School plan 2015 – 2017
Croppa Creek Public School, 3717
## School background 2015 - 2017

### School vision statement

At Croppa Creek Public School we are committed to providing students with experiences and opportunities that encourage them to become successful learners, confident and creative individuals and active and informed members of their community.

We will achieve this through the provision of high quality learning experiences and opportunities delivered by highly proficient staff in a collaborative and caring learning environment.

### School context

Croppa Creek Public School is a small, rural, isolated school of 17 students, situated 65km north east of Moree. Most of our students are from farming families who have been in the area for many years. It is a school that enjoys strong links with the local community and other small schools within the District.

Croppa Creek Public School encourages parent and community involvement to maximise student engagement and achievement, allowing them to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

There is a full time teaching principal and 2 teachers employed on a temporary basis. All teachers meet the professional requirements for teaching in NSW Public Schools.

The school works closely with the Croppa Creek Bowling Club, Croppa Creek Recreation Reserve Trust and many local business within the community.

The Gwydir Mobile Children's Service also provide quality early childhood education for children 2-5 years at the school each Thursday.

### School planning process

In Term 4 of 2014, staff, parents and students were surveyed. A working party consisting of parent representatives and staff was also formed.

Term 1 of 2015 the P&C were provided an opportunity to present their views on the school vision and future directions of the school. Parents were also provided with an opportunity to share and record their thoughts and suggestions by commenting on notices.

Responses from surveys, feedback from meetings and notices were collated. NAPLAN and school data including; class assessment tasks and observations; BEST Start; and student Learning Continuums were utilised to develop the foundation of the planning process.
Purpose:
To develop evidence-based curriculum programs and teaching practices that will cultivate the knowledge, understanding and skills of all students. Students will be productive and ethical users of technology equipped with the skills required for the 21st century. The school will provide a framework to support the cognitive, emotional, social and physical wellbeing of students that will allow them to be self-aware and actively contribute to the school, the community and the society in which they live.

Purpose:
To establish active partnerships and work collaboratively to embed a positive culture and set of values that ensures continuity of learning for all students.

Through reflective practices and whole school planning and effective and meaningful partnerships stakeholders are empowered to contribute positively to the school community and support student learning.
Successful Learners, Global Citizens

**Purpose**

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To develop students who are productive and ethical users of technology and are equipped with the skills required for the 21st century.

**People**

Students

Students will become critical thinking, productive global citizens.

Teachers

Teachers will be active and collaborative facilitators through creating an engaged and collegial community of learners. They will take responsibility for their own changes in practice to build their own capacity and achieve improved school performances by using data on a regular basis to monitor the effectiveness of their own efforts.

Parents/Carers

Parents/Carers through correspondence, meetings and workshops, develop knowledge, understanding and skills to actively support student learning.

**Processes**

Planned implementation of the NSW Australian Curriculum Syllabus documents which ensure systematic and explicit teaching of the general capabilities in all subject areas.

Develop a whole-school approach which embeds assessment for learning in every classroom teachers practice (including tracking and assessment of student progress using the literacy and numeracy continuums and other moderated assessment tasks).

Development and implementation of a cross-curriculum K-6 ICT scope and continuum which systematically articulates the ICT capabilities expected of all students at each stage of learning.

Design, planning and delivering of high quality professional learning supporting improved teacher practice towards the achievement of the strategic directions and priorities outlined in this plan.

**Products and Practices**

Products

100% of students show progress against the literacy and numeracy continuums while improving the percentage of students achieving at or above their stage appropriate level from (tbc) to (tbc).

K-6 scope & sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.

All students have a portfolio of work samples which reflect their ongoing mastery of syllabus general capabilities for each subject area.

100% of students demonstrate achievement of stage appropriate ICT capability as measured against syllabus standards.

Practices

High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessments and improved learning outcomes.

Strengthen the implementation of quality teaching to raise the level of student expectations, engagement and achievement.

All students regularly and confidently use an array of ICT as a tool for learning, working and communicating new understandings.

Staff use the Performance and Development Framework to take responsibility for, and actively engage in professional learning in order to build their capacity and that of others.

**Improvement Measures**

- 100% of students show progress against the literacy and numeracy continuums.
- K-6 scope & sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.
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People
Students
Students participate in a range of activities to showcase school achievements.

Students communicate with and build relationships with the wider community.

Teachers
Teachers participate in TPL on initiating and sustaining positive parent partnerships.

Teachers actively seek community support for extracurricular initiatives.

Teachers present parent workshops.

Parents/Carers
Parents/Carers contribute to school planning and decision-making in informal and formal ways.

Community Partners:
Provide services which can strengthen and support schools, students, families and community members.

Leaders
Facilitate teacher-to-teacher connections through Community of Schools.

Ensure that all families have a voice in decisions that affect their children’s learning and engagement.

Processes
Through a community of schools, provide mentoring and coaching support to ensure the ongoing development of all staff.

Develop relationships with government and non-government agencies, community groups, businesses and other educational providers which enhance learning opportunities and outcomes.

Continue implementing the LLW@S program and introduce the PBL program.

Evaluation
Self-assessments against the School Excellence Framework and the School Assessment Tool – Reflection Matrix.

Engage a suitable colleague/academic to review the quality and effectiveness of implementation.

Products and Practices
Products
School is rated as ‘building’ or ‘sustaining’ on all seven dimensions of the School Assessment Tool – Reflection Matrix.

Curriculum delivery is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs.

Students and staff have a sense of belonging, parents are welcomed and all staff, students and parents speak highly of the school.

The school’s partnerships are sustainable and have become an accepted part of the culture of the school community.

Annually administered parent satisfaction survey results demonstrate high levels of positivity, confidence and trust in the school as a centre of high quality educational delivery.

Practices
Visible parent involvement in a variety of school initiatives.

The school uses collaborative feedback and reflection to promote and generate learning and innovation.

Practices and processes are responsive to school community feedback.

Families and schools share responsibility for student learning and wellbeing.

Facilitate connections between families and community members.