School plan 2015 – 2017

COPMANHURST PS

STRENGTH IN UNITY

Planning template

Copmanhurst Public School
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

Our vision is to provide a happy, caring and stimulating environment where children will recognise and achieve their fullest potential, so that they can make their best contribution to society.

Copmanhurst Public School is a place where we value difference, everyone is welcomed and you are not alone. We work, learn and achieve together and we respect and care for everyone and everything around us. We set high standards of learning and celebrate the achievements and efforts of each child.

### SCHOOL CONTEXT

Copmanhurst Public School is a small country school 30 kilometres from Grafton, set in the village of Copmanhurst. Approximately 2/3 of our students travel to school by bus, some from as far as South Grafton (30km).

Enrolment at the commencement of the 2015 school year is 57 students which is slowly trending downwards. Student enrolments have supported 3 classes since 2008. In 2015 classes are organized as K/1/2, 3/4 and 5/6.

Aboriginal student enrolment for 2015 is 8 students (14%). Academic achievement of Aboriginal students ranges from above average to below average with students in the past being selected for selective classes in year 7 and others requiring additional learning support. Attendance concerns among Aboriginal families his higher than that of non-indigenous families.

Copmanhurst Public School completed the four year National Partnerships (low SES) cycle at the end of 2014. With a FOEI of 143 our school services a low socio-economic community.

As part of the Clarence Valley Community of Small Schools, our school enjoys the support and collegiality of other small schools and our students are afforded extra sporting, academic and cultural experiences they may not otherwise have access to.

Staffing change is minimal with two recent (3 years) changes being made due to principal and teacher retirements. Half of the teaching staff have over 20 years teaching experience and half have less than 5 years.

### SCHOOL PLANNING PROCESS

Enter details of the consultation process that your school community has followed to identify your three key strategic directions, key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products.

- Staff meeting / P&C meeting to determine and refine our vision.
- Note home asking for preference of meeting time and place such as: at school, local pub, afternoon, morning tea, evening.
- Survey seeking thoughts on vision, great things about CPS and things needing improving.
- Survey students PMI. Big ideas and dreams.
- Principal discussions with small school colleagues and attendance at School Plan PL days.
School strategic directions 2015 - 2017

This page identifies the 2 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1
To deliver improved outcomes in Literacy and Numeracy for all students

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school.

All students, regardless of ability or background, need to be supported through high quality teaching and learning programs, delivered by highly motivated and passionate teachers to realise their full potential as learners.

Our school is well placed to make a positive impact on the well being of all members of our school community – students, staff and parents.

We will put into place quality whole school programs and adjustments where needed, based on evidence, to support our students and families in being ‘mentally healthy’. By working together we will build a strong and supportive school community reflecting our traditional school motto: ‘Strength in Unity’.

STRATEGIC DIRECTION 2
To support the positive emotional and mental health and well being of our students.

Ideally, we aim for…

- Every child to be achieving at or above their stage appropriate level in Literacy and Numeracy.

- Every child to be ‘mentally healthy’ in order to meet life’s challenges and have stronger relationships with the people around them.
# Strategic direction 1: To deliver improved outcomes in literacy and numeracy for all students

## PURPOSE

Why do we need this particular strategic direction and why is it important?

Strong skills in Literacy and Numeracy are our foundations, underpinning all learning in and out of the classroom. Identifying and supporting students with additional learning needs, whether they be remediation or extension, is just and fair practice.

## IMPROVEMENT MEASURE/S

- Improved average NAPLAN performance: more students in the top bands, fewer in the bottom bands.

- Reading Progress Indicator results show progress for targeted students.

## PEOPLE

How do we develop capabilities of our people to bring about transformation?

- PLAN training for all staff and greater use of the Literacy continuum in tracking student progress and informing class teaching and learning programs.

- BEST START training for new K/1/2 teacher.

- Staff PL to improve consistency of teacher judgement and differentiating teaching and learning programs to make meaningful accommodations where required.

- Staff PL to facilitate the implementation of the Fast For Word brain training / reading program.

- Staff analysis of assessment data, both internal and external, in order to deliver teaching/learning programs based on evidence of student needs and progress.

- Development of staff PL plans as part of the Performance and Development Framework using the language of the National Professional Standards for Teachers.

## PROCESSES

How do we do it and how will we know?

- SLSO staffing to facilitate individual speech therapy programs. Working closely with community partners, SPOT4KIDS, develop and deliver individual programs to improve student speech, receptive and expressive language.

- SLSO staffing to support Numeracy improvements in stages 2 and 3. Through intensive 1:1 or 1:2 tutoring, students increase speed of recall of multiplication facts. Greater processing speed is vital in order to master many Maths concepts in stages 2 and 3 and beyond.

