## School vision statement

At Cudal Public School our vision is to create students who are highly engaged in the school community, aware of issues that affect their community and the world. Our vision is to support students to become successful, confident and creative learners who are prepared for their transition to high school. We are committed to developing individual strengths, a love of learning and the capacity to achieve.

## School context

Cudal Public School is a small rural school located 40kms west of Orange off The Escort Way. The school was established in 1879 and draws its students from Cudal and the surrounding district.

The school is well resourced and benefits from a supportive parent body and a dedicated staff committed to quality teaching across all key learning areas. The school has composite classes with a focus on individual learning opportunities for all students. The staff and community have high expectations for all students. The school has a number of unique programs including afternoon rotations where students work in stage groups in different key learning areas including HSIE, visual arts, PDHPE and science. This allows our teachers to teach every child in our school, building strong relationships and a whole school approach to learning and support. We have introduced a Peer Support rotation program on Fridays to allow students to participate in music, drama, environmental education and team building activities as a way to build leadership skills for our senior students and stronger peer relationships.

We are a member of the Orange Small Schools Association (“OSSA”) and Pre2 which provide opportunities for our students and staff to collaborate with a wide network of staff and students. We use this network to optimise professional learning and collaboration for our staff and provide our students with access to a wide range of activities, including gifted and talented workshops, sporting activities, creative arts activities and other learning experiences.

Our school provides a caring and supportive educational environment for students, staff and community.

## School planning process

In November 2014 the school sent out a survey to parents and students to source opinions, feedback and ideas in the following areas:

- 3 things they love about Cudal PS.
- 3 things they would like to see introduced at Cudal PS.
- 5 things they wanted for their child by the time they reached high school.
- Effectiveness of communication between the teachers and parents/carers regarding student learning;
- Effectiveness of communication between the school and parents/caregivers regarding school activities, excursions et al.
- Expectations of parents around homework.
- Opportunities were provided for parents and students to add any additional information.

The information was collated and graphed and provided to the school community via a P&C forum. We have used this data to inform our strategic planning.
Purpose:
To further improve student learning and outcomes through the development and delivery of consistent, high quality teaching practices in all areas, with a focus on literacy and numeracy and differentiating the curriculum to meet the needs of individual students.

Purpose:
To improve student outcomes by providing quality professional learning and resources for all teachers in order to build capacity, skills and knowledge.

Purpose:
To create a positive and supportive environment where community members play an active role in our school.

To build connections with wider learning communities to enhance student and staff culture.
### Purpose
To further improve student learning and outcomes through the development and delivery of consistent, high quality teaching practices in all areas, with a focus on literacy and numeracy and differentiating the curriculum to meet the needs of individual students.

### Improvement Measures
- 95% of all students are reading at the required year level at the end of each year.
- Increased growth in literacy and numeracy as evidenced in student growth in Naplan and movement along the Continuums.

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

**Students:**
- Develop student capacity in literacy and numeracy by further enhancing numeracy and literacy programs and differentiating curriculum.
- Develop student capacity for independent learning skills, creativity, open ended thinking and problem solving.
- Develop student’s ability to self-reflect and monitor learning and achievement.

**Staff:**
- Develop staff capacity in literacy and numeracy by providing relevant professional learning activities.
- Develop and maintain teacher skills that will enable the delivery of teaching and learning experiences that are based on best practice and current research.
- Develop learning and support practices for all teachers to ensure sustainability of data collection practices for NCCD.

**Parents/Community:**
- Develop parent and community understanding of curriculum programs and practices to build their capacity to support school practices.
- Build up a group of community helpers to assist with individual student programs.

**Collegial Network:**
- Further develop our collegial networks with a variety of Community of Schools (CoS) including OSSA, Pre2 and Northern Beaches Alliance to support and enhance ongoing improvement in teaching practice and curriculum programs to enhance student outcomes.

**Leadership:**
- Develop capacity to analyse whole school data and assessment in order to lead the school community in best practice in curriculum areas.

