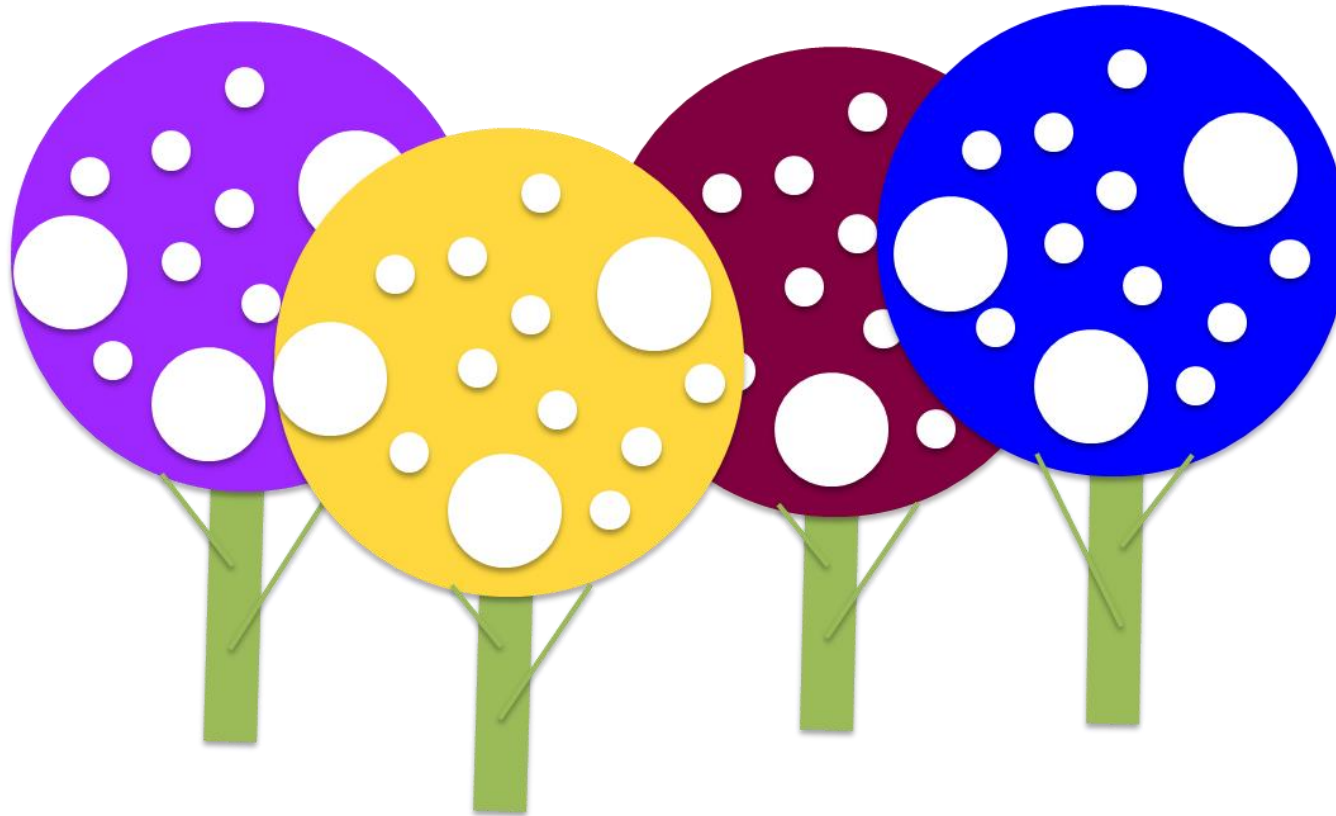


School plan 2015 – 2017

Tyalgum Crystal Creek Dungay Chillingham





School vision statement

To broaden and enrich the school experience of our students in preparation for high school and beyond by collaboratively providing outstanding school and group programs that engage students. To continually improve literacy and numeracy standards through the planning, development and sharing of high quality, consistent teaching and learning programs.

