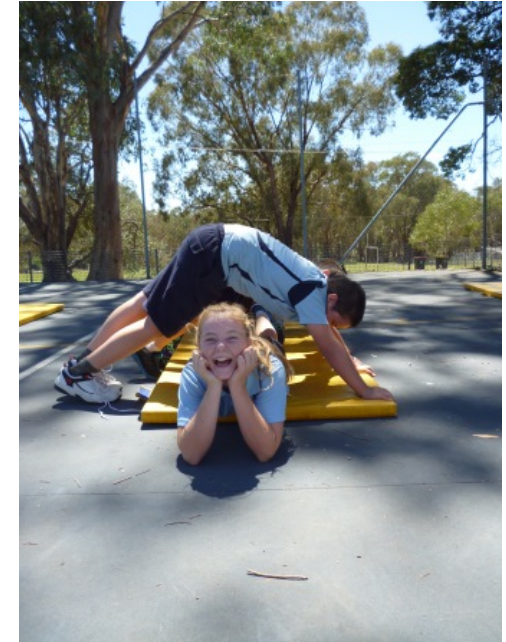
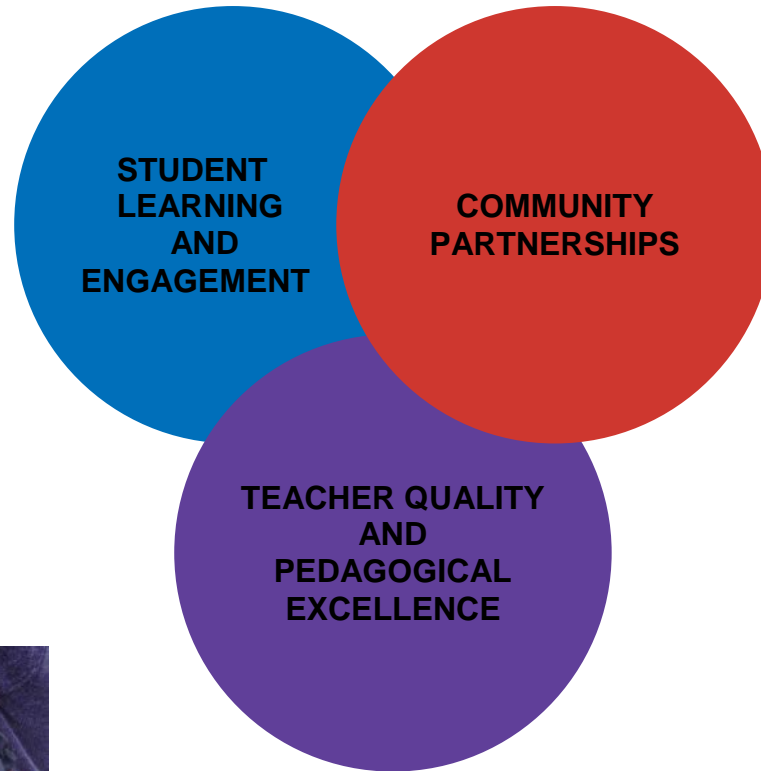


Cargo Public School School Plan 2015 – 2017





School vision statement

Cargo Public School will deliver high quality teaching and learning programs where students are encouraged to think creatively and critically. This will be achieved through building teacher capacity in providing engaging and meaningful learning opportunities so that students become skilled 21st century learners who are motivated to achieve their full potential.

Cargo Public School will develop each student's personal values so that they have a sense of self-worth, self-awareness and self-respect in order to manage their emotional, mental and physical wellbeing. The school will foster respect and integrity of other people, other cultures and the environment.

Cargo Public School will work to develop authentic partnerships with the school community. This will be achieved through active and effective consultation which values and recognises the diversity of our community. The school will continue to network with local and metropolitan schools.

School context

Cargo Public School is a small school situated in a rural area 35 kilometres west of Orange. The school is seen as the focal point of the community.

Our dynamic school personalises learning to support students in developing the skills, knowledge and values to lead productive and rewarding lives as empowered 21st century learners and citizens. The professional, specialised and dedicated staff provide an excellent education for the children of our community.

The school is committed to providing a modern learning environment. Students have access to engaging learning resources and experiences as well as up to date technology.

