

School plan 2018-2020

Cudgen Public School 1696



School background 2018–2020

School vision statement

Cudgen Public School is proud of the academic, personal and social achievement of our students. We continually strive to create and implement high quality learning experiences for our students. This is coupled with an ongoing commitment to staff professional development to ensure every student is known, valued and cared for in our school.

Our success is planned in three focus areas:

1. Providing a quality teaching and learning environment.
2. Strengthening the capacity of all students to connect, thrive and succeed.
3. Strengthening community partnerships.

School context

Cudgen Public School is located in the village of Cudgen on the Tweed Coast of Northern NSW. The school was established in 1882 and is surrounded by local farming land. It has an enrolment of approximately 200 students across grades Kindergarten to year 6. Many of these students are the third or even fourth generation of their family to attend the school. Our student population is characterised by almost 20% of students identifying as Aboriginal and Torres Strait Islanders.

Our students are encouraged to uphold three core expectations:

1. Be safe
2. Be respectful
3. Be an active learner.

We are part of the Coastal Learning Community, which consists of 6 local primary schools working with Kingscliff High School to provide smooth progress and continuity in learning from K – Year 12 for all students in our area.

We have a very active P & C who contribute to the daily running of the school, have a presence on many of our planning committees and provide extremely valuable funds enabling us to supply additional aids and experiences for our students.

School planning process

The Cudgen Public School planning process has been authentic, collaborative and consultative.

Consultation processes included parent meetings, executive meetings, staff meetings, workshop sessions, SRC meetings, surveys and newsletter articles.

Parents, staff and Stage 2 and 3 students were actively involved in the decision making process through the “Tell Them From Me” surveys.

ASR evaluations, NAPLAN analysis, curriculum evaluations and whole school program evaluations were conducted as part of the process.

Ongoing consultation and collaboration with relevant stakeholders will be a feature of implementing our school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality teaching and learning

Purpose:

Inspire learning in every classroom through ongoing professional development and embedding quality teacher practice in every classroom.

All teachers to engage in regular ongoing quality professional learning to improve teaching practice and student outcomes.

Using high quality, evidence-based research to design, implement and evaluate future-focused teaching and learning.

STRATEGIC DIRECTION 2

Student resilience and wellbeing

Purpose:

To build student resilience and wellbeing that is essential for both academic and social development, and is optimised by safe, supportive and respectful learning environments. Schools share this responsibility with the whole community.

Resilient children have confidence in their ability to learn, adapt and be a responsible citizen.

Wellbeing and resilience are vital to developing efficient problem solving skills, building and maintaining interpersonal relationships and realistic goal setting, all of which greatly enhance an individual's ability to perform and contribute meaningfully in daily life.

STRATEGIC DIRECTION 3

Community partnerships

Purpose:

To improve the educational outcomes of students through a school and community partnership. By working together, schools, parents, families and community members can increase their combined capacity to positively influence student engagement, learning and wellbeing.

Strategic Direction 1: Quality teaching and learning

Purpose

Inspire learning in every classroom through ongoing professional development and embedding quality teacher practice in every classroom.

All teachers to engage in regular ongoing quality professional learning to improve teaching practice and student outcomes.

Using high quality, evidence-based research to design, implement and evaluate future-focused teaching and learning.

Improvement Measures

Increase the proportion of students in the top 2 NAPLAN bands of literacy and numeracy by 8% (2019).

PLAN data and school based data indicates consistent progression along the Literacy and Numeracy Continuums. 80% of students are reaching the expected cluster for their year group by the end of the academic year.

All students receive teaching that caters for their individual learning needs.

All staff have a PDP which reflects a commitment to quality ongoing professional learning and the professional teaching standards.

All teachers enact the teaching standards in their everyday teaching practices.

People

Students

Students have the capabilities to reflect on own learning and develop autonomy in the learning process.

Students have transparency-level skills in these areas: Problem solving, creativity, analytical thinking, collaboration, communication and digital literacy.

All students have an understanding of Aboriginal culture, history and experiences.

Staff

Staff know and understand the needs and strengths of their individual students. They are flexible and select from a range of teaching strategies to maximise student potential. They ensure learning programs reflect intellectual quality, significance and are delivered in a quality learning environment.

Parents/Carers

Parents and carers understand what, why and how students are learning, what is required for their child to improve, and how they can assist their child to do this.

Leaders

Guide staff using evidence-based research and pedagogy in line with the teaching standards.

Processes

Reflective Autonomous Learners

Students will reflect on their own learning and develop autonomy and agency in the learning process.

Teaching: What Works Best

Build a whole school culture to enhance teacher capacity in identifying and using evidence-based and data driven strategies, which are regularly monitored to ensure student growth.

Focus on Aboriginal Culture

Implementation of Aboriginal languages and cultural program.

Evaluation Plan

Data to be analysed collaboratively.

- PLAN data every 10 weeks
- L3 data every 5 weeks
- TTFM Surveys Term 1 and 4 for students and term 4 for parents and teachers.
- NAPLAN data term 3
- Meeting minutes
- Teaching programs
- Lesson Observations (each semester minimum)
- Teachers reflections
- Writing samples (every term minimum)

Practices and Products

Practices

Students are regularly using self and peer assessment to inform learning.

