CBPS School plan 2015 – 2017

Quality Teaching

Successful Learners

Strong Supportive Partnerships

CHITTAWAY BAY PUBLIC SCHOOL 4542
**School background 2015 - 2017**

**SCHOOL VISION STATEMENT**

Home, school and community–partners in education, valuing excellence, equity and people who are nice to know.

**SCHOOL CONTEXT**

From 2013 enrolments have steadily increased from an average of 347 to 396 in 2015, requiring the formation of two additional classes and the need to decline many non-local enrolment applications. Enrolments include 9% students with mild, moderate or severe intellectual disabilities enrolled in support classes; 6% students with disabilities enrolled in mainstream classes; 7% Aboriginal students; 8% students from language backgrounds other than English, and 4% students in foster care. Most families in the school are in the low to middle income levels, housed in a mixture of privately owned or rented accommodation with a small percentage of government housing. Many parents commute to Sydney or Newcastle areas for work. The school hosts an Out of School Hours Centre to support students of working parents. Student access to the resources/cultural experiences available in Sydney is limited by distance and family financial constraints.

The school is a partner with six other primary schools and three secondary campuses in the Tuggerah Lakes Learning Community and networks closely with Berkeley Vale Campus and its other two partner primary schools to ensure consistent quality teaching across K-12. The school also enjoys a high level of support from the parent community and the wider community.

Six new mainstream teachers and two new special education teachers were required in 2014/2015 to cater for retiring teachers and additional enrolments. This has resulted in a staff of about 50% of teachers being in their first one or two years of permanent employment while others have been employed in the school for three to twenty years. All staff members share a very high commitment to student well-being; continuous professional learning, and improving student learning outcomes. Teachers are seeking to enhance their teaching expertise by aligning their programs and practices with the **National Professional Standards for Teachers** and the **NSW Quality Teaching Framework**. The school utilises RAM funding to employ part-time School Learning Support Officers above the staffing entitlement to help teachers meet individual student needs.

Professional learning programs have included **Targeted Early Numeracy (TEN)**; **Best Start Kindergarten Assessment**; **Language, Learning & Literacy Kindergarten (L3K)**; **Planning Literacy & Numeracy (PLAN) Software**; **8 Ways Aboriginal Pedagogy**; and training in the new **English Curriculum** and **Mathematics Curriculum**. In 2015/2016 teachers of Years 1 & 2 will train in L3 (Stage1).

In the 2014, school evaluation feedback from parents evidenced strong support for the school’s K-6 RFF music program designed to give all students the opportunity to identify music interests and talents and broaden career horizons by playing brass and woodwind instruments hired by the school. The Music RFF program will continue in 2015.

**SCHOOL PLANNING PROCESS**

Strategies:
- Analysis of school–based student performance data e.g. Reading; Visual Spelling; Phonological Spelling; Writing; Maths;
- In depth analysis of NAPLAN data Year3, Year 5 and Year 7;
- Use of the Literacy and Numeracy continuum to develop focus areas for literacy and numeracy;
- Review of performance of Aboriginal students; students from low-socio-economic backgrounds; students with learning difficulties receiving LaST or Reading Recovery support; students with disabilities in mainstream classes; students in the support unit;
- Staff workshops for collaborative evaluation and decision making
- P&C Meeting agenda included opportunities for parents to discuss/offer feedback.
- Parent surveys re satisfaction with the school e.g. relationships of staff to students; communication.
- Newsletter articles inviting parents to respond to surveys and /or send in letters with suggestions;
- Students, staff & parents invited to have input into evaluation of RFF Music to help determine if it is to continue in 2015.

New planning model:
The SP planning model was explained to Assistant Principals, staff, P&C members at meetings and to all parents and carers through the school newsletter. A copy of the **Melbourne Declaration on Educational Goals for Young Australians** which underpins our planning was sent home to all families.
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

**Strategic Direction 1** in our school plan for 2015-2017 is designed to ensure our students become:

- successful, aspirational learners who can work collaboratively and creatively solve problems;
- confident, persistent, resilient individuals.

