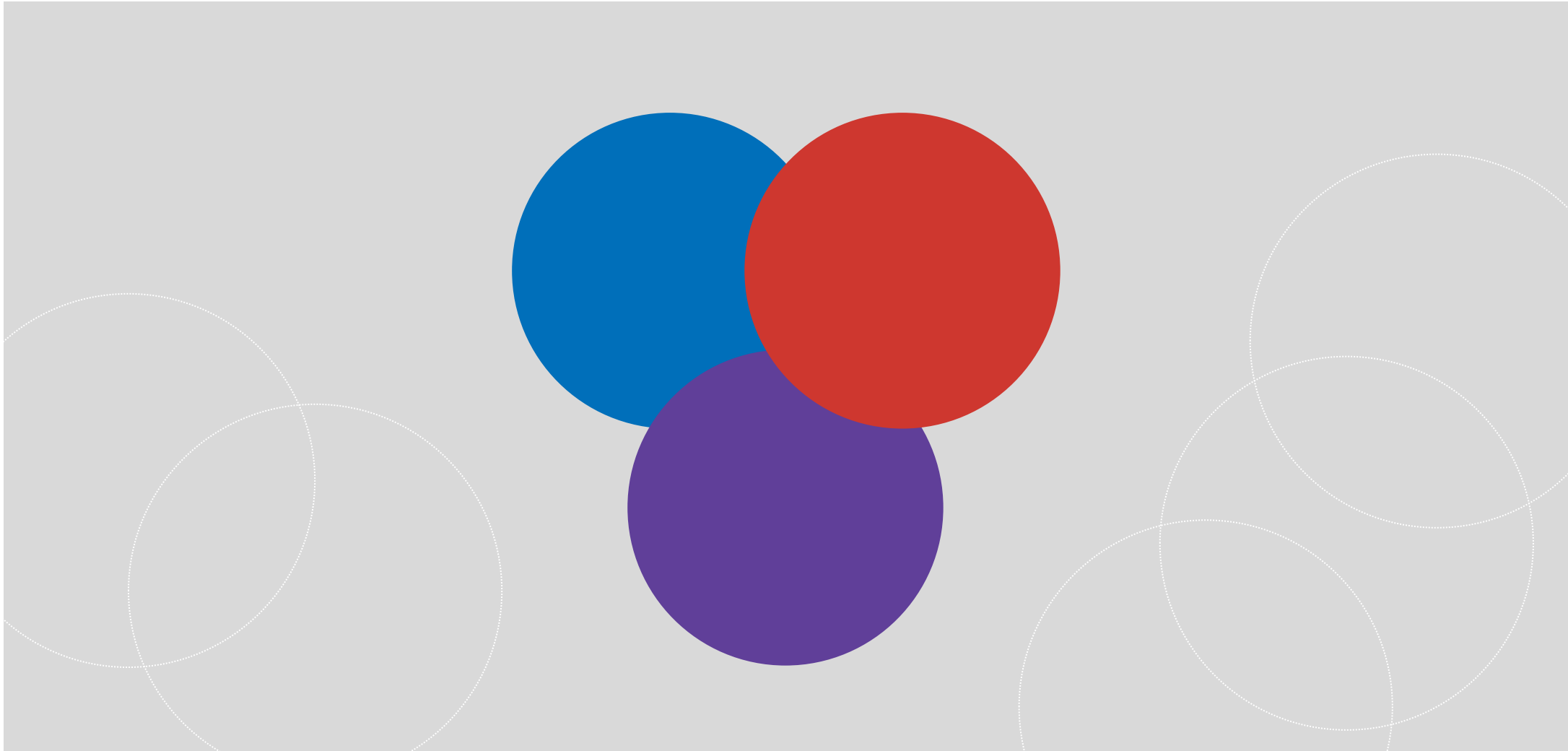


School plan 2015 – 2017

Cattai Public School - 1535





School vision statement

Cattai Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. This in turn facilitates the consistent improvement of student outcomes with a strong focus on the learning needs of individual students.

