School plan 2015 – 2017

Clergate Public School 2668
**School background 2015 - 2017**

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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td>At Clergate Public School we believe in ‘our best always’ within an inclusive, supportive environment so that students can reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes to build our community.</td>
<td>Clergate Public School is situated on the northern outskirts of Orange. The school provides a dynamic and caring educational environment in which all 95 students access quality educational programs within a varied and balanced curriculum. Clergate Public School enjoys a reputation as a high achieving school with major initiatives in the areas of literacy and numeracy, gifted and talented education, student well-being, sport, technology and performing arts. The school maintains a culture which focuses on continuous improvement and personal best. The school’s multi skilled, professional staff continually enhance student’s educational opportunities. The school values and promotes community participation and shared decision making with a highly committed parent body. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.</td>
<td>In 2014 the school sought the opinions of parents, students and teachers on the teaching and learning of Mathematics and English. The evaluation process included a review of the strengths (what we do well), opportunities and areas of development across the school at a time of departmental realignment changes, mandatory curriculum change and Local Management Business Reform (LMBR). As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school. These are: 1. Develop consistent, high quality educational practices to equip students with the necessary literacy and numeracy skills to become successful 21st century learners. 2. Develop a culture of professional practice and evidence based decision making. 3. Develop whole school community organisational practices and learning partnerships which support student engagement, well-being and a positive school learning culture.</td>
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Engage the whole community in developing highly literate, numerate, confident and creative 21st century learners.

**STRATEGIC DIRECTION 1**
Develop consistent, high quality educational practices to equip students with the necessary literacy and numeracy skills to become successful 21st century learners.

**Purpose:**
To support all students to become competent and creative learners.
To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practice.

**STRATEGIC DIRECTION 2**
Develop a culture of professional practice and evidence based decision making.

**Purpose:**
To create a culture where evidence based data and research informs decisions. A culture of reflective practice in the school, where staff know what is expected of them, focus on the improvement of their practice through inquiry and regular feedback and structured professional learning opportunities.

**STRATEGIC DIRECTION 3**
Develop whole school community organisational practices and learning partnerships which support student engagement, well-being and positive school learning culture.

**Purpose:**
To maximise efficient use of resources and effective partnerships to deliver quality education. To improve student’s social and emotional wellbeing and enhance the sense of community.
Strategic Direction 1: Develop consistent, high quality educational practices to equip students with the necessary literacy and numeracy skills to become successful 21st century learners.

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| To support all students to become competent and creative learners and improve learning outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practice. | **Students**: Levels of achievement in Literacy and Numeracy will be improved through the development of engaging, differentiated learning sequences, student self-reflection and monitoring of achievement against continuum cluster statements.  
**Staff**: Capabilities will be developed by negotiating and implementing differentiated individualised professional learning that is targeted to meet school priorities in Literacy and Numeracy.  
**Parents**: Will engage in a collaborative learning community by providing opportunities for parents to develop knowledge and understanding of school programs, NSW syllabus expectations and Literacy and Numeracy continuums.  
**Collegial Network**: Foster collegial networks and inter school relationships including Orange Small Schools Association (OSSA) and Pre2 to support ongoing improvement in teaching practice and curriculum programs. | **Whole School Approach**: Develop high quality assessment, planning and programming K-6 in order to provide consistency for students and teachers in Literacy and Numeracy.  
**Differentiation**: Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the Quality Teaching Framework and Continuums.  
**Professional Learning**: Training in Literacy and Numeracy continuums and PLAN in order to ensure effective implementation. Develop staff understanding and quality pedagogy in Narrative and Persuasive Writing. Implement Taking Off With Numeracy (TOWN) (3-6) and Targeted Early Numeracy (TEN) (K-2).  
**Evaluation Plan**: NAPLAN and PLAN Data analysed. Evidence of explicit teaching strategies identified. Progress tracked and reported twice per year. | **Product**: Improved school literacy and numeracy performance evidenced by Planning Literacy and Numeracy (PLAN) data and National Assessment Program Literacy and Numeracy (NAPLAN) data.  
**Practice**: Effective assessment, tracking and student analysis in place to ensure consistent teacher judgement, dynamic, effective differentiated programming and for reporting to parents.  
**Product**: Will be evidenced in classroom practice, programming and reporting.  
**Practice**: Students tracking their own progress along continuums.  
**Product**: Students demonstrating more confidence in their learning, responding positively to teacher feedback and setting improvement targets.  
**Product**: Staff trained in TOWN, TEN, PLAN Continuums and Writing strategies.  
**Practice**: Teachers applying professional learning and implementing programs to target and support students with individual needs. |

**Improvement Measures**

Increased growth in Literacy and Numeracy as evidenced in numbers of students in proficiency bands in NAPLAN.