**Strategic Direction 2** will promote equity and excellence for all students by strengthening teacher capacity to implement quality educational practice.

By the end of 2017 all teachers will meet the *National Professional Standards for Teachers (NPSA)* at Proficient, Highly Accomplished, or Lead levels.

**Strategic Direction 3** recognises that by forging strong partnerships we will be able to utilise expertise from beyond the school to enhance teaching and learning opportunities and extend students’ learning aspirations by broadening their career horizons.
Strategic direction 1: Successful Learners

**PURPOSE**

To ensure:
- successful, aspirational learners who can work collaboratively with persistence, confidence and resilience.

**IMPROVEMENT MEASURE/S**

- School internal data is indicative of growth expectations within the school.
- NAPLAN data is indicative of growth expectations for the school.
- ATSI students in Year 3, 5 and 7 achieve growth equal to or better than their cohort.
- Increased levels of student confidence in their capacity to learn persistence and resilience if at first they don’t succeed; capacity to work collaboratively.

**PEOPLE**

**Teachers:** understand the need and importance of:
- utilising all relevant data to develop differentiated teaching and learning programs;
- being consistent in their approach to expected behaviour;
- helping students set and work towards personal, aspirational and educational goals;
- having a deep understanding and working knowledge of new syllabus documentation and are able to create engaging, relevant and challenging learning experiences for every student in every class;
- using all technologies available and developing their capacity to use them to enhance learning experiences and engage learners;
- sustaining an environment reflective of high expectations that all students will learn successfully.

- **Students:** Understand the positive influences associated with:
  - setting aspirational and appropriate goals for learning in order to improve;
  - taking risks to extend their learning;
  - the need to ethically and responsibly utilise technologies.

- **Parents/carers** understand the need to:
  - support their children’s learning and well-being through collaborative processes;
  - participate in information sessions that lead to understanding of their children’s learning needs.

- **Leaders** understand the need to:
  - lead and support staff to implement teaching and learning strategies that engage students;
  - create a culture of learning which promotes improvement in all KLAs;
  - Create a culture of active engagement in learning and high expectations for all learners.

**PROCESSES**

**DATA SKILLS AND USE**

- **Staff** are trained in in-depth analysis of NAPLAN, NCCD, PLASST and school data.
- **Staff** are trained in Literacy and Numeracy Continuums, PLAN Software and are using them for planning and programming to monitor and respond to student growth.
- **Staff** are trained in providing an environment where students set learning goals, are engaged, take risks, and make choices in their learning pathways.
- **Leaders** create the conditions to support staff and students in data analysis and maintaining high expectations.
- ‘Tell them From Me’ Survey

**STUDENT WELL-BEING**

- **Staff** are trained in PBL.
- **Students** are trained to use a variety of tools associated with:
  - explicit targets for improvement in student achievement;
  - ATSI students are achieving outcomes equal to or better than their peers.
- 85% of students achieve Academic Merit and Behaviour Awards in relation to school expectations.

**PRODUCTS AND PRACTICES**

**Products:**

- Equitable academic outcomes and improvement in Literacy and Numeracy for all students including ATSI:
  - Growth from Year 3 to Year 5 and Year 5 to Year 7 in all aspects of Literacy and Numeracy, over a three year average, is within 10% of state expectations.
  - In Years 3, 5 & 7 the percentage of students in proficient bands over a 3 year average are within 5% or better of state.
  - At least 80% of students will meet cluster expectations on the literacy and numeracy continuums.
  - At least 80% of Kindergarten students achieve L3 Reading target of L9; Year 1 students achieve L3 ST1 Reading target of L18; Year 2 students achieve L3 ST1 Reading target of L22; Year 3-6 students achieve Reading targets as determined by internal school data and assessment.
  - ATSI students are achieving outcomes equal to or better than their peers.

