

Condong Public School Plan 2015 – 2017



A proud member of the S7 team

2016 - Condong Public School

School Background 2015 – 2017 **2016**

SCHOOL VISION STATEMENT

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership.

To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success.

To nurture engaged global learners to become confident, creative citizens who champion 21st Century learning, strengthening our community for the future.



SCHOOL CONTEXT

Condong Public School is situated 5kms north of Murwillumbah and is situated on the banks of the Tweed River. Our core purpose is to facilitate learning in a positive teaching and learning environment catering for the needs of all students. We have well-resourced learning centres which are open and modern enhancing 21st Century learning practices.

Condong Public School provides outstanding professional and caring teachers who embrace the opportunities to further develop their skills and knowledge through research and professional learning.

All members of our school are supportive of each other working collaboratively enabling them to develop the skills and values to interact and contribute as effective members in any community.

Our Literacy and Numeracy programs provide a solid foundation for lifelong learning. We focus on healthy lifestyles and environmental awareness.

We have a highly supportive and very active whole school community who willingly involve themselves in all aspects of school life.

Our Motto: ***Citizenship, Perseverance, Sincerity***

SCHOOL PLANNING PROCESS

(The S7 team is a group of small schools who work and plan together to share knowledge, skills and resources in a collegial approach to planning in the 21st Century – Stokers Siding, Condong, Crabbes Creek, Fingal Head, Duranbah, Murwillumbah South and Carool Public schools)

Purpose: To establish the educational and cultural practices that need to emerge from the implementation of the school plan to define the skill development and professional learning necessary to achieve the school's key improvements.

People: The plan will recognise the need to build the capabilities of the school community and the wider school community (S7), to contribute effectively.

Our S7 school teams worked together with their individual communities to discuss their visions for the next three years and beyond. This process was enhanced by working with the whole school community to conduct strengths, weaknesses, opportunities and threats analysis. The aim was to create a collaborative vision statement for future transformation, ensuring alignment with the educational priorities, dreams and ambitions of the community.

Our S7 leadership team met to share our individual school visions and to decide upon the possibility of a shared vision across the seven small schools acknowledging our individual differences and needs as evidenced in our purpose, people, processes, product and practices and our milestones.

School Strategic Directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. 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.



STRATEGIC DIRECTION 1

Develop strong foundations in curriculum and assessment.

To develop consistent, quality educational practices and student achievement driven by assessment evidence in line with the NSW syllabus for the Australian Curriculum. To ensure that learning and assessment are personalised and differentiated for every student.

STRATEGIC DIRECTION 2

Create a high-performing and dynamic 21st Century learning environment.

Develop deep thinking, innovative, resourceful and creative life-long learners who ably make sense of their world. Through collaboration, communication and the ability to plan activities independently, students will be equipped to achieve their personal goals and lead successful lives in the 21st Century.

STRATEGIC DIRECTION 3

Strengthen teaching and leadership capacity.

To lead learning by guiding self-reflection, self-improvement and development of quality teaching and leadership practices. To create an innovative culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to life-long learning.

Strategic Direction 1: Develop strong foundations in curriculum and assessment

PURPOSE

Why do we need this particular strategic direction and why is it important?

To develop consistent, quality educational practices and student achievement driven by assessment evidence in line with the NSW syllabus for the Australian Curriculum. To ensure that learning and assessment are personalised and differentiated for every student.

IMPROVEMENT MEASURE/S

An increase from 86% to 89% of all students achieving appropriate cluster levels in PLAN.

83% of Aboriginal and ESL students are represented at or above National Minimum Standards in all areas of Literacy and Numeracy.

100% of teaching and learning programs and practices show professional growth as evidenced through Performance and Development Framework conferences.

PEOPLE

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

Students: Students to be actively involved in driving their own learning through the development of an understanding of curriculum expectations and outcomes.

Staff: Further develop capabilities for teaching and assessing the NSW syllabus for the Australian Curriculum engaging in personalised and S7 professional development opportunities.

Staff: Interpreting student achievement data and identifying the learning needs of students. Reviewing curriculum planning, programming, teaching, assessment and reporting practices and how well they meet the learning needs of students.

Parents/ Community partners:

Build awareness and understanding of the NSW syllabus for the Australian Curriculum for parents by identifying essential knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area.

Leaders: Build teacher and leadership capacity through the development and implementation of professional learning plans.

PROCESSES

How do we do it and how will we know?

Students: Students track their own progress against learning continuums.

Staff: Actively seek and engage in formal and informal professional learning opportunities and apply that learning in their daily classroom practices.

Staff: Developing, implementing and evaluating high quality teaching and learning programs that reflect the Quality Teaching Framework.

Leaders: Rigorous discussions with teaching staff to develop individual professional learning plans reflected through the Performance and Development Framework process.

Evaluation plan: Internal- regular reporting against milestones by the leadership group; feedback from strategic direction teams through focus group.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product: An increased number of students achieving at or beyond appropriate cluster level for year group using PLAN data.

Product: Representation in the top three skill bands of Aboriginal and ESL students is similar to that of the total school population.