School context

Our group is made up of four small rural schools situated in the Tweed Valley. We have a similar range of students with a similar variety of abilities and backgrounds. While each school retains its own individual character and identity, each one is committed to working together to achieve our shared vision and prepare our students for a successful transition to Wollumbin High School.

School planning process

The principals of each of the four schools meet regularly to reflect, collaborate and plan. Each school engages its community in the process through formal meetings, surveys, focus groups and personal contact.



“It takes a village to raise a child.”

**STRATEGIC
DIRECTION 1**

Literacy

**STRATEGIC
DIRECTION 2**

Numeracy

**STRATEGIC
DIRECTION 3**

Engagement

Purpose:

To improve student learning and outcomes in Literacy through the development and delivery of consistent high quality teaching practice in all areas of English

Purpose:

To improve student learning and outcomes in numeracy through the development and delivery of consistent high quality teaching practice in all areas of mathematics

Purpose:

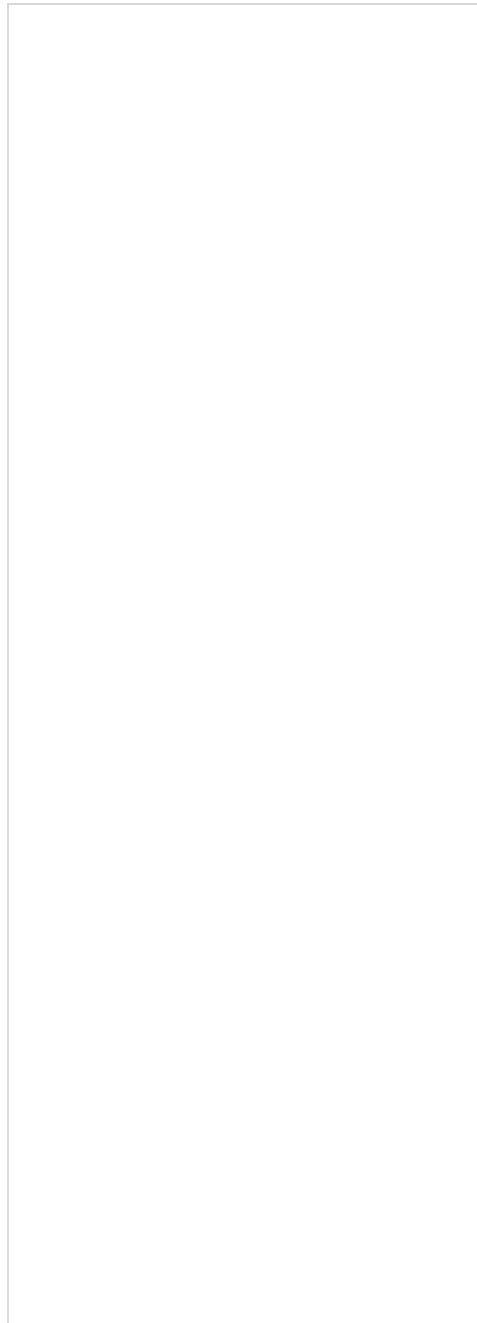
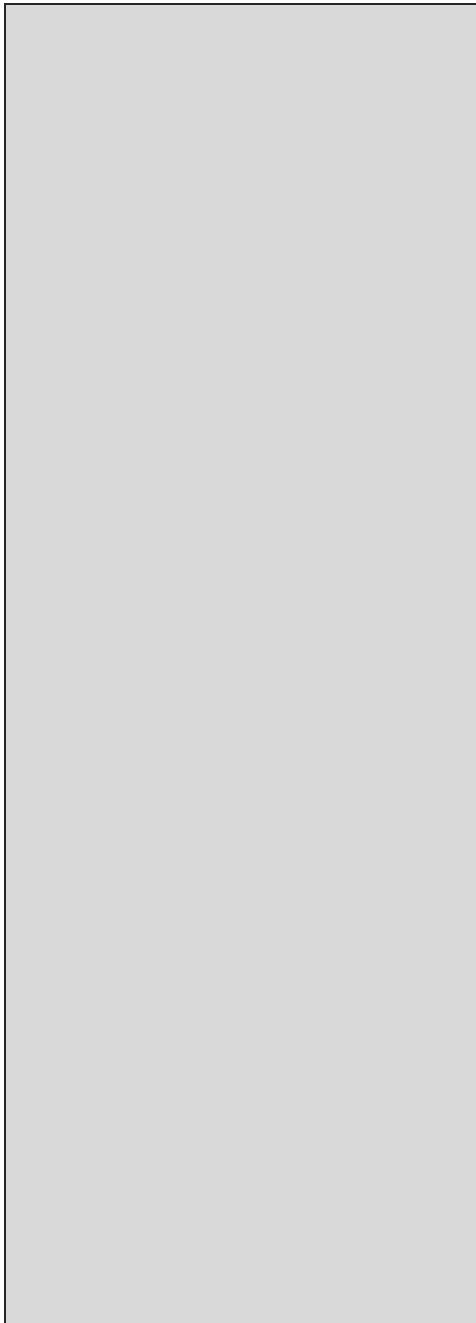
To enhance the engagement of students in the learning process to improve learning outcomes