**Practices:**

- Teachers provide opportunities for students to have choices in their learning path.
- Teachers utilise technology to provide engaging learning experiences.
- Teachers create an environment where students are willing to take risks in their learning.
- Explicit targets for improvement in student achievement levels are set at class and grade level and are regularly monitored.
- Students confidently and successfully engage in learning experiences.
- Students are demonstrating behaviours consistent with PBL expectations.
- All staff develop a Personal Learning Pathway, in collaboration with parents, for their ATSI students, and the plan is monitored and reviewed at regular intervals.
- Staff use PLAN software and the Literacy and Numeracy continuum to guide teaching, and track student progress.
Strategic direction 2: Quality Teaching

**PURPOSE**
To ensure excellence and equity for all students through quality educational practice.

**PEOPLE**

**Students** recognise that:
- all people, including people with disabilities, have strengths, skills and areas of needs;
- learners may need different learning strategies to best achieve outcomes.

**Staff** understand:
- they are accountable for providing excellence and equity for all, and the need to establish improved approaches to inclusivity;
- they need to align their educational practices with the Australian Professional Standards for Teachers and the Quality Teaching Framework;
- the value of effective collaboration and its relationship to successful and innovative teaching practices.

**Parents** recognise:
- their contributions to their child’s learning and feel valued as a respected partner in the teaching and learning process.

**Leaders** recognise:
- the need to provide opportunities for current and aspirant leaders to manage key projects and to develop their leadership and management capacity.

**IMPROVEMENT MEASURE/S**
All staff are able to meet the guidelines and expectations of their PDF.

Staff teaching programs reflect differentiation
Teachers and Aspiring Leaders utilise the opportunities provided to develop their leadership and management capacity.

**DIFFERENTIATED LEARNING**

- Students are involved in learning about diversity and inclusivity in the classroom;
- Staff and parents are trained in the development of IEPs, BMPs and PLPs;
- SLSO’s and LaST are trained to effectively assist teachers to identify and provide for individual student learning needs.

**BUILDING CAPACITY**
Teachers participate in Professional Learning in:
- Australian Professional Standards for Teachers (APST) & the Quality Teaching Framework (QTF);
- Strong Start, Great Teachers;
- Disability Standards for Education;
- New Curriculum Documentation;
- Professional Development Framework (PDF);
- Great Teachers Inspired Learners (GTIL)
- Melbourne Declaration on Educational Goals for Young Australians

**QUALITY PROGRAMS**
Teachers participate in Professional Learning in:
- Language, Literacy & Learning (L3, Kindergarten);
- L3 Stage 1;
- Focus on Reading (FOR/Multilit);
- 8 WAYS (teaching & learning strategies for ATSI students);
- PLAN;
- PLASST

**Evaluation plan:**
This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff.

**PRODUCTS AND PRACTICES**

**Products:**
- All teaching programs reflect the teaching and learning cycle through ongoing assessments; effective curriculum implementation with differentiation to meet individual needs, and follow-up of evaluation.
- An increased number of teachers who collaborate within and across Stages to ensure consistency of curriculum delivery and teacher judgement as evidenced by Stage Meeting Minutes.
- All teachers develop a PDF and feel valued and supported in their pathways to achieve personal/professional goals all or most of the time.
- All teachers are meeting the requirements of the Australian Professional Standards for Teachers.
- All students are engaged in their learning, understand how they can improve and why the learning matters, all or most of the time.

**Practices:**
All teachers:
- articulate the vision of the school and are actively involved in the monitoring and development of the school plan;
- use effective and explicit quality teaching practices based on new and current syllabus documents, including setting clear expectations and criteria for success and providing timely and relevant feedback to students as they learn;
- respond to individual student need through differentiation, high-order problem solving, low level adjustment, LaST and SLSO allocation and through Learning Support Team protocols;
- provide opportunities for students in the Support Unit to participate in class lessons with mainstream students where appropriate to student needs;
- develop a PDF that reflects their personal and professional goals and which aligns with current State, Regional and School strategic directions, APST and GTIL.

