

# School plan 2015-2017

## Coffs Harbour Public School 1584



# School background 2015–2017

## School vision statement

We are all independent lifelong learners and leaders in a safe, inclusive and challenging environment where there is collaboration between students, staff, parents and the community.

We value our school rules and focus on:

Respect; Responsibility; Excellence; and Safety.

## School context

Coffs Harbour Public School has a student population of 410. We have 16 mainstream classes and 5 special education classes.

Our school has a Family Occupation and Education Index FOEI of 151 indicating that many families come from low socio economic backgrounds. 23% of students are Aboriginal or Torres Strait Islander. 24% of our students are EALD and there are 16 languages spoken as first language across our school. This diversity is celebrated and valued across our school.

Our school has one new scheme teacher who has started at the school in 2016/17 and very few retiring staff. Each new scheme teacher is a part of the Great Teaching Inspired Learning reform and utilises time with their mentor.

Coffs Harbour Public School is a growing school. We have a strong reputation for providing high quality, evidence based teaching for all students which is underpinned by ongoing and relevant professional learning for all staff.

The school is involved with the Early Action for Success strategy (EA4S) and will continue with this reform until the end of 2020. This reform is having huge benefits to the teaching and learning of students in Kindergarten, Year One and Year Two.

Coffs Harbour Public School is a pilot school for Learning Management and Business Reform (LMBR).

## School planning process

A comprehensive consultation process has been engaged with the entire school community to develop our school vision, strategic directions and improvement measures. An evaluation process has included a review of the school's strengths, opportunities and areas for development.

This has included:

Staff Development Day workshop with all 56 staff members to collaboratively develop a vision statement with values and belief statements. Then multiple staff meetings to form committees to work on the strategic directions and future planning projects.

Planning days with principals and executive staff from schools within the Lighthouse Community of Schools.

Parent Focus group meeting to determine parent feedback in all areas of school leadership, parent participation, student achievements and future planning.

Monthly P&C meeting discussions to further consolidate the school plan.

TTFM surveys of staff, students, parents. Over 60 parents responded to this survey – making it our most comprehensive form of data collection. EALD support was provided for non-English speaking parents. A great number of students from Years 2 – 6 completed the survey at school.

The overall results from the external validation correlated with our own self assessment. The school staff rated themselves between Delivering, Sustaining and Growing and Excelling. Our school currently rates itself as Sustaining and Growing in LEARNING ELEMENT, Sustaining and Growing in LEADING ELEMENT and 3 areas in Sustaining and Growing and 2 areas at Excelling in the TEACHING ELEMENT.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Leadership – Every person in our school community is a leader.

### Purpose:

Our purpose is to develop quality leadership for students and staff aligned with professional learning practices. Leaders enact and enable innovation, improvement and change. We are building the capacity of all – developing their collaborative resilience, team work, communication and creativity. To develop the mindset that everybody is a leader in line with our school vision and values statement.

## STRATEGIC DIRECTION 2

Learning – Our school community promotes a culture of lifelong learning

### Purpose:

To create learners who are valued and have self-direction. All students will get the teaching and support they need to learn, achieve and become responsible productive citizens. Teachers take a shared responsibility for student engagement improvements, developments and success. Students are informed and contributing citizens in our global community; priority is given to student voice.

## STRATEGIC DIRECTION 3

Community – Our school community values collaboration

### Purpose:

To form genuine partnerships within and across our community to deeply engage and offer a wide range of avenues to communicate. To build capacity to broaden the range of community agencies involved in meeting the needs of every student.

# Strategic Direction 1: Leadership – Every person in our school community is a leader.

## Purpose

Our purpose is to develop quality leadership for students and staff aligned with professional learning practices. Leaders enact and enable innovation, improvement and change. We are building the capacity of all – developing their collaborative resilience, team work, communication and creativity. To develop the mindset that everybody is a leader in line with our school vision and values statement.

## Improvement Measures

### SEF– Wellbeing

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 self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

### SEF – Data Skills& Use

The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts

## People

### Students

Increase student skills, knowledge and capabilities in personal leadership, peer support and self-management.

### Staff

Staff to consolidate skills, knowledge and professional capabilities in managing student behaviour that promote self-awareness and leadership. An increased repertoire of engaging classroom personal development activities will be delivered in classrooms reflective of the

### Leaders

Staff to participate in TPL for well-being and personal development.

### Parents/Carers

Consultation and liaison with the parents will continue at CHPS gains valuable knowledge and insightful feedback from the parents. The information will assist in goal setting and will be communicated in an ongoing consultative manner thereby increasing parents knowledge with a forum for input and increased awareness of school programs

### Community Partners

Community partners will be informed of new initiatives and school practices and policies.

## Processes

The vision statement will be embedded in all areas of student management. Students, staff, community and parents will have input into new school rules and the well-being policy. This will guide the scope and sequence of Personal Development lessons across the school.

Staff and students to participate in peer support training with full implementation to be completed K-6.

Welfare and management policies to be realigned to school vision and values statement. School and class rules are consistent K-6 and are visible and consistently and explicitly taught.

## Evaluation Plan

Attendance data, Resolution room data and suspension data will be analysed as evidence to indicate levels of student wellbeing and engagement.

Analysis from the kids Matter surveys will be shared and support the implementation of developing healthy and positive mental health and wellbeing.

## Practices and Products

### Practices

All student wellbeing areas such as class and school management plans, peer support and personal development programs are all clearly linked to our "Vision and Values Statement".