Product: Teaching and learning programs and practices clearly reflect the implementation of personal professional learning plan.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices: Ongoing effective professional dialogue and reflection between leaders and their staff.

Strategic Direction 2: Create a high-performing and dynamic 21st Century learning environment

PURPOSE

Why do we need this particular strategic direction and why is it important?

Develop deep thinking, innovative, resourceful and creative life-long learners who ably make sense of their world. Through collaboration, communication and the ability to plan activities independently, students will be equipped to achieve their personal goals and lead successful lives in the 21st Century.

IMPROVEMENT MEASURE/S

Teaching and learning, school wide and homework programs incorporate learning experiences that promote opportunities for students to become active, global citizens now and also into the future.

100% of teaching staff participate in lesson study observations and walk-throughs.

PEOPLE

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

Students: Immerse students in a 21st Century teaching and learning environment.

Students: Every 21st Century skills implementation requires the development of core academic subject knowledge and understanding among all students.

Staff: Create learning practices, source human support and physical environments that support the teaching and learning of 21st Century skill outcomes.

Allow equitable access to quality learning tools, technologies and resources.

Parents/Community Partners Build awareness and understanding of 21st century pedagogical practices for parents by identifying essential knowledge, understanding, values and attitudes that reflect 21st century learning skills.

Leaders Embrace the school's vision for 21st century learning, thereby connecting teachers, students and the community to the wealth of knowledge that exists in the world.

PROCESSES

How do we do it and how will we know?

Students: Maintain student interest by engaging them in addressing real world problems.

Students: Students to learn through our curriculum which is inter-disciplinary, integrated and project based.(STEM)

Staff Participate in professional learning communities that enable them to collaborate, share best practices and integrate 21st Century skills into classroom practice through STEM. Furthermore, staff will be supported in developing their knowledge, understanding and practices associated with :

- BOSTES accreditation requirements;
- Australian Professional Standards for Teachers;
- NSW Teacher Performance Development Framework;
- The Quality Teaching Framework ;
- DEC NSW School Excellence Framework.

Leaders Facilitate and support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice.

Evaluation plan Support the continuous evaluation of students' 21st skills development. Internal- regular reporting against milestones by the leadership group; feedback from strategic direction teams through focus group.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product: Students are insightful life-long learners who will continue to learn outside the formal school day as evidenced by a balance of technology enhanced formative and summative assessments that measure student mastery of 21st century skills.

Teachers are incorporating 21st century practices in their classrooms with increasing confidence and competence as evidenced in teaching and learning programs and teaching practices.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices: Students are critical and creative thinkers and problem solvers, demonstrating the ability to collaborate and communicate effectively.

Teachers create classroom environments that enable students to learn in relevant, real world 21st century contexts (eg through project based or other applied work).

Strategic Direction 3: Strengthen teaching and leadership capacity

PURPOSE

Why do we need this particular strategic direction and why is it important?

To lead learning by guiding self-reflection, self-improvement and development of quality teaching and leadership practices. To create an innovative culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to life-long learning.

IMPROVEMENT MEASURE/S

S7 group collectively meet on a regular basis to collegially strengthen and enhance pedagogical practices.

100% of staff shares their expertise and best practice across KLA's and within the S7 group and the broader learning community.

Student wellbeing practices, programs and policies are regularly reviewed and improved

Student data associated with student wellbeing e.g. attendance, behaviour etc analysed to inform best practice and support for students.

PEOPLE

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

Staff: Teachers as leaders will help other teachers to embrace goals to understand the changes that are needed to strengthen teaching and learning and work together towards improvement.

Teachers build their capacity through actively seeking formal and informal professional learning opportunities.

Building capacity through participating in Positive Behaviour for Learning (PBL) programs and leading workshops focusing on the Student Wellbeing Framework.

Leaders Provide vision, direction and support to staff to enhance their growth in pedagogical and leadership development.

Create a collaborative environment which encourages involvement, professional development of self and colleagues and mutual support.

PROCESSES

How do we do it and how will we know?

Staff: Actively contribute to strategic direction teams through sharing professional knowledge within own school and across the S7 group of schools.

Staff develop personal collegial networks within and beyond the S7 schools based on professional learning needs as identified in personal professional learning plans.

Staff developing visual tools and resources to assist the implementation of PBL as well as collecting and collating data.

Leaders: Facilitate active contributions to strategic direction teams through the sharing of professional knowledge within own school and across the S7 group of schools.

Support and encourage the development of personal collegial networks within and beyond the S7 schools based on professional learning needs as identified in personal professional development plans.

Evaluation plan Support the evaluation of teacher and leadership capacity. Internal-regular reporting against milestones by the leadership group; feedback from strategic direction teams through focus group.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product Strategic direction teams are working collaboratively and providing opportunities for all staff to actively contribute to the professional learning of colleagues. **1.1.2 1.2.2 2.1.2 6.1.2 6.2.2**

Staff are accessing professional support from a variety of sources, including formal and informal collegial relationships.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices: Strategic direction teams are meeting regularly and are effective catalysts for continuous improvement in teaching practice, resulting in a positive impact on student learning.