School plan 2018-2020

Avoca Beach Public School 1082
## School background 2018–2020

### School vision statement

Avoca Beach Public School is committed to providing a safe and caring environment where individuals are respectful, responsible and strive for their personal best. Our innovative, collaborative and inclusive culture empowers and supports every learner.

### School context

Avoca Beach Public School is a comprehensive K–6 primary school on the Central Coast of NSW. Our school population of 515 students, including 17 students identifying as Aboriginal and Torres Strait Islander is accommodated in 21 classes and supported by a Principal, Deputy Principal, four Assistant Principals, teaching, support and office staff.

Avoca Beach Public School prides itself on developing and maintaining authentic connections with the local community. A genuine partnership with the P&C ensures the school is well positioned in providing a safe, welcoming and inclusive environment. The school is devoted to building strong educational, and positive well-being links within the Kincumba Learning Community. This collaboration of local public schools, including Kincumber High School, is dedicated to developing best practice in order to improve student outcomes and provide a smooth transition into high school.

The school values the consultative partnership with our Aboriginal community and the Tjudibaring Local AECG. As a school, we are committed to embedding Aboriginal perspectives into key learning areas and further developing respect and understanding of Aboriginal culture for Aboriginal and non Aboriginal people. Positive Behaviour for Learning (PBL) strategies based on the core values; Respect, Responsibility and Personal Best are embedded into all aspects of school life. Avoca Beach Public School places importance on a holistic approach to student well-being and recognises the value of open, two way communication.

Professional learning to support teachers to meet the needs of 21st Century learners is an integral component of the school's future directions.

The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. The school continues to offer research based literacy and numeracy programs focusing on the relevant, ongoing development of pedagogy.

### School planning process

A thorough situational analysis provided the framework to identify directions for the development of a high performing public school. Our school plan aligns with the performance measures of the NSW Department of Education Strategic Plan 2018–2022. Aspects of the school analysis and tools included:

- "What Works Best' Centre for Education Statistics and Evaluation (CESE)
- Qualitative and quantitative data
- "Visible Learning for Teachers' John Hattie
- The Tell Them From Me (TTFM) Parent, Teacher and Student Survey
- Community Engagement Matrix
- Parent Satisfaction Survey
- NAPLAN and School Assessment Analysis
- DoE School Excellence Policy and Student Well-being Framework Self Assessment
- Community Forums

The school undertook self-assessment utilising the School Excellence Framework to align current practices against the elements of Leading, Teaching and Learning and plan for targeted improvements by 2020.

All stakeholders were involved in the development of a shared vision to identify strategic long-term directions. Community members and staff collaborated to clearly articulate the shared purpose of the vision. A rigorous and authentic process was embedded to ensure alignment between the school vision, strategic directions and improvement measures.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**  
**TEACHING**

**Purpose:**
To strengthen the positive learning culture to develop a deeper knowledge and understanding of quality practices which promote innovative and collaborative teaching.

**School Excellence Framework Reference**
- Effective Classroom Practice
- Data skills and use
- Professional Standards
- Learning and Development
- Student performance measures
- Educational Leadership

**STRATEGIC DIRECTION 2**  
**LEARNING**

**Purpose:**
To provide a student centred learning environment that challenges and engages all students to be successful, creative, self-directed life-long learners.

**School Excellence Framework Reference**
- Wellbeing
- Curriculum
- Assessment
- School Resources

**STRATEGIC DIRECTION 3**  
**CONNECTING**

**Purpose:**
To strengthen and maintain purposeful connections between students, teachers, parents, local community groups and our learning community.

**School Excellence Framework Reference**
- Educational Leadership
- Assessment
- Management Practices and processes
- Wellbeing
- Community
### Strategic Direction 1: TEACHING

**Purpose**
To strengthen the positive learning culture to develop a deeper knowledge and understanding of quality practices which promote innovative and collaborative teaching.

**School Excellence Framework Reference**
- Effective Classroom Practice
- Data skills and use
- Professional Standards
- Learning and Development
- Student performance measures
- Educational Leadership

**Improvement Measures**

- The percentage of Year 3, 5 and 7 students in the top 2 bands for reading in NAPLAN will increase by 12% by 2020. eg: 77%, 58%, 62% respectively. (Baseline 2017)

- The percentage of Year 3, 5 and 7 students in the top 2 bands for numeracy in NAPLAN will increase by 12% by 2020. eg: 61%, 46% and 61% respectively by 2020. (Baseline 2017)

- At least 80% of students demonstrate expected growth across literacy and numeracy progressions relevant to expected timeframes.

