School plan 2015 – 2017

Corndale Public School- 1656

Unity  

Quality  

Success
### School background 2015 - 2017

<table>
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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td>Corndale Public School is committed to empowering all students to achieve their full potential at a personal, social and academic level. There is a strong belief in opportunities and empowering great teaching to enable student growth. We strongly encourage the partnership between home and school in order to maximise student progress and development.</td>
<td>Corndale Public is located in a rural community, 18km north-east of Lismore. It's spacious, shady and well equipped playground compliments our attractive well-resourced classrooms. Enrolment for 2015 is 22. Corndale Public School works alongside the Dunoon District, Big Scrub and First north Community of Schools. Corndale Public School is a proud member of the Rivers P-12 Community. We place strong emphasis on student welfare and personal development in fostering positive social interaction and self-discipline within a safe, caring and supportive environment. A strong focus on Literacy and Numeracy underpins a rich and varied school curriculum.</td>
<td>Our school plan is currently being developed in consultation with local Community of Schools, Corndale Public School staff, students and families. In the early stages of the process, our school consulted with Community of Schools in deciding some possible directions for our planning. Our plan has been workshopped on more than five occasions with Principal colleagues from our Community of Schools. This was done at large network meetings, smaller Learning community meetings and also several meetings of smaller focus groups of four Principals. All students have contributed with discussions and surveys with the ’Three Houses’. 5 P Planning matrix was used with with staff and selected focus group of parents. All draft plans were discussed at P&amp;C Meetings; Staff Meetings; Peer collegial group Meetings. The school community have proactively engaged in the process to assist in setting the strategic directions of our school.</td>
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Purpose:
To meet the continually changing needs of our students through innovation, excellence and continuous improvement.
To build positive relationships and strong partnerships, between parents, students, staff and community.
To provide opportunities and pathways for every student to reach their full personal, educational and social potential.

STRATEGIC DIRECTION 1
UNITY: Creating a collaborative and innovative learning community connecting small schools as part of a larger community of schools and across The Rivers P-12

Purpose:
To ensure a quality continuum of learning for our students through outstanding teaching and leadership; high standards and strong values; professional learning and shared practice.

STRATEGIC DIRECTION 2
QUALITY: Leading teaching and learning through quality educational teaching practices.

Purpose:
Ensure all students are engaged in meaningful, challenging and future focused learning which allows them to achieve and thrive as learners, leaders and citizens.

STRATEGIC DIRECTION 3
SUCCESS: Ensuring success for our students as learners, leaders and citizens
Strategic Direction 1: UNITY: Creating a collaborative and innovative learning community connecting small schools as part of a larger community of schools and across The Rivers P-12.

**Purpose**

To meet the continually changing needs of our students through innovation, excellence and continuous improvement.

To build positive relationships and strong partnerships, between parents, students, staff and community.

To provide opportunities and pathways for every student to reach their full personal, educational and social potential.

**People**

**Students:**
Students are provided with opportunities to engage with peers at a personal, social and educational level.

Students build confidence in leadership through experiencing regular and strategically targeted interaction with peers from Community of Schools.

**Staff:**
Staff members build leadership capacity through regular and strategically targeted professional interaction with colleagues from Community of Schools.

Staff can accurately reflect on their capabilities and identify their future professional learning directions.

**Parents & Community:**
Parents from school Communities confidently engage with the Community of Schools and appreciate that our small schools are part of a larger network of schools that provide opportunities to meet the personal, social and educational needs of all students.

**Processes**

Planning to provide students with the opportunity to experience regular and strategically targeted interaction with peers from Community of Schools.

Communicate the planned opportunities to the community.

Evaluate impact of the opportunities by level of student engagement and community feedback.

Communication of pathways for all students K-6 to reach their full potential in all areas of school life.

**Staff:**
Staff will have the opportunity to participate in training to lead Professional learning for colleagues.

This Professional learning will occur regularly through currently established collegial groups.

Staff will be given the opportunity to plan the student enrichment and interest days, including communication and evaluation.

All staff members are supported in the accreditation process.

**Products and Practices**

**Practices:**
Innovative enrichment program is established to meet the needs of all students within the learning community.

Students build relationships and participate in learning activities which allow them to confidently transition to High School.

**Products:**
Create pathways for all students K-6 to reach their full potential in all areas of school life. Students engage and participate in the opportunities indicating community support.

Students are confident and successful learners.

**Practices**
Targeted Professional Learning for all staff is provided through regular collegial meetings. (Infantry, TOTS TPs)

All staff members are supported in the accreditation process.

**Products**
Student enrichment program implementation planning provides leadership opportunities for all staff.

Improved student outcomes as a result of Teacher Professional learning being reflected in classroom practice across the community of schools.

**Parents & Community:**
Parents value and are able to clearly communicate and articulate the role the learning community plays in the personal, educational and social development of their child.

They confidently engage in opportunities to collaborate on projects to benefit all students within the learning community.