We have a relentless focus and commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. We have confidence that each individual child will be known and understood, and their individual potential developed. Students are well-supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

Student learning is underpinned by high quality teaching and leadership. Teaching at Cattai Public School is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community.

School context

Cattai Public is a happy and safe rural school overlooking the Cattai Creek in a picturesque setting. Our students enjoy classrooms with interactive whiteboards and current technologies, set up to maximise student learning. Students use technology as a tool to engage with learning experiences. These technologies are used daily to encourage students to work at their own pace, encouraging individualised, authentic learning which is relevant and contextual.

Class sizes are small and we have a strong focus on individualised learning and student and teacher accountability. Strong academic standards are reflected by committed teachers and students, who work together to achieve strong student performance. Students regularly participate in academic competitions, debating, public speaking and sporting gala days. A common belief is held by all in developing the whole child, giving students opportunities to learn and develop skills in all areas of the curriculum.

Cattai Public School has a supportive and caring parent community who regularly assist the students and staff through fundraising events and school working bees. We have a range of socio-economic backgrounds within the community who have very high expectations of their children, the school and its teaching and learning programs.

School planning process

The school has undergone an extensive planning process in developing this school plan. We have collected and analysed a range of data relevant to the 2015 school plan. This has been collected from school and national assessments, community surveys, extensive community consultation, research and student surveys and engagement tools.

This process will continue regularly throughout the year to ensure the school meets targets, as well as milestones throughout the process. Feedback will be collected from parents, students and staff through the use of interviews, surveys and meetings. This continual cycle will ensure that the school plan continues to be relevant, contextual and continually meets the needs of the school and the people in it.



STRATEGIC DIRECTION 1

*Independent,
engaged learners*

Purpose:

To enhance student engagement, creating students who take control of their own learning, developing independent, engaged learners focussed on attaining 21st century skills, which will enable them to engage with their local and global community.

STRATEGIC DIRECTION 2

*Teachers as leaders
of learning*

Purpose:

To develop the leadership capacity of all staff. To engage staff in quality, targeted professional learning to grow the competency, accreditation and professionalism of teachers who have maximum impact on student learning outcomes.

STRATEGIC DIRECTION 3

*Community
connections and
learning
partnerships*

Purpose:

To create connections and engage the broader community in the educational experience of all students. To engage students in experiences within the immediate and global communities, maximising students' access to innovation and education, wherever it may be found.

Strategic Direction 1: *Independent engaged learners*

Purpose

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

To enhance student engagement, creating students who take control of their own learning, developing independent, engaged learners focussed on attaining 21st century skills, which will enable them to engage with their local and global community.

Improvement Measures

- ❖ All students exceed expected growth in Year 5 NAPLAN Data in Literacy and Numeracy.
- ❖ All students achieving grade appropriate markers when placed on the Literacy and Numeracy Continuum documents.

People

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

Students: students understand and articulate expectations of their own performance and when and how they have achieved success.

Staff: Staff understand how students learn, enabling them to deliver high quality, engaging learning opportunities.

Community Partners: The community understand and articulate expectations of their own children's performance and work with the school to support them to achieve success in their learning.

Leaders: Understand and develop school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Processes

How do we do it and how will we know?

- Staff use a range of data and communications to develop Individualised Education plans for **all** students.
- Implementation of PBL practices across the school and community demonstrates reduced behaviour referrals.
- Restructure of the class learning environments in all classrooms across the school supports and increases student engagement.
- Staff undertake extensive professional learning around differentiated curriculum / personalised learning and is evident in teaching and learning programs.
- Systems developed to monitor and track student engagement during teaching and learning experiences.

Evaluation Plan:

Strategies will be evaluated through the tracking of the milestones, program reviews and professional dialogue.

Products and Practices

Products

- All students exceed expected growth in Year 5 NAPLAN Data in Literacy and Numeracy.
- All students achieving grade appropriate markers when placed on the Literacy and Numeracy Continuum documents.

Practices

- Teaching and Learning Programs effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- Students articulate personal goals and achievements regarding their own learning and use this to make informed decisions about the direction of their own learning.
- Systems in place to track student engagement on a regular basis, based on current research and pedagogy.

