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<th>SCHOOL VISION STATEMENT</th>
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| At Currabubula Public School, we are an inclusive school who embrace the school motto of “Striving for Excellence”. This is incorporated into our Curra Kids Care policy:  
  Care for others,  
  Act safely,  
  Be Respectful of others,  
  Excel in everything you do.  
We ensure that our students are equipped with 21st Century academic and social skills that will enable them to reach their full potential and become successful and responsible citizens in a diverse global society. | Currabubula Public School is a small rural school situated 31km from Tamworth.  
The school has a strong reputation within the local community and actively supports community initiatives. The school is supported by a dedicated P&C who raise funds and assist the school in many ways.  
Currabubula Public School actively promotes opportunities to access a wide variety of physical and human resources to support the education of our students. Our students regularly participate in curriculum, sport and creative arts activities.  
The school staff is committed to a policy of shared learning with other schools in the Wollemi and Tamworth networks. The school leaders and staff work collaboratively as a learning team to enhance our knowledge of current teaching and learning practices. | Currabubula Public School has gained a thorough understanding of the beliefs, values and vision for future directions from all sectors of the school community.  
In the initial stages of planning, this involved group and individual discussions and surveys with:  
Students  
All staff  
Parents, carers and grandparents  
P&C  
Wider community such as Red Cross and the Hall Committee  
This has determined the vision and future directions for our school as documented in this plan.  
Discussions were held at meetings with other local schools to gain a clear understanding of the planning process.  
In the later stages of planning, the contents of the draft School Plan were discussed at staff meetings and a P&C meeting, resulting in alignment of the plan with the views of the school community.  
Discussion and feedback will be ongoing with all stakeholders in this plan. |
School strategic directions 2015 - 2017

Currabubula Public School is committed to the Melbourne Declaration goals of building a quality, equitable 21st Century learning environment, where all students develop the critical thinking, creative and social skills essential to achieving to their potential and becoming effective members of society.
(School Excellence Framework: Learning Elements)

All staff are committed to the ideals of the Performance and Development Framework to collaboratively develop teacher, leader and learner quality in the implementation of the NSW BOSTES syllabuses, and effectively utilise assessments, research-based differentiated teaching practices and ICT to maximise outcomes for all students.
(School Excellence Framework: Teaching, Leading and Learning Elements)

The school is committed to building effective partnerships with families, local community businesses and organisations, and its community of schools, based on common values and goals, to collaboratively plan to improve outcomes and opportunities for students, as outlined in the School Excellence Framework.
(School Excellence Framework: Leading Elements)
Strategic direction 1: Student Wellbeing

**PURPOSE**

Currabubula Public School is committed to the Melbourne Declaration goals of building a quality, equitable 21st Century learning environment, where all students develop the critical thinking, creative and social skills essential to achieving to their potential and becoming effective members of society.

**PEOPLE**

Students will be encouraged to take an active role and responsibility for their learning and behaviours. They will learn to confidently take risks with their learning, develop persistence with tasks, learn to make informed judgements about their progress against relevant learning outcomes, and apply appropriate leadership, resilience and social skills. Students will set specific appropriate individual learning and behaviour goals and develop strategies to achieve them.

Staff will develop a deep knowledge of current social skill and positive behaviour programs in order to best meet the academic and social needs of all students. They will develop and monitor individual plans for targeted students in collaboration with parents and carers.

Parents and Carers will be encouraged to take an active role in their child’s development through regular opportunities for substantive discussions about their child’s social and academic progress.

Community partnerships will be developed with relevant community organisations and services in order to best support individual student learning and wellbeing needs.

Leaders will ensure that a respectful and collaborative school culture is developed, and set clear, high expectations for quality programs and practices.

**PROCESSES**

Leaders will provide relevant professional learning opportunities for staff and foster collaborative practices within the school and across a community of schools.

Staff will collaboratively undertake professional learning in Positive Behaviour for Learning (PBL), social skills programs, differentiated learning, Disability Discrimination Act (DDA) and Nationally Consistent Collection of Data on School Students with Disability (NCCD). They will implement and monitor these programs, including individual learning plans for targeted students.

We will provide opportunities that actively engage students in developing academic, leadership and social skills, within the school and with other local schools. This will include students formulating and monitoring their individual learning and behaviour goals regularly.

We will provide regular opportunities for parents, carers and community partners to be involved in school activities, meetings, information sessions and discussions. When required, parents and carers will be involved in formulating individual learning plans for targeted students.

**PRODUCT AND PRACTICES**

**Products:**

All students have specific individual learning and behaviour goals in line with appropriate syllabus outcomes and can identify strategies to achieve them.

Staff have collaboratively formulated and monitored individual learning and behaviour plans for targeted students.

PBL records of student behaviours indicate a reduction in inappropriate behaviours.

**Practices:**

All students are achieving to their potential and display responsibility for their learning and behaviour.

Social skills have become evident that enhance learning and prepare students to become effective members of society, such as confidence, risk-taking, persistence, resilience and leadership.

**IMPROVEMENT MEASURE/S**

All students set specific individual learning and behaviour goals in line with appropriate syllabus outcomes and can identify strategies to achieve them.

Staff have collaboratively formulated and monitored individual learning and behaviour plans for targeted students.

PBL records of student behaviours indicate a reduction in inappropriate behaviours.
Strategic direction 2: Quality Teaching and Learning

**PURPOSE**

All staff are committed to the ideals of the Performance and Development Framework to collaboratively develop teacher, leader and learner quality in the implementation of the NSW BOSTES syllabuses, and effectively utilise assessments, research-based differentiated teaching practices and Information and Communications Technology (ICT) to maximise outcomes for all students.

