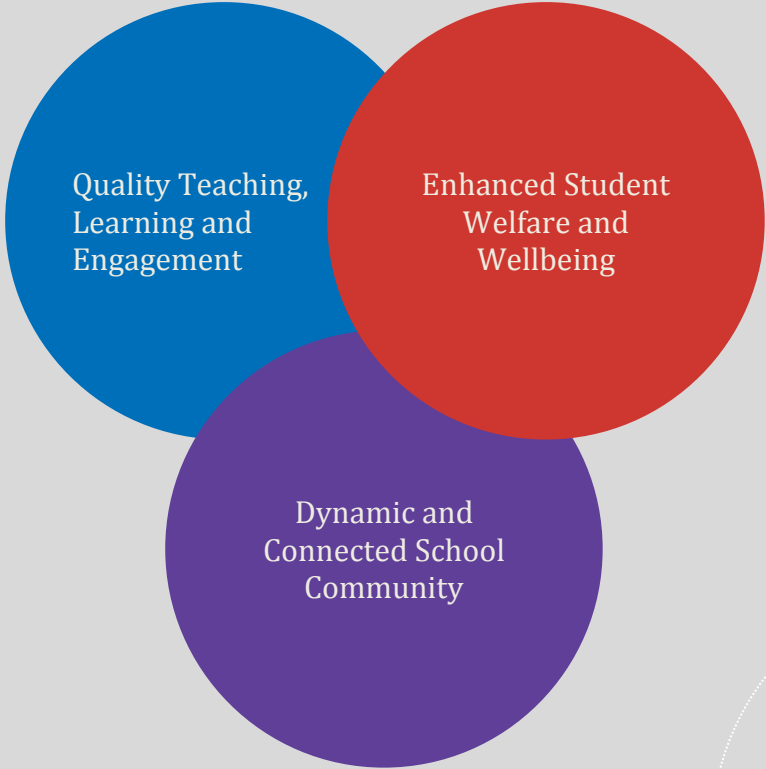


School plan 2015 – 2017

COMBOYNE PUBLIC SCHOOL 1601



Quality Teaching,
Learning and
Engagement

Enhanced Student
Welfare and
Wellbeing

Dynamic and
Connected School
Community



School vision statement

We are a dynamic and innovative learning community that is committed to delivering excellence within an interactive learning environment.

Every student has the opportunity to achieve their personal best through engaging and diverse learning experiences.

School context

Comboyne Public School is located on the North Coast of New South Wales. It is a small, rural school that caters for the educational needs of its students from Kindergarten to Year 6 and enjoys a reputation for developing the whole child and promoting success in literacy, numeracy, environmental education and the arts. Current enrolments total 32 students, with two full time teachers and one part-time teacher, a part-time School Administration Manager, and one part-time School Learning Support Officer (SLSO).

The teaching staff is committed to continuous improvement in the capacity to deliver a broad and high quality curriculum to all students in an enjoyable, supportive and stimulating learning environment.

The school community is committed to successful student welfare initiatives and in supporting increasing student outcomes. This commitment from the school community, and our aim to join with other small schools in the area enables us to successfully provide diverse learning opportunities.

School planning process

In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community. This evidence included surveying students, staff and community and encouraged the share of ideas to identify the priorities for the 2015-2017 school plan.

The process included a review of the strengths, future opportunities and target areas for development for the school. As a result, three key strategic directions were identified as a basis for developments. These are:

- Quality Teaching, Learning and Engagement
- Enhanced Student Welfare and Wellbeing
- Dynamic and Connected School Community

In 2015 school staff and the P and C have reviewed the 2015 targets and provided consultation on key elements. The Comboyne School Community supports and is committed to collaboratively achieving the identified strategic directions.



STRATEGIC DIRECTION 1

Quality Teaching,
Learning and
Engagement

Delivery of high quality educational practices driven by assessment evidence and shared professional practice.
Students are creative and productive 21st Century learners who can think deeply and logically.
Students who can be innovative and resourceful and plan activities independently.
Students that collaborate, work in teams and communicate ideas to make sense of their world.

