

School plan 2018-2020

Coffs Harbour Public School 1584



School background 2018–2020

School vision statement

We are all independent lifelong learners in a safe, inclusive environment emphasising high expectations, collaboration, creative and critical thinking in our learning organisation.

We value our school rules and focus on:

Respect; Responsibility; Excellence; and Safety.

School context

Coffs Harbour Public School has a student population of 470. We have 18 mainstream classes and 5 special education classes.

Our school has a Family Occupation and Education Index FOEI of 145 indicating that many families come from low socio economic backgrounds. 23% of students are Aboriginal or Torres Strait Islander. 25% 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 three new scheme teachers who have started at the school in 2017/18 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 (EAfS) 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 Early Stage One and Stage One, as well as those in Stage 2 and 3 with the addition of an Instructional Leader 3–6..

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 included:

Staff discussion in Term 3 2017 to address future planning focus areas. Staff then completed a survey monkey on collaborative practices, peer observations and visible learning practices. NAPLAN analysis, PLAN data analysis and the survey monkey results were then used to determine strengths and areas of future focus. The executive team completed the Logic model using this information. Multiple staff meetings ensued to form committees to work on the strategic directions and future planning projects.

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

A Parent Focus group meeting was held to evaluate the vision statement, beliefs and values, discuss the strategic directions and obtain 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 were held.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Teaching

Purpose:

We have a strong commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

STRATEGIC DIRECTION 2 Rich Learning Experiences

Purpose:

In our school, students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

STRATEGIC DIRECTION 3 Leading the journey to excellence

Purpose:

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning, and to provide students with opportunities to connect, succeed and thrive. Student learning is underpinned by high quality teaching.

Strategic Direction 1: Excellence in Teaching

Purpose

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Improvement Measures

By the end of 2020, 100% of teaching staff are competent in assessing and using PLAN 2 data

NAPLAN (National Assessment Program Literacy and Numeracy) Writing and Numeracy growth above Similar School Groups (SSG)

By 2020, 80% of students meet end of stage outcomes in Literacy and Numeracy.

People

Leaders

Instructional leaders need to access data and participate in PL to provide differentiated PL to the whole school.

Facilitate collaborative practices, observations of teaching practice and provide feedback.

Staff

Staff need PL with ILs in learning how to collect and analyse data. Staff need collaboration time with colleagues. Staff need a deep understanding of Learning Progressions and the syllabus

Engage with peers to collaborate, develop processes for consistency of teacher judgement, provide feedback from observations relating to English and Mathematics.

Students

Students participate and develop new skills in Literacy and Numeracy

Parents/Carers

Parents need information on the new learning techniques and strategies being taught so they can assist their children.

Processes

Staff professional learning, collaboration in planning and differentiation of syllabus

Coaching and mentoring to improve the quality of teaching

Evaluation Plan

PLAN 2 data has been entered by all teachers and reflects 80% achievement for all students.

NAPLAN analysis reflects growth in Writing and Numeracy

Practices and Products

Practices

Differentiated Professional Learning staff meetings in Weeks 3, 6 and 9 of each term and supported in classrooms.

Collaboration sessions across whole school focusing on writing, vocabulary development, quality talk, rich talk around texts, talk moves, developing the proficiencies of mathematics, learning progressions and PLAN2.

L3 Kinder and L3 Stage 1 is implemented K-2;

Representative teachers from each stage attend Building Mathematical leaders course

Student assessment and reporting aligns with National curriculum learning progressions and PLAN 2.

Co-planning, Co-teaching and Co-Reflecting

Opportunities for staff to co-plan, co-teach and co-reflect.

Planned Observations with IL

Learning Walks with Principal

Products

Students using the Writing Process in writing lessons (K-6)

Consistency in teacher judgement of writing samples

K-6 teachers embed the teaching of word work and spelling into writing lessons

Strategic Direction 1: Excellence in Teaching

Practices and Products

K–6 teachers develop rich talk in whole class shared reading, and guided reading sessions

EaFS Action Plan implemented and intended actions realised

K–2 teachers trained in L3

K–6 teachers implement Number Talks, and introduce challenging tasks during mathematics lessons

Data collection and analysis drives programming and informs teaching

Staff trained in Building Numeracy Leaders course mentor remaining staff

Strengthened teacher capacity to differentiate the curriculum K–6. PL opportunities are applied in each classroom.

