Cudgen Public School
Strategic Directions for 2015-17

Purpose:
Curriculum and Learning:
To ensure that at Cudgen Public School every class has curriculum and teaching programs that effectively develop the capabilities of all students using evidenced-based teaching practices and innovative delivery mechanisms.

Purpose:
School Wellbeing:
To ensure that at Cudgen Public School students will be self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Purpose:
Community Involvement:
To ensure that at Cudgen Public School we foster positive and respectful relationships across the school community to underpin a productive learning environment and support student's development of strong identities.

Updated 6/04/2015
Strategic Direction 1: Curriculum and Learning

Purpose: To ensure that at Cudgen Public School every class has curriculum and teaching programs that effectively develop the capabilities of all students using evidenced-based teaching practices and innovative delivery mechanisms.

Strategies (People and Processes)

Phase 1 – by the end of 2015:
- All classrooms will be well managed with well planned teaching taking place so that students can engage in learning productively, with minimal disruption.
- Curriculum provision will provide equitable academic opportunities.
- School plans elaborate on what all students are expected to know, understand and do.
- Teachers differentiate curriculum delivery to meet the needs of individual students.
- The school analyses internal and external assessment data to monitor, track and report on student and school performance.
- Individual student reports include descriptions of the student’s strengths and areas of expected growth.
- Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.
- Parents are updated on the progress of their children.

Phase 2 - by the end of 2016:
- Students use assessment and reporting processes to reflect on their own learning.
- There are systematic policies, programs and processes to identify and address student learning needs.
- The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.
- Student reports contain detailed information about individual student learning achievement and areas for growth.
- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practice.
- Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.

Phase 3 – by the end of 2017:
- Students use reflection on assessment and reporting processes and feedback to help plan learning.
- The school has established active partnerships in the wider educational community and works collaboratively to ensure continuity of learning for students.
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- Evaluating and reporting student performance data underpins whole-school assessment strategy.
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Updated 6/04/2015
Indicators and measures of success (Product and Practices)

Phase 1 – by the end of 2015:
- All students are tracked on the maths and English continuum.
- Assessing and reporting using PLAN for end-of-year reports.
- Students begin to self-assess their place on the continuum.
- Classrooms all have student work samples displayed to assist students self-assess their writing.
- 2 CTJ writing sessions per term run at staff meetings to ensure consistency across the school.
- Peer coaching begins with at least one teacher visit to another classroom of the same stage during semester 2.
- All students in Stages 2 & 3 move ahead by 2 clusters on the continuum for comprehension or 3 clusters for ES1 and Stage 1.
- All students have a basic PLP indicating strengths and weaknesses and whether extra support is needed in some area of schooling.
- All teachers K-2 trained in L3 and implementing it in their classroom.
- Effective use of technology to support student learning with a ratio of 1 device between every 2 students.
- New English and maths syllabi fully introduced.

Phase 2 - by the end of 2016:
- Students can talk to their teachers about where they sit on the continuums and what they need to do to move on.
- Assessing and reporting using PLAN for ongoing reporting throughout the year.
- PLP’s for all students inform P/T interviews.
- Peer coaching continues with at least one teacher visit to another classroom of a different stage per semester.
- All students have a more developed PLP indicating strengths and weaknesses and detailed information on progress through the continuum.
- All teachers K-2 continue training in L3 with tracking showing at least 3 clusters of improvement across the English and maths continuum.
- New science and history syllabi fully introduced.

Phase 3 – by the end of 2017:
- Students actively plan some of their learning tasks.
- PLP’s for all students used to drive teaching/learning.
- Peer coaching continues with at least one teacher visit to another classroom of the same stage and one to a different stage per term.
- Pedagogies around Focus on Reading and L3 implemented by all staff.
Purpose: To ensure that at Cudgen Public School students will be self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Strategies (People and Processes):

Phase 1 – by the end of 2015:
• Students, staff and the broader community understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student outcomes.
• The school has identified aspects of and factors contributing to wellbeing in the delivery of teaching and learning.
• Expectations of behaviour are explicitly taught to students and relate to the variety of school settings.
• Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding.
• The school encourages students to recognise and respect cultural identity and diversity.