75% increase in staff effectively using assessment data to inform goals for improvement and to track ongoing progress.
## Strategic Direction 2: Develop a culture of professional practice and evidence based decision making.

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<td><strong>Purpose:</strong> To create a culture where evidence based data and research informs decisions. A culture of reflective practice in the school, where staff know what is expected of them, focus on the improvement of their practice through inquiry and regular feedback and structured professional learning opportunities.</td>
<td><strong>School Leaders:</strong> Develop a clear framework and protocols for building teacher capacity focusing on evidence based data and research, professional learning opportunities, team collaboration, observation, reflection, mentoring, coaching and feedback. <strong>Staff:</strong> Instructional practice will be improved through negotiated professional learning plans, developed using a structured process.</td>
<td>1. Develop capability or mindset of staff to self-assess, reflect and share. 2. Schedule developed for classroom observation that allows regular and planned evaluation of teaching practice. 3. Develop protocols for providing and receiving feedback on classroom observations. 4. Accreditation – Expectations and procedures for accreditation communicated to staff using Performance and Development Framework and Australian Institute for Teaching and School Leadership (AITSL) Standards.</td>
<td><strong>Practice:</strong> Imbedded 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. <strong>Practice:</strong> All teachers actively analysing their own practice in light of professional standards and student progress. <strong>Product:</strong> Teachers collaborating within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. <strong>Product:</strong> Teachers demonstrating high levels of contemporary knowledge and teaching practices. <strong>Practice:</strong> All teachers encouraged and supported to pursue accreditation. <strong>Product:</strong> All teachers maintaining accreditation at Australian Teacher Standards and pursuing higher accreditation standards.</td>
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**Improvement Measures**

100% of staff have personal learning plans developed using a structured process. 100% of staff collaborated with peers to develop and share pedagogical practices that raised student outcomes. All staff gained or maintained accreditation.
Strategic Direction 3: Develop whole school community organisational practices and learning partnerships which support student engagement, well-being and positive school learning culture.

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| To maximise efficient use of resources and effective partnerships to deliver quality education. To improve student’s social and emotional wellbeing and enhance the sense of community. | **Leader:** Develop a comprehensive and inclusive framework to support and improve the social and emotional wellbeing of all students.  
**Staff:** Engage in the development and implementation of the framework which clearly identifies student needs, fosters collegiality and partnerships with OSSA and Pre2 networks, enhancing quality teaching and professional practice.  
**Students:** Individual learning is supported by effective use of school, system and community expertise, providing opportunities for students to build positive relationships and actively contribute to the school and wider community.  
**Parents:** Partnerships enhanced through staff and parents working together to identify student needs, accessing appropriate programs or support and participating in child’s learning at school and home. | 1. Establish a structure to identify student needs and access community agencies to improve student achievement and wellbeing.  
2. Implement a social skills program which focuses on values and building resilience.  
3. Develop a plan for staff/student participation in the community of schools network (OSSA and Pre2).  
4. Celebrate and promote involvement of community partnerships. | **Product:** Whole school organisational practices imbedded. Partnerships with families established to identify and support student needs.  
**Practice:** Student, staff and community members work together to ensure a safe collaborative environment, where all students have the opportunity to connect, succeed and thrive.  
**Practice:** Links established with new agencies and organisations to support school. Clergate will be an active member of the community of schools network (Pre2/OSSA).  
**Product:** Increased parental engagement and participation in child’s learning and effective communication processes in place ensuring all parties are well informed and have an investment in the school. |

**Improvement Measures**

- Increased % of students, staff and parents meaningfully connecting with student wellbeing programs in the school.
- Learning partnerships established increasing student involvement and success in school and the wider community.