Strategic Direction 1: LITERACY

Purpose	People	Processes	Products and Practices
<p>To improve student learning and outcomes in Literacy through the development and delivery of consistent high quality teaching practice in all areas of English</p>	<p><i>How do we develop capabilities of our people to bring about transformation?</i></p> <p><i>How do we develop capabilities of our people to bring about transformation?</i></p> <p>Students:</p> <p>To engage students in being quality learners who apply rigour to learning literacy in the school and home environments.</p>	<p><i>How do we do it and how will we know?</i></p> <p>Whole school approach to scope and sequencing: Streamline scope and sequence Literacy planning, programming and teaching from K-6 in order to provide consistency for students and teachers whilst ensuring the school is adhering to Literacy state policy guidelines. Collaborate with Wollumbin Head Teacher English to develop teaching strategies esp. Writing, Spelling and comprehension.</p> <p>Differentiation: Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy using the Quality Teaching elements. Create school-wide systems and grouping structures to support differentiation.</p> <p>National Curriculum Implementation: Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum following</p> <p>Professional Learning: Further develop staff understanding and quality pedagogy in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support all students</p> <p>Evaluation Plan: Closely monitor NAPLAN and school based assessment results to analyse student performance in Literacy (Reading, Writing, Spelling, Punctuation and Grammar). Develop targeted programs to improve in these areas as required.</p>	<p><i>What is achieved and how do we know?</i></p> <p>Product: to sustain growth above National Average, from Years 3 to 5 in NAPLAN Literacy results.</p> <ul style="list-style-type: none">• Product: To increase the number of students performing the top two bands in NAPLAN Literacy.• Product: To ensure quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.• Practices: Quality teaching and learning practices across the schools, demonstrated through differentiated Literacy lessons and assessments to improve student achievement.• Practices: Proactive professional learning teams across schools that are focused on using best evidence-based practice and data analysis to result in consistent quality teaching and achievement of TARS standards.• Practices: Students and Staff reflecting on the achievement of their personal learning and leadership goals in the area of Literacy.
Improvement Measures			
<ul style="list-style-type: none">❖ NAPLAN trend data to 2017❖ NAPLAN student growth data from Year 3 to Year 9			

