School plan 2015 – 2017

Cullen Bullen Public School

Excellence in teaching and learning

Student engagement and inclusivity

Future focused community partnerships

1700

School vision statement

Cullen Bullen Public School is committed to the provision of a high quality teaching and learning environment which is inclusive, engaging and supportive. We are committed to personal excellence, individual strengths, a love of learning and a capacity to achieve.

Cullen Bullen began its participation in the Early Action for Success strategy in Term 2, 2014. The strategy aims to promote improved performance in the early years of school through high quality leadership that focuses on personalised learning and early intervention to ensure students at risk are identified and provided with additional support.

School context

Cullen Bullen Public School is situated 25km north of Lithgow. The school was established in 1875 and is central to a number of coal mines and related industries. The school is well resourced and has excellent facilities including tennis court, a small school bus, vegetable gardens and an iPad for every student. Teaching and support staff are strongly committed to improving outcomes for students and work in partnership with an instructional leader to support student learning in both literacy and numeracy. Teacher quality continues to be a focus with a strong emphasis on engaging teaching and learning programs and student engagement. A small but committed P&C committee operates in close partnership with the school and meets monthly.

School planning process

The 2015-2017 school plan has been determined through a consultation process which has included:

- Collection and analysis of data.

- Consultation with P & C and endorsement of the school vision and three strategic directions.

- Student and parent surveys.

- Staff consultation and input into plan development

- Consultation with students on a number of aspects of schooling including engagement and satisfaction at school.

Emphasis has been placed on analysis of school data, current practices and school processes with aim to determine evidence based decision making, shared vision between stakeholders and shared ownership of the 2015-2017 school plan.

School strategic directions 2015 - 2017

Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

Excellence in teaching and learning

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Purpose:
To inspire excellence in teaching and learning through quality educational practices and focused professional learning. This will promote high quality and personalised learning environments where all students are encouraged to become successful, confident, lifelong learners.

Purpose:
To develop a culture of engagement, love for learning and eagerness to participate in school life through provision of engaging, inclusive and project based learning experiences. This will ensure that every student is actively engaged in purposeful learning.

Purpose:
To encourage meaningful community partnerships which foster a culture that is trusting and supportive. This will enhance the schools strengths and effectiveness to ensure sustainability.

Strategic Direction 1: Excellence in teaching and learning

Purpose

To inspire excellence in teaching and learning through quality educational practices and focused professional learning. This will promote high quality and personalised learning environments where all students achieve become successful and confident lifelong learners.

Improvement Measures

Achievements

➢ 100% of students are plotted and tracked on the Literacy and Numeracy Continuums using PLAN each term
➢ 100% of teaching and learning programs demonstrate evidence of assessment data and embedded curriculum assessment.
➢ Students achieve or exceed grade appropriate levels as indicated by EA4S indicators and learning continuums in Literacy and Numeracy, including:
➢ 80% of Kindergarten students will reach reading cluster 4 (Reading level 9)
➢ 80% of year 1 students will reach reading cluster 6 (level 18)
➢ 80% of year 2 students will reach reading cluster 8 (level 22)
➢ All identified students have a PLSP prepared and reviewed in consultation with student, teacher and parent.
➢ Annually, teachers and leaders demonstrate evidence of professional growth against the Performance Development Framework.

Equity Funded Strategies

➢ SLSO support provided to students with identified disabilities in literacy and numeracy.

People

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

Students:

Students will be engaged in their own learning by ensuring that they have a clear understanding of expectations of performance and what is expected of them at each level. This will be achieved by developing understanding of learning intentions and success criteria.

Staff:

Staff will engage in ongoing professional learning to apply evidence based pedagogy to support excellence in practice. This will be enhanced by processes including discussion, feedback and evaluation.

Parents and Carers:

Parents will be provided with information and feedback on skills, knowledge, concepts and key markers required at each stage of learning.

Community Partners:

Promote a collective efficacy through developing of school networks and sharing of information and resources.

Leaders:

Collaboratively plan and consult with WGEC and professional learning communities to build teacher and leadership capacity across schools.

Processes

How do we do it and how will we know?

Change and action achieved by:

➢ Continue implementation of the Early Action for Success / Language, Learning and Literacy (L3) initiative across grades K-/2 and foster continuity of the L3 pedagogy across grades 3-6.
➢ Develop a whole school approach towards high quality teaching and learning practise of mathematics including implementation of TEN and CMIT across grades K-6

➢ Build the capacity of teachers through professional learning which is responsive to school directions, teacher Professional Learning Plans, mandatory departmental guidelines and the Performance Development Framework.

Evaluation includes:

➢ Data collected twice per term to monitor student growth and recorded on PLAN

➢ Regular monitoring and review of student learning and support plans in consultation with parents

➢ PLAN and formative assessment data used to evaluate and inform teaching and learning programs including NAPLAN assessment data.

Products and Practices

What I achieved and how do we know?

Achievements

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➢ All identified students have a PLSP prepared and reviewed in consultation with student, teacher and parent.
➢ Annually, teachers and leaders demonstrate evidence of professional growth against the Performance Development Framework.