Cargo Public School is a proud member of the Orange Small Schools Association (OSSA) and Pre2 Learning Network. This affords the opportunity for additional sporting, cultural, social and academic opportunities for our students and professional learning and leadership opportunities for staff.

School planning process

This plan is the result of consultation between the students, staff and community of Cargo Public School.

Feedback and responses have been sought through informal discussions, formal meetings and surveys.

The core strategic goals have been identified and clarified to ensure the school meets the needs of students and the school community.



Purpose:

To improve student learning outcomes as a result of the development and delivery of high quality, targeted teaching.

To develop critical and creative thinking skills and develop the skills to allow students to become 21st Century Learners.

Purpose:

To create strong, genuine, productive partnerships between the school, parents and community organisations to improve outcomes for students and foster the local community.

Purpose:

To provide high quality pedagogy to the students of Cargo Public School through a range of evidence based, contemporary teaching practices.

To promote the role of all staff in providing leadership within the school and school community.

Strategic Direction 1: Student Learning and Engagement

Purpose

To improve student learning outcomes through the development and delivery of high quality, targeted teaching.

To develop critical and creative thinking skills and develop the skills to allow students to become 21st Century Learners.

Improvement Measures

Students will demonstrate growth meeting or exceeding standardised norms through a range of standardised testing. Students who do not meet these norms will have a personalised learning plan.

90% of students be achieving at, or exceeding year level in writing based on the literacy continuum.

People

Students:

Develop engagement of students through innovative, contemporary pedagogy.

Further develop student critical and creative thinking skills through targeted teaching.

Develop outcomes in literacy and numeracy through targeted curriculum differentiation.

Staff:

Build staff capacity to engage students and provide learners with effective, personalised instruction through targeted professional learning.

Build staff awareness of and skills in the development of 21st century skills.

Develop staff skills in the accurate identification of learning needs based on available data.

Parents/Carers:

Develop awareness of student's needs through formal and informal parent meetings.

Parent involvement in assisting their child's development in literacy and numeracy will be fostered.

Parents and carers and the P&C will engage with the school to co-fund a range of educational opportunities.

Community Partners:

We will liaise with and facilitate the access of community organisations to support student development.

Leaders:

The Principal will provide instructional leadership across the school to ensure quality curriculum implementation particularly in English and mathematics.

In K-2, this will be supported by the instructional leader, Early Action for Success (EAFS).

Processes

Curriculum and Engagement

- Explicit and systematic teaching with an emphasis on stating a clear purpose for learning and productive feedback about learning.
- Tracking student progress using a range of assessments and effectively analysing data to plan effective teaching
- Engagement with professional learning offered through EAFS.
- Liaise with parents, carers and the P&C to fund or co-found a range of additional cultural or sporting activities across the year.

Evaluation Plan

- Review differentiated learning processes for individual students.
- Monitor student learning outcomes through a range of assessment strategies.
- Monitor parents' engagement in students' learning.

Products and Practices

Products:

- Students will demonstrate growth meeting or exceeding standardised norms through a range of standardised testing
- Students will achieve required benchmark levels by the end of their academic year.
- Teachers, parents and students liaise to produce individual education plans for targeted students.

Practices:

- All students are tracked in literacy and numeracy using PLAN software.
- All students are tracked using the school standardised assessment schedule.
- Student progress is reviewed by the Learning Support Team and interventions are planned accordingly.
- Students use ICT to develop skills to become 21st century learners.
- Teachers access professional learning to build deeper knowledge to support student learning and engagement.
- Co-funding of sporting and cultural activities – school funds, P&C funds and parent contributions.

Strategic Direction 2: Community Partnerships

Purpose

To create strong, genuine, productive partnerships between the school, parents and community organisations to improve outcomes for students and foster the local community.

Improvement Measures

All students will learn about and volunteer in the local Cargo community and engage with a broader community volunteering or fundraising initiative. This will occur at least once per semester.

Community organisations will be invited into Cargo Public School on an ongoing basis. This will take place at least once a term.

People

Students:

Students will participate in a range of events in the local community. Students will have their achievements recognised in the local community. Students will be ambassadors for the school within the local community. Students will develop the skills to become leaders within the local community. Students will participate in a range of opportunities through Pre2 and OSSA.