**Improvement Measures**

- Evaluation of Big Scrub, First North and Rivers P-12 combined opportunities through detailed analysis of data pertaining to participation in opportunities offered by all stakeholders. Data will be collected through
  - Staff surveys
  - Student surveys
  - Meeting minutes
  - Anecdotal observations
Strategic Direction 2: QUALITY: Leading teaching and learning through quality educational teaching practices.

**Purpose**

To ensure a quality continuum of learning for our students through outstanding teaching and leadership; high standards and strong values; professional learning and shared practice.

**People**

Staff: will access professional learning to target specific goals as identified in Performance and Development Plan (PDP) and School Plan. This learning will be relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

Staff: will undergo a rigorous self and peer reflection and assessment.

Students: will access high quality teaching and learning programs that are highly engaging and responsive to individual needs.

Staff will continually monitor student achievement and growth in literacy and numeracy.

Students: will be able to articulate where they sit on the continuum and where they are heading next. Parents: will be provided with information about student learning

Staff: will engage in professional learning that is targeted to meet the implementation requirements of the new syllabus documents.

**Processes**

Strong processes ensure effective supervision and differentiated professional development within the accreditation framework.

Quality professional learning exists for teachers, leaders and support staff to implement disability standards for education.

Differentiated professional learning exists for school administrative staff.

Teachers will regularly and accurately collect, record and act on PLAN data K-6. The Literacy and Numeracy Continuums will be used to ensure students learning needs are assessed; continually tracked and learning plans are developed to cater for individual needs.

Individual staff professional learning needs identified through PDF process. PDPs are negotiated and developed to meet individual staff needs in line with school plan.

Continuation and maintenance of Targeting Early Numeracy Strategies (TENS) program.

Staff will engage in a variety of in-depth professional learning to address implementation of new syllabus documents including participating in online modules and working individually and collaboratively to develop new programs.

**Products and Practices**

A culture of intelligent accountability as measured through performance review process.

Staff skills developed in-line with their short/long-term professional goals.

Lesson observations with structured feedback, guidance and/or reflection on teaching practice. Staff will share resources and skills contributing to the over-all skill-base at the school and within collegial groups which will impact positively on the quality of leadership/teaching & learning at the school.

More efficient delivery of educational and administrative services

100% of Teachers programs will reflect the use of PLAN data to guide their programming. Students are placed on the literacy and numeracy continuums and teacher's programs reflect the ongoing use of this data.

A greater percentage of K-2 students are meeting stage expectations across Early Arithmetic Strategies, Forward Word Number Sequence and Numeral Identification.

100% of Teaching programs reflect new syllabus requirements and learning sequences - as per the implementation timeline.

Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

**Improvement Measures**

- Analysis of lesson observations leading to staff professional learning plans.
- Analysis of PLAN data by teachers.
- Analysis of NAPLAN growth data.
- Analysis of teaching and learning programs.
### Strategic Direction 3: SUCCESS: Ensuring success for our students as learners, leaders and citizens.

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<td>Ensure all students are engaged in meaningful, challenging and future focused learning which allows them to achieve and thrive as learners, leaders and citizens.</td>
<td>Students: will access a safe and structured, nurturing environment.</td>
<td>Consistently implement the whole school positive behaviour program.</td>
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<td>Staff will facilitate implementation of a whole school positive behaviour program which has been developed in consultation with students and parents.</td>
<td>Implement a quality orientation program to successfully transition preschool students to Corndale Public School.</td>
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<td>Staff: will implement all mandated elements of SAP Finance and SALM to move towards a more efficient delivery of schooling.</td>
<td>Principal and SAM to undergo professional learning to implement SAP finance and SALM reforms as required.</td>
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<td>All students are supported through key transition points: P-K, 2-3, 6-7.</td>
<td>In-line with The Rivers P-12, coordinate CoS transition programs, dates and protocols for student moving from primary to high school. Provide consistent information across CoS regarding public schools (primary and high schools) in the Lismore area.</td>
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<td>Students: will access enrichment opportunities to extend their learning experiences.</td>
<td>Implement a diverse range of enrichment opportunities for students to become highly engaged through Project Based Learning.</td>
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<td>Students: will have access to a diverse range of engaging extra-curricular activities to build skills and talents.</td>
<td>Access to curriculum and co-curriculum through flexible staffing in the K-6 environment.</td>
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<td>Students: will receive differentiated curriculum to meet their learning and support needs.</td>
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<td>Staff: will work with the Learning and Support teacher, parents, councillor, other support staff to build a plan to support students.</td>
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### Improvement Measures
- Staff evaluation of School Behaviour Plan to inform future directions via analysis of situational analysis data.
- Evaluation of P-K and 6-7 transition programs to inform future directions.
- Student survey of extra curricula activities.
- Analysis of Personalised Learning and Support Plans for students requiring adjustments.
- All students achieve learning goals.