Maintain consistency across the school for students and teachers ensuring syllabus standards are being addressed.

All stakeholders will display understanding of changes through articulating the rules, survey completion and changes in teaching practice and management.

The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. – *SEF Leading/Leadership*

### Products

The school will utilise the positive interactions developed from Kids Matter & peer support to use the "Buddy Bench" in a successful manner to support the students within the school. Staff, students, parents and community members have clear understandings of policies and practices in place at CHPS that support student wellbeing. Students will be taking on a more active role with decision making throughout the school. They will be equipped with the skills to be effective leaders by having confidence in leading the designated roles within the school. Information updated and shared regularly. There will be one newsletter per term that specifically updates welfare and well-being.

# Strategic Direction 2: Learning – Our school community promotes a culture of lifelong learning

## Purpose

To create learners who are valued and have self-direction. All students will get the teaching and support they need to learn, achieve and become responsible productive citizens. Teachers take a shared responsibility for student engagement improvements, developments and success. Students are informed and contributing citizens in our global community; priority is given to student voice.

## Improvement Measures

Curriculum programs and teaching practices develop skills of all students, by using PLAN data to track and communicate achievement. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing improvement in teaching practice and student outcomes. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts

## People

### Staff

Hattie's research (Visible Learning) will be linked to practical classroom implementation.

Guidance provided to colleagues in lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up.

Australian Standards process will be involved in training practices.

Professional learning with an Instructional Leader works directly with K–2 teachers planning for support & resources to gain shift in the early years.

### Students

Develop an understanding of the purpose of Visible Learning strategies and how these can direct their own learning.

### Parents/Carers

Transparent data for discussions with parents

Parents are informed of visible learning processes and learn how they can help at home.

## Processes

Visible Learning: Staff working collaboratively in stages, to discuss teaching and learning in English and Mathematics. Identifying trends in PLAN data for future explicit planning.

Building skills, knowledge and capabilities of teachers through PL: utilising work samples, analysing and looking at Consistency of Teacher Judgement. Planning for 'Where to next?'

Collaborative planning sessions for teachers (K–2) undertaking L3 and L1 (abridged) and TEN.

Professional learning for staff on the new Performance and Development Framework.

Extend upon established support networks – CLN, LaST, LMBR, EALD.

## Evaluation Plan

Improvement in collaborative planning and consistency of teacher judgement.

Lesson observation to allow peers engagement in professional discourse on explicit teaching strategies and feedback.

## Practices and Products

### Practices

Teachers giving explicit feedback to students relating to specific markers/explicit teaching/ success criteria

Regular updates and communication to parents on teaching and learning strategies

100% teaching staff using data, including PLAN, to drive teaching and learning practices.

Collaborative stage discussions embedded into timetable/staff meetings relating to data and understating of PLAN, Visible Learning initiatives and accreditation processes

Increase the proportion of students in the top two NAPLAN bands in reading & numeracy by 8%

Increase the proportion of Aboriginal students in the top two NAPLAN bands by 30%

### Products

All students K–6 will be on all aspects of PLAN each term.

Teaching programs show evidence of explicit teaching, differentiation to cater to all students' needs, learning intentions are clear and success criteria is present

Teacher gaining the necessary accreditation in the allocated timeframe

# Strategic Direction 3: Community – Our school community values collaboration

## Purpose

To form genuine partnerships within and across our community to deeply engage and offer a wide range of avenues to communicate. To build capacity to broaden the range of community agencies involved in meeting the needs of every student.

## Improvement Measures

Practices and processes are responsive to school community feedback.

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

The school community is committed to the school's strategic direction and practices to achieve educational priorities

## People

### Staff

Staff value the role that families, school and community organisations each play.

Utilising the skills and knowledge of staff to ensure students are supported in their interactions within the community.

Together with the community of schools, allow staff opportunities to lead and showcase a diverse range of students in showcasing our school and students in the broader community.

### Students

To be recognised and accepted as proud members of CHPS.

To be confident in showcasing the values, skills and knowledge at CHPS.

Students are given a voice and opportunity to engage in the wider community.

### Parents/Carers

Parents will be offered opportunities to engage in consultation about their child.

Parents will be provided with regular information about their child's learning, education reforms and school news.

### Community Partners

Partnerships between local businesses and community organisations along with families are built on to improve opportunities and outcomes for students.

## Processes

Staff interests and willingness to lead activities showcasing the diversity of the school will be identified.

Students will be offered opportunities across a diverse range of activities to share knowledge and skills through visits to nursing homes, CAPA performances, preschools etc

The diversity of the school community is encouraged and visible in all aspects of the school.

Community links will be established and maintained for continued support of the staff and students to enable the showcasing of the school.

Creating opportunities between partnership schools to collaboratively develop combined initiatives.

## Evaluation Plan

Increased community involvement and communication is established and maintained.

Quality performances and inclusive activities occur across a diverse range of areas

Annual school community online survey data is analysed to indicate the achievement of an outstanding culture in Domain 9 – School- Community partnerships in the National School improvement Tool.

## Practices and Products

### Practices

Open communication and feedback on community performances and activities are aligned with school vision and values to continue supporting the diverse school community.

Continuing with maintaining and broadening community contacts to promote and advocate our school within the wider community.

100% of Aboriginal students and students with disabilities / special needs will have PLPs.

### Products

Quality performances and cultural activities delivered by students and staff within the wider community and reciprocated within the school environment by community members.

Implementation of PLPs, OOHC plans, health care plans, risk assessments to meet the needs of students.