- 100% of Aboriginal students achieving in the top 3 bands in reading and numeracy in Years 3, 5 and 7 NAPLAN BY 2020.

### People

#### Staff
Value improvement in quality school wide systems and areas of expertise which focus on teacher quality and enhanced teaching and learning programs.

Understand the importance of explicit instruction and the effectiveness of goal setting.

Understand the use of data analysis as a tool to drive teaching and learning.

Understand the positive outcomes associated with setting personal goals.

Value improvement in quality school wide systems and areas of expertise which focus on teacher quality and enhanced teaching and learning programs.

#### Leaders
Value opportunities to develop the knowledge and skills of the professional standards for all staff.

Understand effective mentoring and coaching practices to support aspiring leaders and early career teachers.

### Processes

#### EFFECTIVE CLASSROOM PRACTICE
Curriculum differentiated in content, process and product.

Implement and review explicit teaching practices supported by targeted professional learning utilising research and evidence based practices, including explicit feedback to improve student learning outcomes and to inform parents.

#### DATA SKILLS AND USE
Implement practices that monitor and moderate student learning goals using learning progressions to drive programming, teaching and reporting and ensure the consistency of teacher judgement.

#### PROFESSIONAL STANDARDS/LEARNING AND DEVELOPMENT
Further implement practices to build staff capacity which include professional goal setting, observations, quality feedback and personal reflections to improve and expand teaching practice and further support early career teachers and aspiring leaders.

### Practices and Products

#### Practices
- All staff analyse and utilise various forms of data to drive teaching and learning experiences.
- Share expertise with colleagues to improve the knowledge of explicit teaching practices.
- All staff consistently implement explicit teaching practices to cater for all students.
- Effective implementation of lesson formats which include modelled, guided and independent activities.

#### Products
- The school uses and analyses systematic assessment and evaluates student achievement to lead improvement.
- LaST teacher leads professional learning in the classroom in literacy.
- NAPLAN data shows all students working above minimum standard with an increase in the percentage of students achieving proficiency.
- Programs reflect the implementation and anecdotal records of explicit teaching.
- Staff accomplish whole school, stage and personal goals set in their PDPs.
- Relevant opportunities are provided for leadership across the school and learning community.

### Evaluation Plan
Progress towards improvement measures will be evaluated through; MyPL, PDPs, Tell Them From Me survey, teacher programs, staff surveys, mentoring programs and teacher accreditation.
Strategic Direction 2: LEARNING

Purpose

To provide a student centred learning environment that challenges and engages all students to be successful, creative, self–directed life–long learners.

School Excellence Framework Reference

- Wellbeing
- Curriculum
- Assessment
- School Resources

Improvement Measures

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<thead>
<tr>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>Over 90% of students receive the end of year PBL 'Super Stellar' for demonstrating school expectations.</td>
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<tr>
<td>The Motivation and Interest aspect of Social and Emotional outcomes increase to meet or exceed the NSW Government norm (7.8% in the 2017 Tell Them From Me student survey.)</td>
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<tr>
<td>All teachers indicate an increased skill base when utilising technology to support teaching and learning.</td>
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<tr>
<td>At least 80% of students indicate in the TTFM survey they receive regular and timely feedback.</td>
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People

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<tr>
<th>People</th>
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<tr>
<td><strong>Staff</strong></td>
<td>Understand the need to utilise emerging technologies and flexible learning to enhance student experiences.</td>
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<td></td>
<td>Understand the need to use assessment profiling to improve student outcomes.</td>
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<tr>
<td><strong>Parents/Carers</strong></td>
<td>Parents/carers value emerging technologies to enhance student achievement.</td>
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<tr>
<td><strong>Students</strong></td>
<td>Value opportunities that promote self directed learning.</td>
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<td></td>
<td>Actively engage in explicit learning where they value self–directed literacy and numeracy skills.</td>
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<td></td>
<td>Understand their responsibilities for the well–being of themselves and others through involvement in well–being programs.</td>
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Processes