### Processes
**How do we do it and how will we know?**

**Curriculum and Engagement**
- Constant evaluation and reflection on current practice and research to ensure all curriculum and learning experiences are effective and include quality assessment and programming.
- Provide opportunities for students to be involved in a range of challenging and higher order thinking activities as well as opportunities for peer evaluation and self-reflection.

**Differentiation**
- Build staff capacity to collaborative plan and differentiate programming and pedagogy in all KLAS, but with a particular focus on literacy and numeracy, using the Quality Teaching Framework, Continuums and PLAN.

**National Curriculum**
- Provide ongoing support and professional learning to staff in order to implement new curriculum as per BOSTES and DEC guidelines.

**Evaluation Plan:**
- Longitudinal NAPLAN data analysed.
- Student progression monitored once per term through PLAN.
- Regular meetings with teachers to discuss practice and data.

### Products and Practices
**What is achieved and how do we know? What practices are evident?**

**Products:**
- Improved school literacy and numeracy performance evidenced by PLAN and NAPLAN data.
- Students achieve required benchmark levels by the end of their academic year.
- Students accessing open ended activities and challenging problem solving activities to promote higher order thinking.

**Practices:**
- Effective assessment, tracking and student analysis processes are in place to ensure consistent teacher judgment.
- All teaching and learning programs are consistently reviewed to reflect best practice and latest research.
- Regular and ongoing monitoring and tracking of student data through school based assessment, PLAN data, Best Start data and Continuum data.
- Students demonstrating more confidence in their learning and begin to use feedback from peers and teachers to set improvement goals.

**Products:**
- All students needing additional assistance will be targeted for accommodations and adjustments via the Learning Support Team.

**Practices:**
- Teachers collaborating within and across stages to ensure consistency of curriculum delivery including strategies for differentiation; consistency of teacher judgement and record keeping.
- Students tracking their own progress along continuums.

**Products:**
- All staff will work with Pre2, OSSA and CoS to support them in the implementation of new curriculum.

**Practices:**
- All staff members will be implementing the new curriculum documents.
Cudal Public School Strategic Direction 2 – Quality Teaching

**Purpose**

To improve student outcomes by providing quality professional learning and resources for all teachers in order to build capacity, skills and knowledge.

**People**

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

**Students:**
Levels of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning experiences.

**Staff:**
All staff will be actively engaged with professional learning and development opportunities to improve practice. All staff will develop an understanding of the Performance and Development Framework and use this process to improve practice.

**Parents/Community:**
Parents and community will be provided with information and presentations on curriculum practices to enrich their capacity to support students.

**Collegial network:**
All staff will be engaged in collaborative work practices with other members of our school team as well as teams from other collegial networks including Pre2, OSSA and CoS.

**Leaders:**
Develop a clear framework and protocols for building teacher capacity focusing professional learning; observations and feedback, mentoring and using evidence based data to enhance student outcomes.

**Processes**

**How do we do it and how will we know?**

Develop a school culture where self-assessment and self-reflection is evident.

Develop a school culture where sharing of knowledge and professional learning is evident.

Develop a school culture where observation and feedback are authentic and valued and become a routine part of every teacher’s practice.

Provide professional learning to support the development of teachers’ skills and expertise in order to enhance student outcomes.

**Products and Practices**

**What is achieved and how do we know? What practices are evident?**

**Products:**
Teachers demonstrating high levels of contemporary knowledge and teaching practices

Professional learning activities will be based on PDPs and whole school planning.

All staff trained in TOWN.

**Practice:**
 Embedded systems for the evaluation of professional learning goals and opportunities for all staff.

Embedded systems for the collaboration, observation and modelling of effective practice and evaluation of practice to sustain school wide improvement.

All staff will play an active role in gaining and maintaining accreditation and actively analyse their own practice in light of professional standards and student progress.

All staff will present completed professional development courses to the whole school to ensure knowledge is shared.

**Improvement Measures**

- All staff will be successfully accredited by the end of 2017.
- Evidence of professional learning being applied to teaching and learning experiences is shown and class programs reflect this.
**Cudal Public School Strategic Direction 3: Connected Communities**

### Purpose

To create a positive and supportive environment where community members play an active role in our school.

