

School plan 2018-2020

Charlestown East Public School 4194



School background 2018–2020

School vision statement

Charlestown East Public School focuses on each child as an individual in an environment where students are supported to improve on their personal best in academic, cultural and sporting pursuits. Quality teaching and reflective practice provides the foundations for a learning environment that motivates and engages students and prepares them for future learning. The whole school community works together to foster a positive and welcoming environment where everyone is valued.

School context

Charlestown East PS is a proud member of the Whitebridge Community of Schools. An enrolment of 265 consists of 10 mainstream classes and 3 multicategorical classes. The school works with the Aboriginal community, including the Minimbah AECG to support the 8 students of an Aboriginal background.

The dedicated and caring staff work collaboratively to provide learning experiences that are engaging and are differentiated to cater for the individual needs and interests of the students. Opportunities are provided for all students to pursue their academic, cultural and sporting interests through a varied in school program, as well as utilising the resources outside the school including activities organised by WCoS. School teams and groups proudly represent the school in netball, soccer, touch football, swimming, athletics, choir, StarStruck dance, public speaking and debating.

The school prides itself on its strong sense of community with staff, parents and students working together towards ongoing school improvement. Strong partnerships between all members of the school community are valued and contribute to a shared vision for the school. The WCoS facilitates a learning community beyond the school, with regular planned activities that support and engage parents, students and staff, including Kindergarten Orientation, High School Transition, enrichment workshops, Charlestown Cup, professional learning and professional networks.

The school focuses on preparing students for future learning and providing them with the skills to be positive citizens. All classrooms have access to the wifi network, providing connection for the ipad and laptop mobile libraries that are accessed by students K–6 on a daily basis. The Tree of Values/You Can Do It Program ensures explicit teaching of the core values and communicates clear expectations for behaviour, facilitating a caring, inclusive and welcoming school environment. A culture of inclusion is valued and is promoted and celebrated through school events and positive communication.

School planning process

A culture of evaluative thinking is developing to ensure that all members of the school community are regularly gathering, reflecting on and analysing data to inform decisions. The milestones of the school plan are reviewed twice a term and data used to inform progress. In 2017 the External Validation process facilitated a detailed evaluation of core school programs and initiatives, engaging the whole staff with the School Excellence Framework, and provided quality information to inform the 2018–2020 school plan. The staff, students and parents have ongoing opportunities to contribute to the evaluation of the school plan through surveys, forums and informal feedback. Regular planned staff workshops have engaged the teaching staff in critical reflection, analysing data and making informed decisions on the needs of the school. This process has allowed all staff to be involved in the development of the school vision, the strategic directions and key initiatives and programs for the next three year plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Focused Teaching

Purpose:

Quality pedagogy and reflective practice is embedded in the teaching and learning cycle. Passionate and skilled teachers collaborate to provide engaging and differentiated learning that is informed by evidence.



**STRATEGIC
DIRECTION 2**
Engaged Learners

Purpose:

To develop a school culture that reflects a love of learning. The learning environment inspires learners to improve on their best and provides them with the skills and knowledge to prepare for future learning.



**STRATEGIC
DIRECTION 3**
Inspiring Leadership

Purpose:

Shared and collaborative leadership is part of the school culture where teachers, students, parents and the broader learning community work together to build a positive and inclusive school community with a focus on continual improvement.

Strategic Direction 1: Focused Teaching

Purpose

Quality pedagogy and reflective practice is embedded in the teaching and learning cycle. Passionate and skilled teachers collaborate to provide engaging and differentiated learning that is informed by evidence.

Improvement Measures

A consistent, best practice model for the explicit teaching of Maths and English is implemented in all classrooms.

Staff adopt evidence based practices to improve teaching capacity and student outcomes.

All teaching and learning programs include adjustments for learning and/or IEPs for students with additional needs.

People

Staff

The staff will engage in quality professional learning and implement changes to pedagogy and practices into their teaching.

The staff will regularly reflect on their teaching and student data to ensure that their teaching targets the needs of all students.

Leaders

The executive team and team leaders will organise and deliver quality professional learning to build the capacity of the staff to implement a quality teaching pedagogy in their classrooms. Effective leadership practices will support staff to implement changes to programs and pedagogy and monitor progress.

Processes

Peer Coaching, based on the Collaborative Conversations framework from the UoN, is formally scheduled each semester linked to the focus areas of the school plan and staff PDP goals.

The whole staff are committed to the development of quality teaching programs that align with the curriculum and scope and sequences and 'what works best'.

Targeted professional learning builds staff understanding of best practice and the capacity to develop and implement quality teaching and learning programs in English and Maths, including Super 6 comprehension strategies.