STRATEGIC DIRECTION 2

Enhanced Student
Welfare and
Wellbeing

Students, staff and school community prioritise the welfare and wellbeing of all students.
A whole school collaborative approach towards a comprehensive and integrated positive behaviour and learning program.
Student involvement and leadership is acknowledged and encouraged in influencing their own wellbeing and the wellbeing of others.

STRATEGIC DIRECTION 3

Dynamic and
Connected School
Community

Establish strong and sustainable relationships as an educational community. Initiating and inspiring a culture of collaboration, engaged communication, empowered engagement and leadership and organisational practices.

Strategic Direction 1: Quality Teaching, Learning and Engagement

Purpose

Delivery of high quality educational practices driven by assessment evidence and shared professional practice. Students are creative and productive 21st Century learners who can think deeply and logically. Students who can be innovative and resourceful and plan activities independently. Students that collaborate, work in teams and communicate ideas to make sense of their world.

Improvement Measures

Product:

All staff will engage in PLP, NCCD, supporting students with additional needs, and PLAN professional learning activities.

100% of students demonstrate growth in learning using the Literacy and Numeracy Continuums.

Process:

School learning activities will be evidence based focussing resources to identified areas.

Regular feedback will be provided to parents and progress will be identified in school reports, 3 way meetings, personalised plans and communication systems.

People

School leaders aim to build the capacity of the whole school community to value quality education and strive towards successful, innovative, independent students.

Students will successfully access quality educational experiences that are based on students individual need.

Staff will utilise assessment and evidence to direct and personalise student learning and provide purposeful feedback.

Staff will complete professional learning that is linked to school plan and PDP, and develops capacity to support the needs of all students.

Parents and carers work with school staff to develop their capabilities to support their students learning at home

Encourage the school community to contribute to and influence the education of all students.

Build on successful relationships with COS to extend the provision and opportunities across the curriculum

Processes

School leaders will lead professional learning, innovative implementation and effective evaluation of teaching Literacy and Numeracy.

Students identified through the school assessment schedule as requiring additional assistance will receive specific learning support.

Students are involved in and receive explicit feedback on learning activities and assessments.

School wide data collection systems, planned analysis directing evidence based teaching.

Staff continue to increase their capacity towards and achieve quality teaching through focussed professional learning and team teaching.

Staff and parents will engage in communication strategies that focus on student goals, additional needs, and achievements.

Communicate achievements of students and school events with the school community with a focus on celebrating success.

Collegial meetings with local schools working towards shared goals.

Products and Practices

All staff will engage in PLP, NCCD, supporting students with additional needs, and PLAN professional learning activities.

All staff will engage in student tracking and monitoring linked to the school assessment schedule and evaluate as a team through PLAN and the continuum.

Cross curriculum learning activities will engage and challenge students.

School learning activities will be evidence based focussing resources to identified areas.

100% of students demonstrate growth in learning using the Literacy and Numeracy Continuums.

Students will progress at appropriate cluster levels, towards personal goals and personalised plans.

Regular feedback will be provided to parents and progress will be identified in school reports, 3 way meetings, personalised plans and communication systems.

Increased parent participation in learning support processes and acknowledging achievement events.

Community of practice developed with local schools to work towards combine outcomes and shared professional learning.

Strategic Direction 2: Enhanced Student Welfare and Wellbeing

Purpose

Students, staff and school community prioritise the welfare and wellbeing of all students.
A whole school collaborative approach towards a comprehensive and integrated positive behaviour and learning program. Student involvement and leadership is acknowledged and encouraged in influencing their own wellbeing and the wellbeing of others.

Improvement Measures

Product:

Positive Behaviour for Learning program successfully implemented and 100% of students can recognise school values.