To build connections with wider learning communities to enhance student and staff culture.

### People

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

**Students:**

Students will benefit through greater parental understanding and knowledge of teaching and learning practices.

- Increased opportunities to collaborate with students and staff across networks.
- Increased links with local community to enhance community connections.

**Leader and Staff:**

Leader and staff will work together to develop and implement parent presentations in literacy and numeracy.

Leader and staff will continue to work closely with parents and community to enhance communication and positive school culture.

**Parents/Community Partners:**

Parents and carers will have opportunities to attend and participate in workshops to enhance their understanding of literacy and numeracy.

Effective communication to all parents of upcoming events, learning ideas and strategies will be introduced to enable parents to be fully informed.

**Collegial Network:**

Staff will work with collegial networks to build professional networks in order to continue quality teaching and learning practices to meet the needs of all students.

### Processes

**How do we do it and how will we know?**

**Student learning will be supported by effective use of school, parent, CoS and community expertise and increased opportunities for students to build positive relationships and actively contribute to the school and wider community.**

**Student outcomes will be supported by increased parent understanding and knowledge of literacy and numeracy and strong communication with parents and community.**

**Explore possible community links and expertise that can be incorporated into school activities.**

**Celebrate and promote involvement of community partnerships.**

**Grow staff/student participation in the CoS network including OSSA and Pre2.**

### Products and Practices

**What is achieved and how do we know? What practices are evident?**

**Products:**

Whole school systems that include opportunities for authentic collaborative opportunities with the community that enhances student learning and outcomes.

Increased parental engagement and participation in child’s learning and effective communication processes in place ensuring all parties are well informed and feel included in the school community.

**Practices:**

Students, staff and community work together to ensure a positive and collaborative learning community.

Whole school systems of open, effective and inclusive communication that include digital and paper mediums.

Regular parent workshops to improve understanding and knowledge of school practices and curriculum requirements and to provide teaching staff an opportunity to demonstrate their professional knowledge and expertise to parents and community.

Students are offered the opportunity to participate in a wider range of learning experiences including debating, sporting activities, gifted and talented workshop.

Staff participates in collegial networks to improve their practice in relation to maintaining positive community connections and practice.

### Improvement Measures

- Parent attendance at school events, open days and workshops.
- Feedback on evaluation of workshops indicates parent satisfaction and positive feedback.
- Increased number of community members involved in school activities.
Glossary of Terms

Best Start
Literacy and numeracy assessment tool for children starting Kindergarten

BOSTES
Board of Studies Teaching and Educational Standards NSW

Continuum Data
Indicators of student learning across the Literacy and Numeracy Continuum tools

CoS
Community of Schools

DEC
Department of Education and Communities

HSIE
Human Society and Its Environment

KLAs
Key Learning Areas

Learning & Support Team
School team who meets to consider learning and support needs for students

NCCD
Nationally Consistent Collection of Data

Northern Beaches Alliance
Orange/Lachlan and Northern Beaches network of schools

OSSA
Orange Small Schools Association

PDHPE
Personal Development, Health and Physical Education

PDPs
Performance Development Plans

Performance and Development Framework
A framework to support the ongoing improvement of student outcomes through continuous development of a skilled and effective teaching workforce.

PLAN
Planning for Literacy and Numeracy

Pre2
Enriching Primary Education – A group of schools that combine teacher expertise to provide students with access to a wide variety of activities including debating, sports events, movie making, master chef activities et al.

Quality Teaching Framework
The NSW Quality Teaching model describes in detail the major elements of what constitutes good classroom and assessment practice based on strong research carried out in a broad range of real classrooms. The model builds on what teachers already know and value. It provides a common language for teachers and schools to focus discussion and critical reflection on teaching and assessment practice with the aim of improving student learning.

The NSW Quality Teaching model includes three main dimensions – Intellectual quality; quality learning environment and significance.

TOWN
Taking off with Numeracy