**School background 2015 - 2017**

<table>
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<tr>
<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
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<td><strong>To develop</strong> a strong team working collaboratively to ensure excellence and equity in learning and leadership.</td>
<td>Carool Public School is an inclusive, welcoming and friendly small school, supported by a dynamic and hard working parent Parents and Citizens Association. Our students receive an innovative, 21st Century education, with opportunities to foster individual talents and interests.</td>
<td>The S7 team is a group of small schools who work and plan together to share knowledge, skills and resources in a collegial approach to planning in the 21st Century – Stokers Siding, Condong, Crabbes Creek, Fingal Head, Duranbah, Murwillumbah South and Carool Public schools</td>
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<td><strong>To expand</strong> pedagogical opportunities for staff, students and community members by laying the foundations for future learning success.</td>
<td>Carool Public School provides outstanding professional and caring teachers who embrace the opportunities to further develop their skills and knowledge through research and professional learning.</td>
<td>Our S7 school teams worked together with their individual communities to discuss their visions for the next three years and beyond. This process was enhanced by working with the whole school community to conduct strengths, weaknesses, opportunities and threats analysis. The aim was to create a collaborative vision statement for future transformation, ensuring alignment with the educational priorities, dreams and ambitions of the community.</td>
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<td><strong>To nurture</strong> engaged global learners to become confident, creative citizens who champion 21st Century learning, strengthening our community for the future.</td>
<td>All members of our school are supportive of each other working collaboratively enabling them to develop the skills and values to interact and contribute as effective members in any community.</td>
<td>Our S7 leadership team met to share our individual school visions and to decide upon the possibility of a shared vision across the seven small schools acknowledging our individual differences and needs as evidenced in our purpose, people, processes, product and practices and our milestones.</td>
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Our Reading, Writing and Mathematics programs provide a sound basis for lifelong learning. We focus on healthy lifestyles and environmental awareness.

Our Motto: *Together We Grow*
**School strategic directions 2015 - 2017**

**STRATEGIC DIRECTION 1**
Develop strong foundations in curriculum and assessment.

To develop consistent, quality educational practices and student achievement driven by assessment evidence in line with the NSW syllabus for the Australian Curriculum. To ensure that learning and assessment are personalised and differentiated for every student.

**STRATEGIC DIRECTION 2**
Create a high-performing and dynamic 21st Century learning environment.

Develop deep thinking, innovative, resourceful and creative life-long learners who ably make sense of their world. Through collaboration, communication and the ability to plan activities independently, students will be equipped to achieve their personal goals and lead successful lives in the 21st Century.

**STRATEGIC DIRECTION 3**
Strengthen teaching and leadership capacity.

To lead learning by guiding self-reflection, self-improvement and development of quality teaching and leadership practices. To create an innovative culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to life-long learning.
Strategic direction 1: Develop strong foundations in curriculum and assessment.

**PURPOSE**

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

To develop consistent, quality educational practices and student achievement driven by assessment evidence in line with the NSW syllabus for the Australian Curriculum.

To ensure that learning and assessment are personalised and differentiated for every student.

**PEOPLE**

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

Students have the skills and knowledge to be able to drive their own learning based on a deep understanding of curriculum expectations and outcomes.

Staff are highly knowledgeable and skilled using the NSW syllabus to inform teaching and assessment practice which is engaging, personalised and committed to ongoing professional learning.

Staff actively seek and engage in formal and informal professional learning opportunities and apply that learning in their daily classroom practices.

Staff interpret student achievement data and identify the learning needs of students. Staff reviewing curriculum planning, programming, teaching, assessment and reporting practices each semester and justifying how well they meet the learning needs of students.

Parents build awareness and understanding of the NSW syllabus by school staff identifying essential knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area.

School leaders effectively build teacher capacity by engaging with and supporting the development of professional learning plans with an emphasis on ongoing professional growth.

**PROCESSES**

How do we do it and how will we know?

Students will be provided with a series of explicit learning opportunities to develop the required independent learning skills and knowledge.

Students track their own progress against learning continuums at the beginning and end of each term.

Staff are provided with regular professional learning opportunities to support teachers developing, implementing and evaluating high quality teaching and learning programs that reflect the Quality Teaching Framework.

School leaders lead rigorous discussions with teaching staff to develop individual professional learning plans reflected through the TARS process.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Products:**

An increased number of students achieving at or beyond appropriate cluster level for year group using PLAN data.

Teachers collate data beginning and end of term to inform planning, teaching, assessment and reporting.

Representation in the top three skill bands of Aboriginal and ESL students is the same or higher than that of the total school population.