Leaders regularly engage with staff to monitor and develop their PDF, including at least 2 class observations.

Parents and carers are actively involved in the collaborative development of IEPs, BMPs and PLPs where appropriate.
Strategic direction 3:  **Strong Supportive Partnerships**

**PURPOSE**

To develop partnerships that allow us to utilise expertise from beyond the school to enhance and enrich learning opportunities for students.

To broaden students’ career horizons so that they will recognise the relevance of their learning experiences and the value in setting aspirational goals.

**IMPROVEMENT MEASURE/S**

Teachers form strong professional learning networks with colleagues from other schools.

Increased knowledge of career pathways for students.

Increased recognition and respect for the varied roles of people in the community and the contribution they can make to school programs.

**PEOPLE**

**Staff:**
Understand that:
- members of the wider community have expertise that can enrich teaching and learning opportunities within the school;
- positive communication and consultation will lead to stronger partnerships with parents and community and improve student outcomes;
- partnerships with the AECG, Aboriginal parents and Elders can lead to stronger relationships and improved student outcomes;
- participating in professional networks builds teacher capacity.

**Students:**
Understand that:
- there is a wide variety of career opportunities available beyond school life;
- choices that are made now can impact on their future career opportunities.

**Parents & Community partners**
Understand that:
- a collaborative learning community supports students engagement, learning and well-being;
- their contribution to students and the school will be respected and valued;
- pro-active learning alliances within the TLLC and beyond promote quality teaching and learning capabilities.

**Leaders:**
Recognise the need to:
- lead staff in initiating opportunities that engage parents, carers and the wider community in the educational priorities of the school;
- accept opportunities to manage and lead key projects at school and across the TLLC;
- implement reflective practices and have the skills and capacity to work with the whole school community to identify where the school sits on the School Excellence Framework and to move the school forward in all areas.

**PROCESSES**

**PROFESSIONAL NETWORKS**
- Professional Learning Networks are utilised to build expertise amongst selected/interested teachers who then share their professional learning with all staff.

**QUALITY PARTNERSHIPS**
- Staff are trained in how to build stronger community relationships with parents and the use of positive and regular two way communication and consultation.
- (Strengthening Family and community Engagement; Family School Partnership Framework, and the School Excellence Framework)
- All staff trained in Ruby Payne Matrix and responding to students from Low Socio Economic backgrounds.

**CAREER ASPIRATIONS**
- Staff are trained to implement a career program in Years 3-6 e.g. ‘The Real Game’ which broadens students’ career horizons and helps them see the relevance of their learning experiences and the value of setting aspirational goals.
- A data base of parent and community strengths and expertise is established and accessed to drive career aspirations.

**Evaluation plan:**
This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff.

**PRODUCTS AND PRACTICES**

**Products:**
- Teachers work collaboratively in networks across the TLLC.
- At least 85% of parents and key stake holders, including the AECG, have been consulted in school decision making and are valued partners in the education of students.
- Students have a greater knowledge of career opportunities as measured against baseline data collected in 2015.
- 85% of parents indicate satisfaction with communication and consultation between school and parents.
- At least 50% of teachers are involved in professional learning networks.

**Practices:**
- A variety of TLLC and DEC professional learning networks are regularly attended.
- Experience which aligns with CBPS’s priority areas is harnessed from within the local community.
- Staff participate in professional dialogue to promote inclusive and respectful communication and consultation with DEC colleagues and the community.
- The school community’s input is valued through a process of consultative decision making and is reflected in the school plan and school life.
- Teachers partner with the AECG, Aboriginal parents and local Aboriginal Elders about student learning outcomes and pathways to real post-school options.
- Students participate in AVID and ‘The Real Game’ to expand their career aspirations.
- The School Excellence Framework forms the basis for ongoing reflective practices.