**PEOPLE**

Students: Students will be engaged with quality teaching and learning programs and assessments that maximise their learning, and tracked along the K-12 continuums. They will be involved in leadership roles and decision-making about their learning.

Staff will be supported to formulate and work toward high level Professional Goals within the Quality Teaching Framework, and access high quality professional learning in the NSW BOSTES syllabuses, research-based pedagogical practices and ICT. They will develop their capacity to collect and reflect on evidence that provides insight into the effectiveness of their practice and informs future programs, in order to maximise outcomes for all students.

Parents, Carers and the wider community will have opportunities to develop their knowledge and understanding of school programs and new syllabus expectations.

Community of schools will be developed to provide high quality professional development and share expertise, programming and feedback centred on the delivery of quality teaching.

Leaders will develop staff workforce capabilities by implementing and sustaining quality school wide systems and organisational structures.

**PROCESSES**

Leaders and Staff will collectively undertake, as part of a community of schools approach, quality professional learning, collaborative planning of scope and sequences, joint programming and observing colleagues, in order to increase their knowledge and implement, within the Quality Teaching Framework, the NSW BOSTES syllabuses, current pedagogies and differentiated learning strategies, including implementation of Multilit, NCCD and gifted and talented strategies.

We will also undertake these processes in the development of data collection and assessment strategies for, as and of learning.

We will embed key technologies in support of teaching and learning through the development of a policy of best practice, quality professional learning and appropriate resourcing of technology.

Staff will undergo professional learning and be supported in the development of professional development plans as determined by the Performance and Development Framework, AITSL teaching standards and School Excellence Framework. All teaching staff will be accredited at a Proficient or higher level.

Students, parents, carers and community will be provided with regular opportunities to learn about new syllabuses and practices and to be actively involved in decisions about implementation.

**PRODUCT AND PRACTICES**

**Product:**

With the exception of students on a specific individual learning plan, all students are at or beyond their grade appropriate cluster in all aspects of the Literacy and Numeracy continuums.

All students achieve at or above national cohort average for growth in Year 5 and Year 7 2017 and 2018 NAPLAN results.

Professional learning community evident within and across local schools.

NSW BOSTES syllabuses and research-based pedagogical practices and assessments evident in teaching programs and professional observations.

Professional goals and leadership opportunities collaboratively negotiated and monitored as part of the Performance and Development Framework.

All teachers accredited by the Board of Studies and Teacher Education Standards (BOSTES) at Proficient or higher levels.

**Practices**

Quality teaching practices, based on NSW BOSTES syllabuses and 21st Century learning pedagogy, are evident in teaching programs, assessments and classroom practices, ensuring that all students are achieving to their learning potential.

The Performance and Development Framework is fully implemented with all teachers.

With the exception of students on a specific individual learning plan, all students are at or beyond their grade appropriate cluster in all aspects of the Literacy and Numeracy continuums.

All students achieve at or above national cohort average for growth in Year 5 and Year 7 2017 and 2018 NAPLAN results.

Professional learning community evident within and across local schools.

NSW BOSTES syllabuses and research-based pedagogical practices and assessments evident in teaching programs and professional observations.

All teachers meeting teaching standards as determined by Performance and Development Framework and Board of Studies and Teacher Education Standards accreditation process.
Strategic direction 3: Community Partnerships

PURPOSE
The school is committed to building effective partnerships with families, local community businesses and organisations, and its community of schools, based on common values and goals, to collaboratively plan to improve outcomes and opportunities for students, as outlined in the School Excellence Framework.

PEOPLE
Students will be actively involved in school activities that build links with parents, carers and community organisations. They will participate regularly in inter-school activities and functions such as transition programs, sport, excursions and academic activities.

Staff will be involved in strengthening home-school partnerships, and in professional learning and sharing opportunities through our communities of schools.

Parents will be consulted and involved in the development of school initiatives, academic expectations and positively developing the school.

Community organisations will be consulted about school activities and educational developments. Community agencies and services, such as Royal Far West, Family Referral Service and other health and welfare organisations, will be utilised to enhance student outcomes and wellbeing.

Leaders will ensure that programs within the school are socially and culturally appropriate for the values and needs of the community. They will communicate with and support programs with the feeder preschool and feeder high schools to ensure a smooth transition between students’ stages of education.

PROCESSES
Leaders and Staff will be actively involved in professional learning and sharing of activities and program development with colleagues in our communities of schools.

We will liaise with our local preschool and feeder high schools to ensure a smooth transition between stages of schooling.

We will consult regularly with parents, carers and P&C to report on student progress and collaboratively decide on programs, activities and developments for the school.

We will liaise with community organisations such as Red Cross, CWA and the ANZAC committee to positively involve the school in community activities such as ANZAC Day, CWA international projects and the Currabubula Art Show.

We will liaise with a variety of community agencies to support the special needs of all students.

Evaluation plan
Monitor progress against specific milestones regularly. Survey and gather a range of external and school-based data. Discuss with staff, parents and community and adjust plans accordingly.

PRODUCT AND PRACTICES
Product
Community of schools established, interschool student, transition and professional activities occurring regularly.

High attendance rates at school functions, P&C meetings, parent-teacher interviews and community activities.

Increased access to community agencies and services.

School satisfaction surveys.

Practices
Community of schools meeting regularly to share professional learning, program development, transition processes and student activities.

Parents, carers and P&C regularly involved in meetings and discussions, and actively involved in decision-making about school developments and student outcomes.

Regular community events occurring that involve the school.

Community agencies being accessed regularly.

IMPROVEMENT MEASURE/S
Community of schools established, interschool student, transition and professional activities occurring regularly.

High attendance rates at school functions, P&C meetings, parent-teacher interviews and community activities.

Increased access to community agencies and services.

School satisfaction surveys.