Improved student literacy and numeracy performance K–6 as evidenced in PLAN 2 data and NAPLAN data.

Strategic Direction 2: Rich Learning Experiences

Purpose

In our school, students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

Improvement Measures

Survey Monkey pre and post implementation indicates strong growth of syllabus understanding in the 4Cs (Critical and Creative thinking, Collaboration, Communication), ICT and STEAM.

By 2020, 100% of teaching and learning programs include evidence of the 4Cs (Critical and Creative thinking, Collaboration, Communication), ICT and STEAM (Science, Technology, Engineering, Art, Maths) in all KLAs.

People

Leaders

Leaders need PL from experts on the 4Cs (Critical and Creative thinking, Collaboration, Communication), ICT and STEAM (Science, Technology, Engineering, Art, Maths).

Staff

Staff need PL from experts on the 4Cs (Critical and Creative thinking, Collaboration, Communication), ICT and STEAM (Science, Technology, Engineering, Art, Maths).

Students

Develop their 4Cs (Critical and Creative thinking, Collaboration, Communication) skills.

Parents/Carers

Parents engage with their children to discuss STEAM practices.

Processes

High expectations in our school culture through learning skills to support the implementation of the 4Cs, ICT and STEAM incorporating all syllabus documents..

Learning Alliances in STEAM (working with mentors).

Evaluation Plan

Teachers communicate their understanding and development of implementing the 4Cs, ICT and STEAM

Programs reflect the 4Cs, ICT and STEAM across all KLAs.

Practices and Products

Practices

PL on 4Cs, ICT and STEAM and the syllabus requirements to implement these skills.

PL on the use of Google Suite.

Teaching and Learning programs reflect 4Cs, ICT and STEAM and syllabus requirements.

ICT/STEAM Coordinator to provide ongoing support to staff through collaboration, resulting in the implementation of the 4Cs and STEAM in teaching and learning programs.

Sydney University to mentor staff in STEM capabilities.

Products

All staff have a deeper understanding of the 4Cs, ICT and STEAM practices and implement these approaches.

Google Suite is used to share resources and programs.

Staff feel supported in 4Cs, ICT and STEAM practices.

Dynamic Teaching and Learning Programs are evident in English, Mathematics, and STEAM.

Targeted use of Learning and Support Teacher resource.

Teaching and Learning programs show evidence of explicit teaching, differentiation and assessment for learning in line with the syllabus.

Strategic Direction 2: Rich Learning Experiences

Practices and Products

Staff are supported by mentors in 4Cs, ICT and STEAM.

Strategic Direction 3: Leading the journey to excellence

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning, and to provide students with opportunities to connect, succeed and thrive. Student learning is underpinned by high quality teaching.

Improvement Measures

EBS4 data reflects decreases in negative behaviour and suspensions by 50% by the end of 2020.

100% of PDP goals identifying improved teaching practices are evident during observations from IL, supervisor and/ or Principal.

People

Leaders

Principal and Deputy Principal need access and time to read and interpret DoE policies.

Executive staff to identify wellbeing practices

Staff

Staff need to be trained in new wellbeing practices. Staff need an understanding of Accreditation practices.

Students

Students need training in new wellbeing practices

Students identify staff with whom they feel confident talking.

Parents/Carers

Parents need information on new wellbeing practices.

Processes

Wellbeing

Evaluation Plan

EBS4 data is reflective of decreases in negative behaviours

Practices and Products

Practices

Whole school systems and approaches are in place that adhere to DoE policies.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Behaviour support processes are audited

Mindfulness lessons introduced for a group of students

Expectations of behaviour for all students are high. They are explicitly, consistently and supportively applied across the school.

Products

Evidence supports milestone achievement in school plan

Students are assigned a staff member as their 'School Carer'.

Audit determines next steps for behaviour management plan

Students feel calming effects of mindfulness

Behaviour support plan determined