Practice:

Learning activities will integrate school positive behaviour and learning outcomes.

Families and the wider community will be encouraged to engage in activities that acknowledge and promote school culture.

People

School leaders identify and initiate processes to provide opportunities for students to develop personal goals, resilience and perseverance, collaborative learning, and reflective practices

Staff prioritise and utilise opportunities to reinforce, model and teach positive welfare and wellbeing practices.

Engage all students in a positive school culture, acknowledge student success, and provide opportunity for student direction when understanding student needs.

Provide opportunities for parents to contribute to welfare and wellbeing programs by reinforcing school strategies and engaging in acknowledgment processes.

Build sustainable links with the school community and develop a shared welfare culture.

Processes

School Leaders provide opportunities for explicit teaching of school values and promote a fair and safe school culture

Staffs integrate welfare principles into teaching and learning activities, explicitly teach school expectations and encourage positive behaviour and engagement.

Explicitly teach and acknowledge successful 'safe and fair' participation at school. Students will lead planning, support implementation and successfully engage with the school values and culture.

Increase awareness of parents and carers of school values and expectations, encouraging a combined approach through communication, reporting and parent participation.

Engage the wider community to endorse and promote school values and expectations developing a community wide belief for behaviour and learning.

Products and Practices

Positive Behaviour for Learning program successfully implemented and 100% of students can recognise school values.

Learning activities will integrate school positive behaviour and learning outcomes.

Staff will model and explicitly teach school expectations.

Print and electronic media will be utilised to inform parents and carers of welfare and wellbeing activities.

Families and the wider community will be encouraged to engage in activities that acknowledge and promote school culture.

All local businesses and organisations will be informed of the school values expectations.

School community will be encouraged to promote these positive behaviours in the wider community.

Strategic Direction 3: Dynamic and Connected School Community

Purpose

Establish strong and sustainable relationships as an educational community. Initiating and inspiring a culture of collaboration, engaged communication, empowered engagement and leadership and organisational practices.

Improvement Measures

Product:

%100 of students successfully participate in the Community Garden program, Kitchen Garden program, and financial Literacy program.

%100 percent of parents and carers engage in effective communication strategies.

Practice:

Acknowledgment of student success evident in print and electronic media accessing all members of the rural and remote community.

People

The school leadership team will involve and utilise community connections to identify and implement innovative strategies to support education experiences.

Staff will build sustainable connections with students, parents, families and the wider community and encourage communication that directs student learning.

Assist parents and carers to build networks positive links between their family, the school and the community.

Develop student leaders to show innovation, practice and display leadership qualities, and positively influence the school and the community.

Engage key community partners and utilise this involvement in collaborative planning, supporting activities, and sustaining relationships

Processes

School leaders promote school values and provide a quality educational program with a culture of community awareness and involvement.

Staff effectively provide feedback to students, parents and carers and the school community.

Students show leadership qualities through opportunities in school 'Work Teams' and educational activities. School leaders will influence change in school organisation, environment and events.

Individualised learning for students resulting in a pathway towards acknowledged shared goals

Parents and teachers utilise effective communication strategies that reflect the rural and remote community.

Daily assemblies, school notices, end of term assemblies, acknowledgement of success events provide information to students and the community.

Community communication through newspaper, Comboyne Circular, newsletters, notice boards, and the P&C.

The school based Community Garden project links students and community volunteers.

Connections with local small schools to collaboratively plan, engage and promote curriculum areas

Products and Practices

School and community values are integral parts of teaching and learning activities.

School Leader identified projects are completed and acknowledged.

%100 of students successfully participate in the Community Garden program, Kitchen Garden program, and financial Literacy program.

%100 percent of parents and carers engage in effective communication strategies. 3way meetings, electronic real time communication, personalised student planning, and aboriginal student communication approaches are evident.

Increased school involvement in a diverse range of community activities.

Acknowledgment of student success evident in print and electronic media accessing all members of the rural and remote community.