- Additional teacher time to support smaller ability and grade grouped Literacy and Numeracy groups in Stage 1.

- Purchase and implementation of the Fast For Word online program to be used with 20 students whose reading ages are between one and two years below their chronological ages. This group includes stage 3 students who have received varied support over a number of years without making significant progress.

- Collaboratively develop PLPs for students requiring adjustments.

## PRODUCT AND PRACTICES

What is achieved and how do we know?

### Products

- Greater number of students with a reading age closer to or higher than their chronological age.

- All students requiring adjustments to learning have a PLP that has been developed in consultation with parents/carers.

- ‘Reading Progress Indicator’ administered before and after 2 term implementation of Fast For Word program shows increased progress for students involved.

### Practices

- Student progress is regularly assessed in order to determine areas of need and inform teaching/learning programs.

- Through negotiation, staff Performance and Development Plans are developed collaboratively with some shared and some individual goals. All staff will be involved in collaborative lesson observations and feedback.
Strategic direction 2: To support the positive emotional and mental health and well being of our students

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCT AND PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we know?</td>
</tr>
<tr>
<td>Teacher observations of students at risk of developing mental health problems.</td>
<td>Students:</td>
<td>Kidsmatter</td>
<td>Product</td>
</tr>
<tr>
<td>Parent support for the introduction of the Kidsmatter program.</td>
<td>Explicit teaching of social skills across all classes</td>
<td>Procedures are implemented in school over time(?) with the support of parents.</td>
<td>All students are resilient and enjoy positive mental health. Parents, teachers and students work together in positive relationships to support each other.</td>
</tr>
<tr>
<td>Increase in number of families ‘at risk’ and a need for students and their families to be supported.</td>
<td>Staff</td>
<td>Established Action Team undertakes training in order to implement the 4 core components of Kidsmatter Primary:</td>
<td>Kidsmatter</td>
</tr>
<tr>
<td>Increased number of children diagnosed as ASD attending school. Five students out of 55 makes our school’s incidence of students with ASD ten times greater than the national average.</td>
<td>Staff receive training through ‘Positive Partnerships’ in working with children with ASD. 5 staff / 4 days each.</td>
<td>• Positive school community</td>
<td>A ‘whole-school’ approach is evident including:</td>
</tr>
<tr>
<td></td>
<td>Staff members of school Kidsmatter’ team attend ongoing training in the implementation of Kidsmatter.</td>
<td>• Social and emotional learning for students.</td>
<td>Planning for whole-school change.</td>
</tr>
<tr>
<td></td>
<td>Work with parents to develop PLPs for students requiring additional support.</td>
<td>• Working with parents and carers.</td>
<td>Professional learning, shared understanding and focus for staff.</td>
</tr>
<tr>
<td>IMPROVEMENT MEASURE/S</td>
<td>Parents</td>
<td>• Helping children with mental health difficulties.</td>
<td>Partnerships with parents and carers, health and community agencies.</td>
</tr>
<tr>
<td>Staff have a greater understanding of how to support students with ASD in the regular classroom.</td>
<td>Attend ongoing training in the implementation of Kidsmatter.</td>
<td>Autism training – positive partnerships</td>
<td>Action within and beyond the classroom.</td>
</tr>
<tr>
<td>Positive language of social skills is embedded in everyday conversations between staff, students and parents.</td>
<td>Support school endeavours to promote a positive school community and support students' social and emotional learning.</td>
<td>Skills / Knowledge gained working as a school team are put into practice at school to improve the delivery of teaching and learning programs to cater for children with ASD</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
</tr>
<tr>
<td>Improved student attendance.</td>
<td>Actively participate in the development of PLPs.</td>
<td>SLSO support provided for students in all classes with ASD</td>
<td>Practices</td>
</tr>
<tr>
<td>A greater understanding by parents of where and how to access support for children experiencing social or emotional difficulties and those who have recently been diagnosed with ASD.</td>
<td>Community partners</td>
<td>CRANES parenting courses</td>
<td>Regular explicit teaching of social skills is occurring across the whole school.</td>
</tr>
<tr>
<td></td>
<td>CRANES Grafton deliver parenting courses on site and in Grafton for interested parents.</td>
<td>Support parenting programs being delivered at school and advertise courses being held in other locations.</td>
<td>Students with ASD have clear personalised learning plans outlining adjustments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regular contact and collaboration with parents in developing strategies and formalising plans to support students at school and at home.</td>
</tr>
</tbody>
</table>
This school plan is in DRAFT format and will be continually revisited and updated when necessary.