Strategic Direction 2: NUMERACY

Purpose	People	Processes	Products and Practices
<p>To improve student learning and outcomes in numeracy through the development and delivery of consistent high quality teaching practice in all areas of mathematics</p>	<p><i>How do we develop capabilities of our people to bring about transformation?</i></p> <p>Students: Student levels of achievement in numeracy will be improved through the development of engaging, differentiated teaching and learning programs designed to meet the needs of all individuals.</p> <p>Staff: Staff capabilities will be developed by designing and implementing individualised professional learning. Learning community and school-wide systems and structures will be developed which support all staff in meeting the educational needs of students.</p> <p>Parents: Schools will engage in collaborative learning communities by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. This will include providing community learning sessions on Numeracy and new NSW BOS syllabus documents.</p>	<p><i>How do we do it and how will we know?</i></p> <p>Whole school approach to scope and sequencing, planning and assessing: Develop school policy to reflect new mathematics syllabus. Develop assessment, planning, programming and teaching models from K-6 in order to provide consistency for students and teachers whilst ensuring the school is adhering to State policy guidelines in numeracy. Develop a deep and shared understanding of numeracy continuum. Collaborate with Wollumbin Head Teacher Maths to develop teaching strategies esp. fractions, decimals, percentages, patterns & algebra and time.</p> <p>Differentiation: Build staff capacity to collaboratively plan and differentiate programming and pedagogy in numeracy using the Maths Plus and the North Coast Mathematics programs and create school-wide systems and structures which support differentiation.</p> <p>Class teachers, LaST and parents work together to develop IEPs and PLPs for identified students.</p> <p>National Curriculum Implementation: Implement staff training in the National Curriculum Syllabus documents, to implement the new curriculum as per BOS</p>	<p><i>What is achieved and how do we know?</i></p> <p>Product: Improved student performance in numeracy as measured against National and State benchmarks. Product: Individual student learning needs catered for. Product: IEPs and PLPs developed and implemented for identified students. Product: Improved pedagogy</p> <p>Practice: Students tracked on the numeracy continuum. Practice: Teaching and learning across the school driven by assessment data and differentiated to meet the needs of all students. This will be evidenced in classroom practice, programming and reporting. Practice: Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents. Practice: All staff have developed personal professional learning plans targeted at improving individual pedagogy.</p>
Improvement Measures			
<ul style="list-style-type: none"> ❖ NAPLAN trend data up to 2017 ❖ NAPLAN student growth data Year 3 to Year 9 			