100% of teaching and learning programs and practices clearly reflect the implementation of personal professional learning plan. Termly review with Principal.

**Practices:**

Increased effective professional dialogue and reflection between leaders and their staff at meetings.

School leaders model and lead high level communication at Strategic Direction group S7 termly meetings.

School engages with parents in decision making processes.

**IMPROVEMENT MEASURE/S**

All students K-6 plotted on the Literacy and Numeracy continuums to establish baseline data for student achievement.
### Strategic direction 2: Create a high-performing and dynamic 21st Century learning environment.

**PURPOSE**

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

Develop deep thinking, innovative, resourceful and creative life-long learners who ably make sense of their world. Through collaboration, communication and the ability to plan activities independently, students will be equipped to achieve their personal goals and lead successful lives in the 21st Century.

**PEOPLE**

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

Students understand the importance of increased family, community and global engagement and the benefits this has on improving student learning outcomes and developing effective communication skills with all community members.

All students operating as engaged 21st Century learners who are well grounded in the core academic subject skills.

Staff are highly skilled at creating learning practices, sourcing human support and physical environments that support the teaching and learning of 21st Century skill outcomes.

**IMPROVEMENT MEASURE/S**

All students K-6 complete and online learning reflection statement twice per year.

PLAN data demonstrating all students K-6 are at or above expected levels by end of school year

100% of staff participate in lesson study observations and class walk throughs.

**PROCESSSES**

How do we do it and how will we know?

Students are immersed in a 21st Century teaching and learning environment.

Student interest maintained by engaging them in addressing real world problems.

Students are provided with opportunities to learn through our curriculum which is inter-disciplinary, integrated and project based.

Staff participate in professional learning communities across the S7 CoS that enable them to collaborate, share best practices and integrate 21st century skills into classroom practice.

Leaders facilitate and support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Products:**

Students confidently and successfully engage in enriched, extended and challenging learning experiences.

Teachers are incorporating 21st century practices in their classrooms with increasing confidence and competence as evidenced in teaching and learning programs and teaching practices.

**Practices:**

Teachers utilise current and new syllabus documents to design engaging learning experiences which include opportunities for every student to problem solve, question, think deeply and creatively and be challenged in their learning.

100% of staff are confident and competent at incorporating iPads and other technology into their teaching and learning programs.

Teachers work collaboratively with chosen peer from S7 group incorporating the Lesson Study model to improve explicit teaching and co operative practices.

Technology is used effectively to engage students and enhance the learning experience.
Strategic direction 3: Strengthen teaching and leadership capacity.

PURPOSE

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

To lead learning by guiding self-reflection, self-improvement and development of quality teaching and leadership practices. To create an innovative culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to life-long learning.

IMPROVEMENT MEASURE/S

In 2015 use School Excellence Framework descriptors and ask staff to benchmark school position against collaborative practice and learning and development elements. Link to development of goals for Performance and Development plans.

100% of staff share expertise and best practice across curriculum and leadership within the S7 COS.

PEOPLE

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

Teachers as leaders will work collaboratively with other teachers to embrace goals to understand the changes that are needed to strengthen teaching and learning and work together towards improvement.

Teachers build their capacity through actively seeking formal and informal professional learning opportunities.

School leaders provide vision, direction and support to staff to enhance their growth in pedagogical and leadership development.

Leaders create a collaborative environment which encourages involvement, professional development of self and colleagues and mutual support.

PROCESSES

How do we do it and how will we know?

Staff actively contribute to strategic direction teams through sharing professional knowledge within own school and across the S7 group of schools.

Staff develop personal collegial networks within and beyond the S7 schools based on professional learning needs as identified in personal professional learning plans.

Leaders facilitate active contribution to strategic direction teams through the sharing of professional knowledge within own school and across the S7 group of schools.

Leaders support and encourage the development of personal collegial networks within and beyond the S7 schools based on professional learning needs as identified in personal professional learning plans.

Evaluation plan:

Support the evaluation of teacher and leadership capacity. Internal regular reporting against milestones by the leadership group; feedback from strategic direction teams through focus group.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product:

Strategic direction teams work collaboratively meeting once per term as a small group to complete professional learning. Empowered team members then actively contribute to the professional learning of colleagues at own schools.

Staff access professional support from a variety of sources, including formal and informal collegial relationships in the S7 collegiate group. Meetings are timetabled termly to ensure staff are supported.

Annual survey of staff and Performance Development Framework work alongside staff members.

Practices:

Strategic direction teams meet regularly and are effective catalysts for continuous improvement in teaching practice, resulting in a positive impact on student learning.