Staff:

Staff will explicitly teach social skills. Staff will actively pursue opportunities for students, community members and communities of schools to create opportunities for students to connect.

Parents/Carers and Community Partners:

Parents/Carers will be ambassadors for the school within the local community. Parents/Carers will be proactive in identifying and informing the school of any opportunities for community partnerships. The P&C will be active within the local community. The school will actively encourage the involvement of community members within the school.

Leaders:

The principal will act as a conduit between the school and community organisations and encourage staff to develop links with external organisations.

Processes

- Develop/select and implement a range of social skills programs to meet student needs.
- Actively seek opportunities for the school to engage with the local community.
- Ensure the school is prominently and positively promoted in the local community.
- Link with other schools

Evaluation Plan

- Evaluate the effectiveness of the teaching of social skills through observing student interactions – verbal, play and learning during both formal and informal forums.
- Evaluate the volume of opportunities that link the school with community events/organisations.
- Each semester, students are visible performing a service to the local community.
- Each semester students visit a local community organisation recognising its aims and objectives.
- Monitor student participation, engagement and learning from Pre 2, OSSA and other initiatives.

Products and Practices

Products:

- Students develop a sense of belonging to the local Cargo community.
- Cargo Public School is a prominent and valued member of the local community.
- Valuable and varied interactions will take place between the school and the community.
- Increased interactions between the school and different community groups
- Students' experiences widened through participation in activities through different learning networks.

Practices:

- Prominent information and work samples relating to Cargo Public School will be displayed locally.
- Engagement with relevant local programs and organisations.
- A policy that invites the local community to visit the school for school activities and events.
- Engagement with the Cargo community through community and school service.
- Students participate in a range of opportunities available through OSSA and Pre2.

Strategic Direction 3: Teacher Quality and Pedagogical Excellence

Purpose

To provide high quality pedagogy to the students of Cargo Public School through a range of evidence based, contemporary teaching practices.

To promote the role of all staff in providing leadership within the school and school community.

Improvement Measures

All staff will be active members and participants within the Pre2 and OSSA learning networks.

Revised teacher supervision measure that include lesson observation, program evaluation and evidence of professional learning being applied to teaching and learning once a term.

People

Students:

Student learning outcomes will be monitored and improved through improved teaching. Student data will be assessed and professional learning to meet needs will be implemented.

Staff:

Staff will play an active role in planning their professional learning and take ownership of seeking opportunities to lead initiatives across schools. Staff will be encouraged to improve their teaching practice through regular mentoring in a non-threatening, constructive environment. Staff will be linked with other schools /teachers across school networks that have expertise that will enable them to improve their own practice. Staff will be encouraged to lead programs across the school and in school networks. Staff will be guided through the accreditation process.

Parents/Carers:

Parents will give feedback to the school on directions and programs they would like to see the school implement.

Leaders:

Principal will foster links within local networks and link staff with PL and leadership opportunities. Principal will provide feedback on teaching and assist staff in formulating PL goals and link staff with programs. Principal will provide staff with opportunities to lead programs at a school and network level.

Processes

- Develop a school culture in which self-assessment, self-reflection and critical evaluation are valued and done in a non-threatening, positive way.
- Develop links within local networks that promote sharing of knowledge and skills
- Provide Professional Learning opportunities to staff that develop student outcomes in line with the School Plan and student needs.

Evaluation Plan

- Evaluate Professional Learning opportunities and effectiveness of the application of these in the classroom.
- Evaluate the number of programs led by staff in the school and across networks.

Products and Practices

Products:

- Teachers demonstrate high levels of knowledge, skill and confidence in implementing lessons using contemporary teaching practices
- Active professional development based on school need and negotiated Professional Development Plans
- Staff will be considered curriculum leaders and lead some professional development activities within local networks
- Visible staff leadership in the school and community
- Aspirational staff assume school leadership roles.

Practices:

- Staff will engage in professional learning opportunities based on school need and negotiated Professional Development Plans.
- Staff will be active members of the Pre2 and OSSA Networks.
- Staff will have the opportunity to lead initiatives across networks.
- Teaching programs will be regularly monitored and teachers will be given feedback accordingly.
- Lessons will be observed once a term and feedback will be given accordingly.
- Staff will become accredited with BOSTES in line with the Professional Teaching Standards.