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<tbody>
<tr>
<td><strong>WELLBEING</strong></td>
<td>Student support processes are reviewed including thorough consultation with all stakeholders and a clear set of practices and goals are established to improve student outcomes.</td>
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<td>Implementing needs based practices to support resilience and the social and emotional well–being of students.</td>
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<td><strong>CURRICULUM</strong></td>
<td>Implementation and review of inquiry based practices and STEM projects.</td>
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<td>Technology embedded into learning.</td>
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<td><strong>ASSESSMENT</strong></td>
<td>Implement quality assessment.</td>
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<td></td>
<td>Students receive targeted and timely feedback to inform future learning goals.</td>
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<td></td>
<td>Parent receive ongoing communication about student performance and wellbeing through a variety of methods.</td>
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Evaluation Plan

Progress towards improvement measures will be evaluated through: PBL data, PLaSPs, Tell Them From Me survey, SMART data, teacher programs, learning progression data, parent and staff surveys and student assessment data.

Practices and Products

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Practices</strong></td>
<td>A school wide responsibility for student wellbeing is evident through targeted programs, PBL, the development of PLaSPs, PLPs and the engagement of the Learning Support Team.</td>
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<tr>
<td></td>
<td>Students and staff use emerging technologies to enhance student connections to learning.</td>
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<td></td>
<td>Ongoing formative assessment is used to deliver timely feedback and learning at point of need with consistent reporting processes.</td>
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<tr>
<th>Products</th>
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<tbody>
<tr>
<td><strong>Products</strong></td>
<td>The school has implemented whole school practices resulting in measurable improvements in student wellbeing.</td>
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<td></td>
<td>Student wellbeing and learning needs are monitored, tracked and reviewed.</td>
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<td>Students access current technologies on a daily basis to increase engagement and to enhance learning.</td>
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<td>Students receive elicit feedback from teachers ensuring a clear understanding of how to improve.</td>
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Avoca Beach Public School 1082 (2018-2020)
Strategic Direction 3: CONNECTING

**Purpose**
To strengthen and maintain purposeful connections between students, teachers, parents, local community groups and our learning community.

**School Excellence Framework Reference**
- Educational Leadership
- Assessment
- Management Practices and processes
- Wellbeing
- Community

**Improvement Measures**
- Over 80% of parents/carers indicate in TTFM that they are kept informed of, and welcomed at school activities.
- 90% of parents attending information sessions indicate an increased understanding of content.
- 100% of teachers engage actively in the Kincumba Learning Community Network meetings held each term.

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<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents/Carers</strong></td>
<td><strong>EDUCATIONAL LEADERSHIP</strong></td>
<td><strong>Practices</strong></td>
</tr>
<tr>
<td>Feel that they are valued members of the school community and are active participants in their child’s learning.</td>
<td>Parents/Carers are provided with opportunities to engage in a range of school–related activities to build a cohesive educational community.</td>
<td>Parents/Carers are invited to engage in various community experiences.</td>
</tr>
<tr>
<td>Feel well informed of school initiatives and future directions.</td>
<td><strong>SCHOOL COMMUNITY ENGAGEMENT</strong></td>
<td>Staff lead parent information sessions across all key learning areas.</td>
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<tr>
<td><strong>Staff</strong></td>
<td>Collaboratively develop and implement quality, targeted professional learning across the Learning Community focused on building the capacity of every teacher.</td>
<td>All staff attend networking opportunities across the Kincumba Learning Community.</td>
</tr>
<tr>
<td>Understand the importance of school partnerships to share knowledge and expertise.</td>
<td><strong>Evaluation Plan</strong></td>
<td></td>
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<tr>
<td><strong>Leaders</strong></td>
<td>Progress towards improvement measures will be evaluated through; Satisfaction survey, Tell Them From Me survey, attendance at school community meetings and staff attendance at learning community network meetings.</td>
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<tr>
<td>Understand the importance and benefits of sharing best practice and networking across schools to drive improvement.</td>
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**People**

**Processes**

**Practices and Products**

**Practices**
Parents/Carers are invited to engage in various community experiences.

Staff lead parent information sessions across all key learning areas.

All staff attend networking opportunities across the Kincumba Learning Community.

**Products**
Parents/Carers attend and support school community experiences.

Staff provide information sessions for parents/carers across all key learning areas.

Increased knowledge and skills of staff is shared within the school and learning community.