School plan 2015 – 2017
Cundletown Public School 1708
## School background 2015 - 2017

### School vision statement

Cundletown Public School, along with its local community, will work with students and families to provide experiences and opportunities for students and community members to become confident, independent learners who are critical thinkers; able to react to the changing world to ensure that they produce an effort and result that they would be proud of.

To this end, the school will offer support, guidance and direction to ensure that each child reaches their potential as 21st Century learners.

### School context

Cundletown Public school is located just north of Taree on the NSW Mid North Coast. It is the oldest school in the district having opened in 1857 and has a proud tradition of being a focal point for the community.

The population of Cundletown PS is very stable, with many parents and grandparents also having attended the school as children. This adds to the community support for the school and is a real feature.

The current school population is 291 students; comprising 156 boys and 135 girls. 32 students identify as Aboriginal or Torres Strait Islander background. The school has 12 classes presently and is supported by 20 teaching staff and 2.2 School Administrative and Support Staff. The staff ranges from beginning teachers to highly experienced.

The school is well known in the district for its exemplary behaviour and academic achievement and is known as “The Caring School”. The school has an excellent reputation in the area of music with the school regularly placing in the Taree and District Eisteddfod. In addition, the school has 2 bands operating – Triple C, which plays contemporary music and a new Concert band which has commenced this year.

The school has recently completed a National Partnership in Literacy. This allowed the staff to access high quality Professional Learning which has had a major impact into classroom practice and results. The school also has an innovative literacy and maths program where students are grouped by ability levels so the teaching can be more directed and focussed.

Cundletown Public School actively promotes the partnership between home and school and enjoys strong community support.

### School planning process

Staff and community were consulted over a range of meetings held in Term 4 2014. In all, there were 4 staff meetings as well as time devoted to the planning on the Staff Development Day at the beginning of 2015.

Discussions and background regarding the new planning process was shared with both parents and staff. The school’s Parents and Citizens Association also had a training session as well as two further sessions – one during the day and one at night, to ensure participation when convenient to the parents.

A major theme of these meetings was “What makes an Effective School”. Answers were collated, compared and distilled into 3 big ideas – Communication, leadership and 21st century Learning. These form the basis of our Strategic Directions in this document.

Following further training, a writing panel will develop the 5P planning process in consultation with staff.
**Purpose:**
To ensure that all stakeholders have deep understanding of the basic skills, which are the building blocks for the development of 21st Century Learners. Hence, giving them the ability to think critically and work in innovative ways.

**STRATEGIC DIRECTION 1**
Prepare our students, teachers and parents for new 21st Century Learning.

**Purpose:**
To fully develop the partnership between home and school, ensuring that all stakeholders achieve the common goal of maximal learning. This will be achieved for all stakeholders through collaboration, cooperation and communication (3Cs).

**STRATEGIC DIRECTION 2**
Ensuring collaboration, cooperation and communication for all stakeholders – “Three Cs”

**Purpose:**
To discover, nurture and develop the skills and strengths in each child, teacher and parent, enabling them to be confident, capable and resourceful members of our community. This will be achieved by providing opportunities to learn leadership skills via whole school programs.

**STRATEGIC DIRECTION 3**
Developing the leadership capabilities of students, teachers and parents.
### Strategic Direction 1: Prepare our students, teachers and parents for new 21st century learning

#### Purpose
To ensure that all stakeholders have a deep understanding of the basic skills, which are the building blocks for the development of 21st Century Learners. Hence, giving them the ability to think critically and work in innovative ways.

#### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td><strong>Parents</strong></td>
<td>21st Century Learning – Investigate best practice and continue full implementation of the Australian Curriculum</td>
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<tr>
<td><strong>Staff</strong></td>
<td>Build staff capacity to collaboratively plan for consistency in teaching and assessment practices. Explicit timetabling to ensure transition expectations are articulated and acted upon K-6.</td>
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<tr>
<td><strong>Product</strong></td>
<td>Further develop the deep understanding of the significant role that Numeracy and Literacy Continuums play in ensuring quality learning outcome for all students K-6.</td>
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<tr>
<td><strong>Practice</strong></td>
<td>Expose children to quality teaching and learning programs that develop the explicit teaching and learning of 21st Century skills and concepts.</td>
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<tr>
<td><strong>Practice</strong></td>
<td>21st Century Parents. To introduce parents to the pedagogy behind 21st Century Learning and the Australian Curriculum.</td>
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<tr>
<td><strong>Practice</strong></td>
<td>To provide parents the opportunity to participate in organised, regular sessions to develop their understanding of 21st Century learning. This will be measured by number of parents attending information sessions.</td>
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#### Products and Practices
- **Product** - 80% of students pioneering 21st Century learning technologies and thinking skills to engage in and attain expected educational learning outcomes K-6 as measured by PLAN data.
- **Product** - 80% of students will be achieving at the appropriate PLAN cluster for their grade as demonstrated in work samples collected.
- **Product** - 90% of teachers have the capacity to implement 21st Century pedagogy as evidenced by strategies in teaching programs.
- **Practice** – Teachers work collaboratively to ensure quality pedagogy and consistency in teaching practices and assessment as evidenced by PDF class observations.
- **Practice** – Proactive professional development of teachers to enable them to successfully scaffold the learning of students, empowering them to become successful, independent learners as evidenced by professional learning plan and associated involvement.
- **Practice** – To provide parents the opportunity to participate in organised, regular sessions to develop their understanding of 21st Century learning.
Strategic Direction 2: Ensuring cooperation, collaboration and communication for all stakeholders - “The 3Cs”

**Purpose**

To fully develop the partnership between home and school, ensuring that all stakeholders achieve the common goal of maximal learning. This will be achieved for all stakeholders through collaboration, cooperation and communication.

