School plan 2015 – 2017

CARCOAR PUBLIC SCHOOL - 1504
## School background 2015 - 2017

### School vision statement
Carcoar Public School is a nurturing, inclusive and supportive environment enabling each student to reach their maximum potential. We will model a learning community which will inspire and develop confident 21st Century learners. We will work in partnership within our school and beyond in a positive way.

### School context
Carcoar Public School is part of a well-established community steeped in tradition and history. The school is situated 15 kilometres from Blayney nestled in a valley with the Bellubula River streaming through the village. There are 11 students attending. Students live locally. The P&C and Carcoar Progress Association work together to support each other and Carcoar Public School is an active member of the Heritage Country Schools.

### School planning process
Consultation with all stakeholders: P&C meetings, meetings with parents, staff meetings, classroom discussions; daily conversations establishing common pathways for the future.
Purpose:
To ensure that learning is personalised and differentiated for every student.
To improve student learning for the future by working collegially with staff to develop classroom programs that explicitly teach students to be literate, numerate, creative and productive users of technology.
Reflective of their own learning and being accepting of others.

Purpose:
To provide opportunities for parents to be part of planning processes and offer programs to develop their understanding of children’s learning in the 21st century.
To improve staff and parent capabilities in line with mandatory requirements and personal goals to meet student learning.
To utilise school resources efficiently and effectively.

Purpose:
To develop a collaborative approach to strengthen and consolidate the confidence and capabilities of all students, staff and parents in the Heritage Country Schools.
## Strategic Direction 1: To improve student learning for the future

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>To ensure that learning is personalised and differentiated for every student. To improve student learning for the future by working collegially with staff to develop classroom programs that explicitly teach students to be literate, numerate, creative and productive users of technology. Reflective of their own learning and being accepting of others.</td>
<td>Develop the capacity of the students to self-regulate their learning. Develop the capacity of staff to work collectively in a small school setting. Develop the capacity of parents to understand the quality teaching framework and different ways students learn.</td>
<td>Create structures to provide a whole school approach to planning and assessing. Professional learning around BOSTES syllabuses, differentiation and personalisation of learning.</td>
<td><strong>Products:</strong> The new K-10 syllabus in KLA’s implemented according to BOS and DEC guidelines. All Students demonstrate growth based on internal and external assessment data. All students have a personalised learning plan. <strong>Practices:</strong> Students evaluate their own work and learn strategies for improvement. Students have high self-esteem and confidence for learning. Students will collaborate, work in teams and communicate ideas to make sense of their world.</td>
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### Improvement Measures
- All Students demonstrate growth based on internal and external assessment data
- All students have a personalised learning plan
### Strategic Direction 2: To improve the school’s capabilities to deliver quality education

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<td>To provide opportunities for parents to be part of planning processes and offer programs to develop their understanding of children’s learning in the 21st century. To improve staff and parent capabilities in line with mandatory requirements and personal goals to meet student learning. To utilise school resources efficiently and effectively.</td>
<td>Develop the capacity of staff to understand the significance of their own learning and the impact it has on their class programs. Developing the capacity of parents to be actively engaged in their children’s learning.</td>
<td>Developing structures for the efficient and effective use of school resources. Professional learning around 21st Century learning skills. Create opportunities for parents to engage in school learning activities.</td>
<td>Product: All staff develops and accesses a differentiated professional learning plan targeted at improving individual pedagogy. All teaching staff attain and maintain accreditation.</td>
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<td><strong>Improvement Measures</strong></td>
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<td>Practice: Learning programs utilise the schools resources in line with DEC policy. Confident parents access information from the school and take every opportunity to participate and collaborate in their child’s education. Parents are familiar with the BOSTES syllabus requirements.</td>
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<td>- All staff develops and accesses a differentiated professional learning plan targeted at improving individual pedagogy.</td>
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Strategic Direction 3: Student success as learners, leaders and responsible and productive citizens in a dynamic, integrated and holistic learning community

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| To develop a collaborative approach to strengthen and consolidate the confidence and capabilities of all students, staff and parents in the Heritage Country Schools. | Student, staff and parents develop a mindset that they belong to a community that is greater than any individual school. Developing the broader community’s understanding of a 21st century learning community. | Providing opportunities for staff, students, parents and the broader community to participate in learning community initiatives. | Products:
Staff, parents and students demonstrate collegial support across Heritage Country Schools.
Staff, parents and students actively participate in combined activities across Heritage Country Schools.

Practices:
There is a consistent set of high expectations for student behaviour and engagement.

Improvement Measures
- Staff, parents and students demonstrate collegial support across Heritage Country Schools
- Staff, parents and students actively participate in combined activities across Heritage Country Schools