Phase 2 - by the end of 2016:
• The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
• Students are provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
• Positive, respectful relationships are evident among students and staff promoting student wellbeing and ensuring good conditions for student learning.

Phase 3 – by the end of 2017:
• The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which measurably improves individual and collective wellbeing.
• Individual students are supported by the effective use of school, system and community expertise and resources through effective decision making and planning.
• Positive and respectful relationships across the school community underpin a productive learning environment and support students’ development of strong identities as learners.
Indicators and measures of success (Product and Practices):

**Phase 1 – by the end of 2015:**
- Review/rewrite of school’s wellbeing policy. Group to include at least two parents.
- School-wide program of explicit teaching activities produced.
- Explore ways to Utilise current funding to employ extra assistance at school level – eg speech/physio therapists, etc.
- At least 1 staff member attend Rock and Water training and some activities introduced to stage 2 and 3.
- Playground behavioural referrals to reduce by 10%.
- Review place of Live Life Well at School.

**Phase 2 - by the end of 2016:**
- School-wide program of explicit teaching activities introduced into all classes.
- Employ extra assistance where needed.
- Rock and Water activities run regularly across all stages as part of school life.
- Playground behavioural referrals to reduce by further 10%.
- DET software to monitor student behaviour introduced.
- Excursion policy reviewed.
- Student attendance rates improve to over 98% with respect to unexplained absences.
- Establish whole school daily fitness/fundamental movement skills program.

**Phase 3 – by the end of 2017:**
- School-wide program of explicit teaching activities reviewed.
- Playground behavioural referrals to reduce by another 10%.
- Student attendance rates improve to over 98% with respect to unexplained absences.
Strategic Direction 3: Community Involvement

Purpose: To ensure that at Cudgen Public School we foster positive and respectful relationships across the school community to underpin a productive learning environment and support student’s development of strong identities.

Strategies (People and Processes):

Phase 1 – by the end of 2015:
- Parents and community members have the opportunity to engage in a wide range of school-related activities.
- The school solicits and addresses feedback on school performance.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- School programs address the needs of identified student groups (e.g., Aboriginal students, gifted students, students with a disability, etc.).
- The school encourages students to recognise and respect cultural identity and diversity.

Phase 2 - by the end of 2016:
- The school will be recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.
- There will be a broad understanding of, and support for, school expectations and aspirations across the school community.
- The school will visibly reflect its cultural identity and diversity.

Stage 3 – by the end of 2017:
- The school will successfully foster collaboration with key stakeholders in the development of the future school vision, strategic directions and annual plans.
Indicators and measures of success (Product and Practices)

Phase 1 – by the end of 2015:

• Parents invited onto committees
• Surveys ala Kiernan
• boys ed – eg rules up in every room, music instead of bells, walk to talk to students, keep it short, etc
• training of staff to run “Rock and Water” type activities.
• Aboriginal Ed recommendations from snapshot – eg flagpole, totems, murals – all visible from front of school.
• Classroom program of teaching Aboriginal Ed, multi-cultural ed, etc.
• School Stream introduced to school community to improve communication between home and school.
• Lift promotion of the school in the wider community through liaison with community organisations including senior citizens groups.
• Build relationships with local schools for the benefit of all.

Phase 2 - by the end of 2016:

• Investigate involvement of parents in:
  o ASPIRE program
  o Regular curriculum exposure sessions.
• Stage 3 students involved in local Careers Market Days. We will explore the possibility of running one at CPS.
• Orientation programs for entry into K and transition to year 7 reviewed and modified.
• Continue to build relationships with local schools for the benefit of all.
• Newsletter format reviewed and improved.
• More methods of communicating good news to parents investigated and introduced – eg postcards/phonecalls.

Stage 3 – by the end of 2017:

• Yet to be decided.