**People**

*Students* – Engage students to enable them to demonstrate the 3Cs in a range of situations (classroom, playground, community).

Build the students’ capacity to be collaborative and cooperative learners.

*Staff* – To develop staff capacity to effectively communicate in a variety of contexts (classroom, playground, community.)

**Processes**

*Collaboration, Cooperation and Communication in Teaching*

Further develop staff understanding of the 3Cs and their implication for program development/implementation, teaching, learning and assessment.

To develop Teaching/Learning strategies ensuring a deep understanding for all stakeholders of the 3Cs in line with the Australian Curriculum.

Authentic assessment across various KLA's to drive opportunities for students to demonstrate their understanding of the 3Cs.

**Products and Practices**

- **Product** - 85% of students demonstrate an understanding of and ability to cooperate, collaborate and communicate K-6. Evidenced by involvement in successful group activities.

- **Product** - 100% of staff working collaboratively and cooperatively to deliver quality educational outcomes K-6. As demonstrated in collaborative planning.

- **Product** - 20% of parents represented in School review surveys, school organised curriculum information sessions attendance at P&C meetings.

- **Practice** – Teachers participating in regular collegial sessions to develop programs that promote best practice, the teaching and learning cycle and assessment to drive teaching K-6. As demonstrated via PDF observations.

- **Practice** - Provide students with structured and explicit teaching that promote the opportunities for students to develop the 3Cs as demonstrated in classroom programs and observations.

- **Practice** – Provide the opportunities for parents to participate in organised activities to develop a deep understanding of their children as learners measured by attendance rates to planned events.

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**Improvement Measures**

- **Product** - 85% of students demonstrate an understanding of and ability to cooperate, collaborate and communicate K-6. Evidenced by involvement in successful group activities.

- **Product** - 100% of staff working collaboratively and cooperatively to deliver quality educational outcomes K-6. As demonstrated in collaborative planning.
# Strategic Direction 3: Developing the leadership capabilities of students, teachers and parents.

## Purpose
To discover, nurture and develop the skills and strengths in each child, teacher and parent, enabling them to be confident, capable and resourceful members of our community. This will be achieved by providing explicit opportunities to learn leadership skills via whole school programs.

## People

**Student** - Engage all students to value the importance of leadership, public speaking and performance skills as they progress from K-6.

Build the students’ capacity to be confident leaders in all situations.

**Staff** - Recognise and develop the leadership capabilities of each staff member to be quality leaders.

To expand staff’s capacity to deliver quality learning opportunities that promote leadership K-6.

**Parents** – Engage parents to willingly take on leadership roles in the school and wider community.

## Processes

**Leadership in Teaching** - To equip teachers with the knowledge and understanding of the important role that different styles of leadership play in the full implementation of the Australian Curriculum.

Teachers are aware of and self-monitor their progress through the AITSL teaching framework as a professional reflection tool.

Authentic Assessment across various KLA’s to drive opportunities for students to demonstrate their leadership skills.

**Leadership in Learning**
Investigate best practice in the areas of leadership, public speaking and performance skills in line with the full implementation of the Australian Curriculum.

Staff and students self-audit their leadership capabilities and identify areas for development.

Further develop deep understanding of the significant role that leadership skills play in ensuring quality learning outcomes for all students K-6.

**Leadership in Parents.** – Introduce parents to pedagogy behind leadership skills and all they encompass.

## Products and Practices

- **Product** - % increase in students actively nominating for Leadership positions – with a particular focus on Y5 boys.

- **Product** - % of students to demonstrate the skills and confidence to be able to speak, perform and lead in a wide variety of situations as evidenced by public speaking task results.

- **Product** - % of teachers and parents who initiate regular/necessary conversations regarding student learning as measured by contacts with parents recorded on SENTRAL.

- **Practice** - Proactive professional development of teachers, enabling them to successfully scaffold teaching/learning of leadership skills for all stakeholders.

- **Practice** – Stage based programs to establish strategies that focus on leadership, public speaking and performance. Measure by student participation in organised events.

- **Practice** - To ensure parent sessions incorporate what makes a successful leader. Evidenced by attendance at training/information sessions.

## Improvement Measures

- **Product** - % increase in students actively nominating for Leadership positions – with a particular focus on Y5 boys.

- **Product** - % of students to demonstrate the skills and confidence to be able to speak, perform and lead in a wide variety of situations as evidenced by public speaking task results.