture of high expectations will be fostered through high quality learning and teaching programs effectively meeting the needs of diverse learners.

Curriculum – Numeracy

School-wide programs and scopes of learning, reflect innovative 'next practice' strategies will be effectively resourced. A focus on differentiated learning will be utilised to enhance learning outcomes for all students, achieved through collaboration, learning partnerships and data.

Innovation

Future-focussed learning opportunities will afford students the freedom to explore integrated content through creative and collaborative experiences. Authentic task design, linked with a real-world purpose for learning, will enable all students to engage with a 'no limits on learning' mindset.

Evaluation Plan

- School teams systematically analyse internal and external data sources and use all available information to design and deliver targeted learning priorities.
- Regular monitoring and reporting against intended milestones, adjustment as required.
- Regular opportunities for all stakeholders to give and gain

Practices and Products

Practices

Teachers plan responsive lessons in all classrooms that reflect the diversity and needs of learners.

Students engage in differentiated lesson sequences in the zone of proximal development.

Innovative pedagogies underpin integrated learning opportunities in all classrooms.

Products

Learning outcomes of students show measurable improvement, with a focus on reading, comprehension and writing.

Learning outcomes of students show measurable improvement, with a focus on number.

Products of learning are multimodal, enabling students to use flexible processes to acquire and demonstrate depth of knowledge and understanding.

Strategic Direction 1: INNOVATIVE LEARNING

Improvement Measures

People

Processes

Practices and Products

- feedback.
- Observation and evidence collection via online digital tools, uploaded to SPARO each semester at key milestones.

Strategic Direction 2: EVIDENCE-INFORMED PRACTICE

Purpose

Quality teachers committed to developing the skills and talents of EVERY student in our care.

Embed a culture of continuous school improvement through the development of high quality teaching and learning in EVERY classroom. Learning is enhanced through focussed, personalised professional learning where innovation is valued and shared. Our staff will maintain and develop contemporary knowledge, informed by evidence and research based practices to ensure that every student thrives within a safe and supportive environment.

Improvement Measures

Personalised learning goals for teachers and students show improvement, as measured against relevant frameworks.

Attendance, welfare and learning support data, for targeted students, achieves intended impact.

People

Staff

Engage with and are challenged to continually improve through targeted professional learning as both participant and leader.

Students

Benefit from explicit and targeted teaching/learning, informed by data.

Parents/Carers

Training and support is accessed to assist understanding and support for children.

Community Partners

Draw upon the broad expertise from across our educational community to strengthen identified priorities.

Leaders

Sustain high quality professional learning and support for all staff, ensuring decision making is student-centred, while maintaining line of sight to the school vision.

Processes

Professional Learning

Strategically design learning initiatives based on identified priorities/reforms. Ongoing SMART goal setting, monitoring and reflection will be aligned to the APST and leadership profiles to develop flexible learning pathways, linked to the Performance and Development Framework. Explicit systems for collaboration and feedback, ensure improvement for all, regardless of career stage.

Making Learning Visible through Formative Assessment

Ongoing evidence of learning is systematically collected, analysed and used effectively to inform and adapt teaching. This will provide timely feedback and opportunities to set challenging learning goals in consultation with students. Whole school processes evaluate and measure school improvement.

Wellbeing

Implement school-wide programs and multidisciplinary support structures to connect, communicate and develop positive mindsets and capabilities, maximising success for all, with an emphasis on our most complex and vulnerable students.

Evaluation Plan

Regular formal and informal meetings ensure staff at all career stages are supported in reaching their professional goals, measured against the APST.

Practices and Products

Practices

Cycles of inquiry drive investigation to discover solutions to contextual challenges, aligned to professional frameworks. (PL)

Data collection and analysis, personalised learning goals and feedback are used regularly to move learning forward. (MLV)

Teachers regularly analysing school-wide data and adjusting targeted focus areas. (W)

Products

Varied professional learning structures and support reflect school priorities and personalised teacher needs. (PL)

School protocols facilitate regular opportunities for staff to engage in collaborative planning, reflection and evaluation. (MLV)

Regular feedback from stakeholders reflect a positive school climate. (W)

Strategic Direction 2: EVIDENCE-INFORMED PRACTICE

Improvement Measures

People

Processes

Practices and Products

Comprehensive, differentiated teaching programs and practices cater for the personalised needs of every learner.

Regular review and analysis of wellbeing data, tracked through SENTRAL, shows measurable improvement for target students and programs.

Strategic Direction 3: LEADING FOR LEARNING

Purpose

Effective leadership fostering a school-wide culture of high expectations and shared responsibility.

Maintain and strengthen our focus on future and student-centred systemic priorities and reforms within the context of our school. Strong community engagement and genuine opportunities for collaboration and feedback will strengthen our collective responsibility and community support systems. School structures and strategic, innovative use of resources will result in continued whole school improvement and opportunity.

Improvement Measures

School leaders drive programs and lead practices that reflect data-informed goals.

Extensive networks fuel innovation and informed exploration of new pedagogies.

Flexible learning spaces are created to facilitate future focused skills.

People

Students

Access and engage in rich opportunities to develop and nurture the whole child. Adaptive and supportive networks promote inclusive, responsive programs for diverse learners.

Staff

Empowered to lead and support the development of self and others through evaluative and reflective practice.

Parents/Carers

Maintain and build learning alliances to further enhance partnerships and school engagement with diverse stakeholders.

Leaders

Professional networks and growth coaching principles support the work of strategic, future-focussed leadership.

Processes

Leadership

Systems leaders monitor and evaluate the school-wide impact of learning programs across time and design tailored interventions to support teachers to improve student achievement. Distributed leadership, supported through coaching and mentoring, will build the capacity of all stakeholders through a GROWTH model.

Learning Partnerships

Reciprocal learning alliances provide mutual support across our educational and community networks, responsive to new and emerging needs. Collaboration and the trialling/exploring of new ideas, generate innovation and creativity.

School Resources

Strategically plan for physical spaces and resources enabling access to flexible, collaborative and innovative learning environments. Diverse learning needs and abilities are addressed through a variety of interactive experiences.

Evaluation Plan

Annual completion of SEF-SaS to inform school plans and reports.

School leaders access and benefit from learning alliances and opportunities to seek accreditation and professional growth.

Regular finance committee meetings review and track physical and financial resources.

Practices and Products

Practices

Supportive, collegial opportunities build the capacity of staff through evaluative processes. (L)

Regular interagency contact and communication works to improve connectedness, learning engagement and wellbeing. (LP)

Teachers adopt contemporary strategies that build students' capacity to think, problem solve and respond. (SR)

Products

Structured coaching and mentoring is effectively delivered through multiple modes to drive continuous improvement. (L)

Action learning teams share knowledge and expertise internal and external to the school. (LP)

Flexible learning spaces throughout the school promote creativity, inquiry, student collaboration and enjoyment. (SR)

Strategic Direction 3: LEADING FOR LEARNING

Improvement Measures

People

Processes

Practices and Products