A whole school assessment schedule is implemented to ensure that teachers know their students, teach at the point of need and monitor progress regularly.

An orientation to the new PDHPE and CAPA syllabus to be implemented

Implement a whole school integrated approach to integrating technology, that includes a scope and sequence, targeted professional learning, team teaching and professional sharing.

Evaluation Plan

The Professional Support Guidelines and Professional Learning Plan provide a structure and timeline for the collection of evidence e.g. teaching programs, professional conversations, professional learning, peer coaching, program evaluation and the collection and analysis of student assessment data.

Pre and post staff surveys and matrix will

Practices and Products

Practices

Staff participate in regular peer coaching and engage in reflective conversations to improve practice. Opportunities for staff to participate in professional conversations about teaching practice are scheduled in weekly whole staff meetings and grade meetings.

Effective grade leadership ensures that staff are supported to develop quality teaching programs that comply with programming requirements and facilitate opportunities to collaboratively develop teaching programs, assessment tasks and participate in CTJ within the school and WCoS.

The Mathematics Scope and Sequence is reviewed and is reflected in teaching programs to ensure the sequential teaching of content K–6 and consistency across the school.

Professional learning and collaborative planning facilitates the effective implementation of the new PDHPE and CAPA syllabus.

Products

Staff PDPs and peer coaching reflect the vision of the school plan to ensure improvement in literacy and numeracy outcomes for students.

Quality teaching programs are in place in all classrooms that align with the curriculum and school scope and sequences and are based on the teaching learning cycle.

Reflective practice and the use of data to inform teaching is evidenced in teaching

Strategic Direction 1: Focused Teaching

Processes

be used to assess changes to staff knowledge and classroom practice.

Practices and Products

and learning programs.

A 5-week data cycle is in place to ensure that teachers regularly review student assessment data and use this to inform practice.

Spelling, Reading, Writing and Mathematics are taught explicitly and systematically across the school applying a consistent model of best practice, evidenced in teaching programs.

Scopes and sequences for Spelling, Phonics, Grammar and Punctuation are reflected in teaching programs to ensure the sequential teaching of content K-6 and consistency across the school.

The Super 6 Comprehension strategies are explicitly taught K-6 and a set of posters are developed for the Super 6 Comprehension strategies and are displayed in every classroom. Strategies for the assessment of comprehension are researched and implemented e.g Cars and Stars.

Technology is effectively implemented K-6 and integrated across all key learning areas, facilitating increased student engagement.

Strategic Direction 2: Engaged Learners

Purpose

To develop a school culture that reflects a love of learning. The learning environment inspires learners to improve on their best and provides them with the skills and knowledge to prepare for future learning.

Improvement Measures

TTFM Student Survey data reflects at or above state average % of students who are : Interested and Motivated, experience High Skills/High Challenge tasks

NAPLAN growth Year 3 to 5 in Reading and Numeracy is at or above state expected growth.

Premiers Priority : Increase the proportion on NSW students in the top two skill bands by 8% by 2019

90% of students K–6 reach the expected cluster on the literacy and numeracy continuum.

90% of students K–6 achieve the expected RRL in accuracy and comprehension: K=6, Year 1=16, Year 2 = 26, Year 3 = 30.

People

Staff

Staff implement teaching strategies that increase student engagement, facilitate active participation in their learning and prepare them for future learning.

Students

Students are supported to develop learning goals and be active participants in their learning progress.

Leaders

The leadership team embed the focus areas of the school plan within grade leadership and support staff to implement changes to pedagogy.

Processes

Targeted professional learning ensures that staff are equipped to ensure that students are engaged in a curriculum that is meaningful, engaging and targeted at their point of need.

Feedback to students is an integral part of the teaching learning cycle

Teaching is reflective of the changing learner and provides students with skills for the future.

Students demonstrate increased ownership of their learning through the development of learning goals.

Student Wellbeing Guidelines are embedded across the school to ensure a positive and safe learning environment for all students

Evaluation Plan

The evidence that will support judgement is NAPLAN results, school based assessment data, TTFM student survey, teaching programs and assessment records. The implementation of a 5 week data cycle and a culture of continual reflection of improvement will be monitored through grade supervision. Data analysis is scheduled at a whole school and stage based level in the professional learning plan.

Practices and Products

Practices

The Learning and Support teacher efficiently identifies students requiring support through school based data, NAPLAN and teacher referral and develops a program targeted at individual needs with a focus on early intervention.

Peer assessment is utilized as a key tool in engaging students in their learning and the learning of others and facilitating a collaborative learning environment.