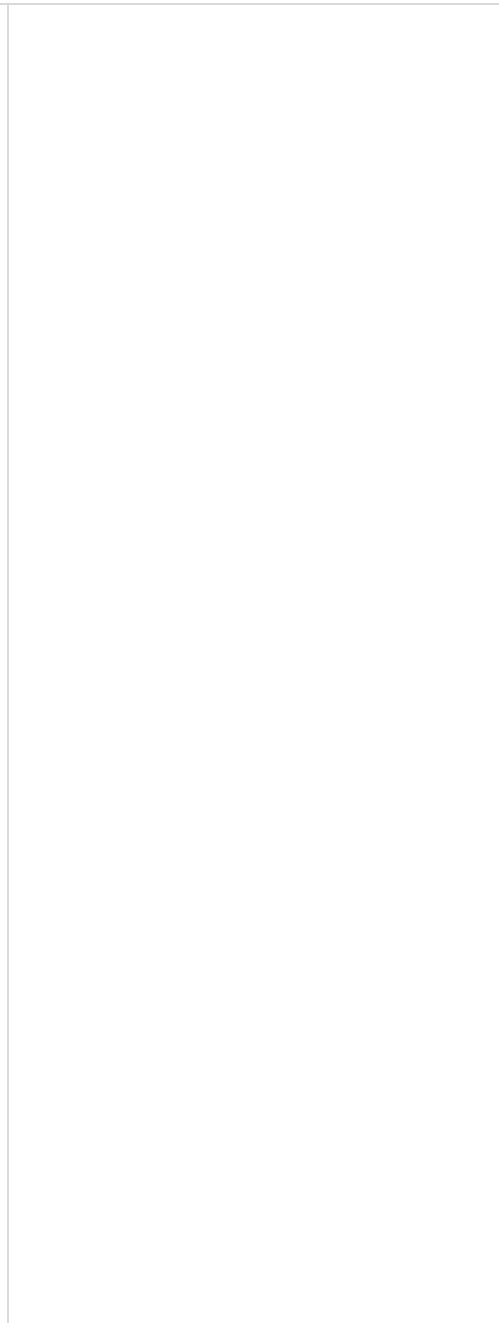


and DEC guidelines.
Collaborate with Wollumbin Head Teacher Math to share expertise across stages esp. in 'new' content moved from Stage 4 to Stage 3.
Collaborative planning of Maths programs to ensure consistence of methods.
Primary schools basing scope & sequence on Maths Plus, as well as North Coast Scope & Sequence.
Provide parent workshops on the new syllabus

Professional Learning:
Further develop staff understanding and quality pedagogy in mathematics to support low-performing and extend high-performing students.

Evaluation Plan:

- student progression monitored once per term
- NAPLAN analysis
- regular meetings with teachers to discuss professional learning
- feedback from community.



Strategic Direction 3: ENGAGEMENT

Purpose

To enhance the engagement of students in the learning process to improve learning outcomes

Improvement Measures

- ❖ Staff, student, community responses recorded via surveys
- ❖ Engagement plans and strategies embedded in routine business of schools in the group.

People

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

Principal: informal verbal survey

Principal and Technology Support Officer: train staff re: moodle

Principals and staff of CoS Schools: negotiate organisational responsibilities and expertise of staff in each school

Processes

How do we do it and how will we know?

Survey parents, students and teachers to gauge student engagement and find ways to improve.

Utilise moodle for sharing ideas, professional learning and resources across stages and the wider Community of Schools (CoS).

Utilise moodle to support student, parent and teacher communication

Meet regularly with CoS Principals to monitor, review and plan CoS projects.

Combine with other schools in the CoS group for special days and targeted programs to enhance motivation, transition, learning and social opportunities for students and to maximise resources, such as:

- Multicultural programs
- Debating
- NAIDOC activities
- Careers Market Day and university tour
- High school transition activities
- Creative Arts Day
- Leadership Development - initially for Year 6, working towards building capacity throughout primary years

Combine resources, expertise and funds across schools to meet professional learning needs, esp the implementation of the Australian Curriculum and motivating strategies for learning.

Products and Practices

What is achieved and how do we know?

Product: detailed feedback useful in designing future directions in enhancing engagement.

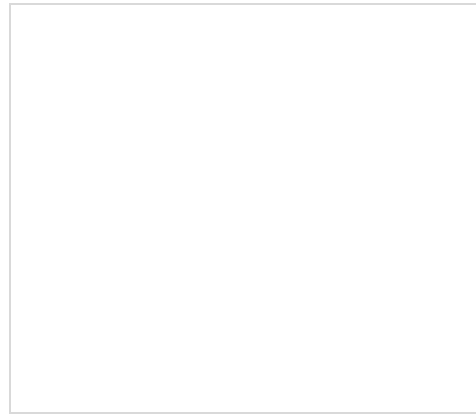
Product: Well organised and coordinated plans across CoS group to enhance engagement.

Product: A well-resourced and defined Professional Learning Plan that meets the current needs of teachers in the CoS group.

Practice: Open collaboration and communication across CoS schools via moodle. Students and parents using moodle to access notes, homework, projects etc.

Practice: Students regularly participating in a range of enriching activities across the CoS group, broadening their educational and cultural experiences and social interactions.

Practice: Formal leadership programs aligned to Premiers' Sporting Challenge, linked with Wollumbin HS



Improve Student Representative Council organisation with representatives from each grade and providing a platform for a "student voice" in curriculum and engagement issues.
Refinement and development of transition program to Wollumbin HS

Students develop self-determination by maintaining personal attainment records