Students use feedback provided by staff against success criteria to improve and achieve their learning goals.

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

Create and promote a school environment that respects and values local Aboriginal cultures and protocols.

A systematic program of teacher development and training is established.

Products

An 8% increase of students in the top 2 bands of NAPLAN in literacy and numeracy by 2019.

80% of students are reaching the expected cluster on literacy and numeracy continuums.

A 20% decrease of students in the bottom 2 bands of NAPLAN in literacy and numeracy.

School-based teacher performance and development systems are reflective of the professional teaching standards.

Strategic Direction 2: Student resilience and wellbeing

Purpose

To build student resilience and wellbeing that is essential for both academic and social development, and is optimised by safe, supportive and respectful learning environments. Schools share this responsibility with the whole community.

Resilient children have confidence in their ability to learn, adapt and be a responsible citizen.

Wellbeing and resilience are vital to developing efficient problem solving skills, building and maintaining interpersonal relationships and realistic goal setting, all of which greatly enhance an individual's ability to perform and contribute meaningfully in daily life.

Improvement Measures

Significant growth in number of 'Cudgen Stars' awarded for students observing school behavioural expectations.

A significant number of students demonstrate greater resilience and positive behaviour techniques in classrooms and the playground.

Students demonstrate a greater satisfaction in school life.

People

Students

Behaviour reflects the 3 school expectations: Be Respectful, Be Safe and Be an Active Learner.

Students demonstrate capable skills for resilience, positive behaviour and citizenship.

Engage students as life-long learners and promote their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Staff

Staff understand and demonstrate CTJ in responding to student behaviour.

Staff use LMBR systems to track, record and analyse student attendance and wellbeing data.

Staff consistently adopt PBL practices and procedures to support student wellbeing.

Parents/Carers

Parents/carers demonstrate increased understanding of PBL principles through participation in information sessions.

Leaders

Identify and implement professional learning opportunities with staff that are aligned with school priorities.

Community Partners

Share skills and resources to strengthen school initiatives.

Processes

Focus on Each Student

Implement whole school integrated approach to strengthen emotional resilience, self-confidence and social skills.

A Planned Approach to Wellbeing

Implement evidence-based change to school practices to ensure every student is known, valued and cared for in order to connect, thrive and succeed.

Evaluation Plan

Data to be analysed collaboratively.

- SET
- SAS
- BoQ.
- 'GOT IT' feedback
- 'Rock and Water' feedback
- Attendance data
- Welfare data.

Practices and Products

Practices

100% of teachers are implementing PBL lessons on a weekly basis.

100% of staff use ebs ontrack+ and synergy to track attendance and welfare data.

Implementation of 'Rock and Water' and 'GOT IT' programs.

Products

As a minimum, the following percentages of students attain the respective levels of the 'Cudgen Stars' program by the end of term 4.

35% – Diamond

40% – Opal

20% – Sapphire

5% – Emerald

0% – Ruby

90% of students demonstrate skills in resilience, positive behaviour and citizenship as per welfare data.

Students with identified learning and behavioural needs are provided with individual support as evidenced by LST focused support.

Attendance rates of all students are at 85% or above.

Strategic Direction 3: Community partnerships

Purpose

To improve the educational outcomes of students through a school and community partnership. By working together, schools, parents, families and community members can increase their combined capacity to positively influence student engagement, learning and wellbeing.

Improvement Measures

To improve the educational outcomes of students through a school and community partnership. By working together, schools, parents, families and community members can increase their combined capacity to positively influence student engagement, learning and wellbeing.

A significant number of parents engage actively in student learning.

A positive shift in the parent and community perception of the school.

Growth in the participation of key stakeholders within the school.

The school's links with its Aboriginal heritage is clearly visible in the school plan and environment.

People

Staff

Develop staff capacity and confidence to collaborate and liaise with parents and community in support of student learning.

Staff develop skills, understanding and knowledge in engaging our Aboriginal community.

Parents/Carers

Increased participation in school decision making and learning.

Community Partners

Actively involve community partners in various school initiatives.

Leaders

School leaders make deliberate and strategic use of partnerships to enrich the learning environment.

Processes

Productive, Engaged Partnerships

Strengthen partnerships and build shared responsibility to enhance life long learning and high expectations.

Focus on Aboriginal Culture

Implement further processes to acknowledge and promote Aboriginal and Torres Strait Islander culture.

Evaluation Plan

Data to be analysed collaboratively.

- Meeting minutes
- Attendance registers
- Surveys (TTFM)
- Communication books

Practices and Products

Practices

Positive and respectful communication utilising the skills and knowledge of all stakeholders.

A culture that explicitly demonstrates an acknowledgement of Aboriginal and Torres Strait Islander heritage.

Students, staff, parents and community members work in unison to improve the educational outcomes of all students.

A positive culture with all community members.

Products

Delivery of parent information sessions on school initiatives.

Increased participation and collaboration by parents, community and DoE staff in school initiatives and teams.

Increased acknowledgement celebration of Aboriginal and Torres Strait Islander culture throughout the school community.