The implementation of WALT, WILT and TIB increase student engagement and facilitate conversations about learning.

Staff develop criteria for assessment tasks and communicate this to students to increase engagement in the task and ensure understanding of the task expectation.

Targeted professional learning builds staff understanding of the learning modes of future focused learning – collaboration, demonstration, discussion, experiential, explicit, feedback and reflection, guided and independent.

GATS Team develop and implement surveys and collate data on sentral for provide teachers with information about students and facilitate tracking incorporating data from teachers, peers and parents.

Whole school expectations are explicitly taught to students, regularly reinforced visually and verbally, and communicated to parents through the newsletter.

Products

Strategic Direction 2: Engaged Learners

Practices and Products

IEPS are quality documents that target the individual learning needs of students and are developed and reviewed regularly with parents.

Appropriate adjustments are made for students requiring additional assistance with learning.

Staff research the benefits of flexible learning spaces and the resources requirements working towards the development of an implementation plan.

Quality resources are purchased to support learning K–6 that are relevant and engaging.

GATS team utilise data to plan school based enrichment opportunities for students.

The staff develop a framework to support a consistent approach to 3–way conferences across the school.

Strategic Direction 3: Inspiring Leadership

Purpose

Shared and collaborative leadership is part of the school culture where teachers, students, parents and the broader learning community work together to build a positive and inclusive school community with a focus on continual improvement.

Improvement Measures

Increased participation of parents in forums and surveys

Increased leadership of staff teams and school initiatives by classroom teachers

SASS Survey reflects high levels of support, inclusion and professional support in the workplace.

100% achievement of staff PDP goals.

People

Staff

The teaching and non-teaching staff identify professional goals and seek opportunities to achieve them. Staff are welcoming and act in partnership with parents in learning.

Leaders

Opportunities are provided for all staff to access leadership opportunities. Leaders know their staff well to be able to support and develop their professional knowledge and skills.

Community Partners

WCoS work together to plan enriching opportunities for the staff, students and parents in the learning community.

Parents/Carers

Parents are valued members of the school community and are actively encouraged to be partners in student learning and share the vision of the school. Parents have opportunities to lead and participate in a variety of initiatives and whole school events.

Processes

WCoS Leadership Strategy supports the development of staff across the learning community.

An effective Student Parliament provides opportunities for student input into school improvement and decision making.

Opportunities are provided for staff aspiring to leadership positions to gain experience, knowledge and skills.

All teaching staff are provided with the knowledge, skills and support to be educational leaders in their classrooms, are motivated to improve their practice and share the vision of the school.

P&C organised school activities increase engagement of the broader parent body, contributing to a welcoming and inclusive school culture.

Improved strategies engage parents in curriculum and school planning and evaluation.

Opportunities are provided for non-teaching staff to engage in professional development to achieve

Evaluation Plan

Evidence to inform progress is TTFM parent and staff surveys, school developed parent and staff surveys and informal observations and feedback. These occur as per TTFM schedules and at regular checkpoints as per milestones.

Practices and Products

Practices

WCoS schools combine staff PDP data and key focus areas from school plans to plan quality professional learning targeted at the needs of staff.

Opportunities sourced within WCoS and the broader community for student leaders to develop their understanding of leadership and build their leadership capacity.

Effective grade leadership ensures that leaders know their staff, understand their goals and aspirations and support them to achieve these goals.

The development of cross curricula and curricula teams encourages all staff to lead initiatives across the school and regularly engage with the targets of the school plan.

Professional conversations are regularly planned to engage staff in evaluative thinking, facilitating the engagement of all staff in the school plan and the achievement of the targets.

P&C Activities and planned and scheduled in consideration of the monetary and time commitments of families and are appropriate to the needs of the broader school community.

Share and celebrate internal and external data that support progress towards achievement of the school's goals at P&C meetings and through the newsletter

Investigate alternatives to surveys to gain parent feedback and provide support to parents to help student learning at home.

Strategic Direction 3: Inspiring Leadership

Practices and Products

Products

WCoS event calendar provides opportunities for leadership of key events and initiatives, with a particular focus on sharing roles across the schools.

A clear procedure developed for the communication of Student Parliament initiatives to the Principal, staff, student body and parent community to promote the achievements of the group.

A thorough whole school professional learning plan is developed that collates staff professional learning needs from PDPs, DoE agendas and the key focus areas from the school plan

Parents engaged in a review of the homework and antibullying guidelines and develop revised guidelines.

Professional learning needs of non-teaching staff are compiled across WCoS to plan combined professional learning that addresses the needs of staff, effectively uses resources and provide leadership opportunities.