Resulting practices:

➢ High quality teaching and learning practices demonstrated through assessment data, teaching programs and improved learning outcomes.

➢ Staff and students reflect and report on achievement of their own learning.

Strategic Direction 2: Student engagement and inclusivity

Purpose

To develop a culture of engagement, love for learning and eagerness to participate in school life through provision of engaging, inclusive and project based learning experiences. This will ensure that every student is actively engaged in purposeful learning.

Improvement Measures

➢ An increase in the schools attendance rate from 92% to 94%.

➢ 100% of students with additional support needs are provided with Individual Learning Plans prepared in consultation with parents.

➢ Increased student participation in Kindergarten to school transition programs

➢ Increased numbers of students attending school excursions and out of school events

Equity Funded Strategies

• School Leaders attend leadership course for student leaders

• School funds certificates, medals, trophies and morning teas in recognition of excellent attendance and positive behaviour.

• School funded excursions subsidised

People

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

Students:
Students are supported to achieve through personalised programs and extracurricular activities that take into account the student needs, strengths, talents and aspirations.

Staff:
Staff will be supported to design high quality, engaging teaching and learning programs that develop the skills, knowledge and general capabilities of students reflected in new syllabus documents.

Parents/Carers:
Expectations including attendance and behaviour targets will be clearly communicated to parents. This will promote shared understanding, high expectations and positive contributions towards school culture.

Community Partners:
Community partnerships will be established to support the delivery of tailored programs to engage students.

Leaders:
Develop processes to lead whole school improvement and collaboratively plan and consult with professional learning communities to build teacher and leadership capacity across the WGEC.

Processes

How do we do it and how will we know?

Change and action achieved by:

➢ Implement engaging teaching, learning and extracurricular activities to enhance student experiences, inclusivity and engagement.

➢ Articulate clear expectations for learning and behaviour to students, teachers and the community to foster positive and supportive relationships between stakeholders.

➢ Publicly and consistently acknowledge student and school achievements

Evaluation includes:

➢ School based assessment data
➢ Continuum progress
➢ Reading and PLAN data
➢ Parent, staff and student surveys.(Tell them from me)
➢ Attendance data.

Products and Practices

What is achieved and how do we know?

Products:

➢ Improved student attendance resulting in an increase in the schools attendance rate from 92% to 94%.

➢ Increased student enrolment in Kindergarten to school transition programs.

➢ Growth in student satisfaction as evidenced in 'Tell Them from Me' student survey

➢ Increased numbers of students attending school excursions and extracurricular events

Resulting practices:

➢ Student attendance figures are systematically monitored and parent/carer contact ensures follow-up of unexplained or poor attendance.

➢ Teachers implement highly engaging, differentiated lessons which include integration of technology across KLAs

➢ Students regularly participate with the WGEC small schools for extra curricula events including curriculum days and combined excursions.

➢ Student engagement and application is improved and evidenced in teaching programs, student and teacher surveys.

Strategic Direction 3: Future focused community partnerships

Purpose
To encourage meaningful community partnerships which foster a culture that is trusting and supportive. This will enhance the schools strengths and effectiveness which will ensure its sustainability.

Improvement Measures

➢ Increased parent participation in the school P&C as measured through school evaluation documentation

➢ An increase of parents attending school events from 20% to 40% by the end of 2015.

➢ An increase of parents and community accessing information through Facebook and the school website from 35 likes per month to 70 likes per month

Equity Funded Strategies
➢ Financially subsidised extracurricular activities for students

➢ Environmental education program and vegetable garden funded

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

Students:
Promote student leadership and decision making by providing a platform for students to voice their opinions about how school and community can support them in their learning.

Staff:
Staff use proactive and positive communication strategies to ensure school programs, activities, and student progress are clearly communicated to parents.

Parents:
Regular opportunities are created for authentic two way communication between stakeholders. Parents access a variety of communication modes to remain informed and connected to school business.

Community partners:
Stronger links and communication with outside agencies that enable collaborative planning and decision making to benefit the school community.

Processes
How do we do it and how will we know?

Change and action achieved by:
➢ Develop strong partnerships with the WGEC, cluster schools, community agencies, businesses and the Parent Consultative group by promoting discussion, feedback and decision making around school governance.

➢ Empower students to take an active role in decision making through increased leadership responsibilities

➢ Develop and improve modes of communication between home, school, and the wider community through the school website and Facebook as part of a social media strategy.

Evaluation plan:
• Surveys/feedback from community consultation

Products and Practices
What I achieved and how do we know?

Products:
➢ A future focused environment that recognises that positive and collaborative partnerships are essential for school sustainability.

➢ Increased representation of parents in the school P&C, and increased parent participation at school events.

➢ An increase of parents and community receiving information from a variety of sources including social media and the school website.

➢ Strengthened partnerships within the WGEC group of schools and community groups working collaboratively as positive contributors to school life.

Resulting practices:
• The school plan and future directions are informed by two-way communication and collaborative decision making that ensures a shared school vision.

• Student involvement and achievement are showcased and celebrated in a broad range of forums.

• High parent and community involvement in a range of school activities.