Strategic Direction 2: *Teachers as leaders of learning*

Purpose

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

To develop the leadership capacity of all staff. To engage staff in quality, targeted professional learning to grow the competency, accreditation and professionalism of teachers who have maximum impact on student learning outcomes.

Improvement Measures

- ❖ 100% of staff will have quality documentation of teaching and learning programs and demonstrate expertise, very high levels of content knowledge and teaching practices.
- ❖ Professional Learning Plans will be developed and implemented for all staff and these will be directly linked to classroom practice and school targets.

People

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

Students: Students will understand how they learn and use assessment feedback to direct their own learning.

Staff: Teachers will understand how students learn and how to use assessment data and the latest current research to plan for individual student success.

Community Partners: The community will understand the current teaching methods and language used by teachers as they partner with the school to enhance student learning

Leaders: Leaders understand and acknowledge the importance of quality teaching staff in the achievement of students and develop the capacity of all staff to deliver quality, 21st century programs.

Processes

How do we do it and how will we know?

- Establishment of and involvement in a collaborative group of schools within the Hawkesbury to engage teachers with the Australian Professional Standards – Making Accreditation Familiar.
- Develop and sustain links with staff from across a number of schools, both within and outside the Hawkesbury, to improve teaching and learning and engage in professional dialogue.
- Development of targeted, specific, personalised Professional Learning Plans for all teaching staff within the school, linked school targets.
- Implementation of whole school assessment and programming processes, specifically linked with NSW Syllabuses for the Australian Curriculum and Literacy and Numeracy Continuums.

Evaluation Plan

Evaluations will be made through meeting Professional Development Plans, participation in Teacher Professional Learning sessions, implementation of teaching and learning programs and meeting milestones in the school plan.

Products and Practices

Products

- 100% of staff will have quality documentation of teaching and learning programs and demonstrate expertise, very high levels of content knowledge and teaching practices.
- Professional Learning Plans will be developed and implemented for all staff and these will be directly linked to classroom practice and school targets.

Practices

- The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts (eg. value-added, growth, improvement, statistical significance).
- Inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all teaching staff.

Strategic Direction 3: *Community connections and learning partnerships*

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To create connections and engage the broader community in the educational experience of all students. To engage students in experiences within the immediate and global communities, maximising students' access to innovation and education, wherever it may be found.</p>	<p>How do we develop the capabilities of our people to bring about transformation?</p> <p>Students: Students understand the importance of living in and engaging with a connected society and being a global citizen.</p> <p>Staff: Staff understand the importance of developing 21st Century Skills in all learners and how communities work together to create shared ownership over student learning.</p>	<p>How do we do it and how will we know?</p> <ul style="list-style-type: none"> • Development of and involvement in a project-based learning collaborative, with schools from across the Hawkesbury and globally – Click, Connect, Collaborate. • Regular Parent Information Evenings to develop strong links with the community and to educate all stakeholders and develop a shared vision and responsibility for the education of all students. • Foster links with local community groups, educational institutions and businesses to provide support for the teaching and learning which takes place at the school. 	<p>Products</p> <ul style="list-style-type: none"> ❖ Parents will be involved in their child's education and we will see high levels of support for programs encouraging parent engagement at the school level. ❖ Community links and partnerships will be enhanced at all levels of student learning.
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ Parents will be involved in their child's education and we will see high levels of support for programs encouraging parent engagement at the school level. ❖ Community links and partnerships will be enhanced at all levels of student learning. 	<p>Community Partners: The community will understand the importance of living in a connected community where school is not the only place students can access education and learning.</p> <p>Leaders: School leaders understand the need to drive a shared community school vision and direction for the benefit of all students.</p>	<p>Evaluation Plan</p> <p>Evaluations will be made through the tracking of milestones and increased community involvement in school events</p>	<p>Practices</p> <ul style="list-style-type: none"> ❖ The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. ❖ Shared school-wide responsibility is evident through leadership, teaching, learning and community evaluations to review learning improvements. ❖ The school uses collaborative feedback and reflection to promote and generate learning and innovation.