School plan 2015 – 2017

Shoal Bay Public School

STRAEGIC DIRECTION 1
STUDENT LEARNING AND ENGAGEMENT

STRAEGIC DIRECTION 2
EXPERTISE IN TEACHING AND LEARNING

STRAEGIC DIRECTION 3
SCHOOL CULTURE AND PARTNERSHIPS
School vision statement

Shoal Bay Public School aims to provide “Excellence in Education in a Supportive Environment”. Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as lifelong learners.

Further, our vision is embedded within the “Melbourne Declaration on Educational Goals for Young Australians” (December 2008), in which schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. To this end Shoal Bay Public School share this responsibility with students, parents, carers, families, the community and other education providers.

Our vision is further underpinned by five core values which are:

1. Quality: Do our best
2. Honesty: Be honest
3. Care: Be kind
4. Respect: Show respect
5. Cooperation: Help each other.

Finally, we believe that education is central to the role in building a democratic, equitable and just society that is cohesive, culturally diverse and that values Australia’s Indigenous cultures.

School context

Shoal Bay Public School provides K – 6 students with quality educational programs delivered by a team of highly qualified, dedicated teachers and support staff. The school is happy and friendly and operates in partnership with parents and the wider community. The school has large, attractive grounds to complement the excellent learning facilities. The school, library and classrooms provide students with access to the latest digital technologies including a computer lab, interactive devices including iPads and iPods. Strong emphasis is placed daily on literacy and numeracy, resulting in rising achievements at or above state benchmarks. Students are also provided with a wide range of extra curricula activities in creative arts, public speaking, environmental programs, music and sport. The school offers inclusive programs and caters for students from different cultural backgrounds. Parents are encouraged to be active participants in school activities and their child’s education. Effective and extensive support programs are developed for children identified with special needs through the learning support team. The school has an effective student welfare policy that focuses on values, leadership skills and social responsibility. The school is a member of the Tomaree Learning Community, a group of schools committed to providing outstanding public education through respect, responsibility and striving for excellence. Our preschool to kindergarten and our primary-secondary transition programs promote important links for students and parents. The school is proudly supported by All Saints Anglican Op Shop, Nelson Bay Rotary Club with our Rotary Reading Program and Nelson Bay Baptist Church with our Breakfast Club Program.

School planning process

The annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching and non-teaching staff, parents and P & C Association. Principal School Leadership provided support along with external critical friend processes, and internal self-evaluation team. In developing the 2015 – 2017 school plan, the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes:

- Evaluation of 2012 – 2014 School Plan
- Analysis of school’s current practices in areas of ‘teaching and learning’, ‘culture and values’ and ‘student engagement and achievement’.
- Surveys, focus groups and interviews with parents, staff and students provided data towards key learning areas, school culture, student engagement and professional learning needs.
- Teachers completed Tell Them From Me “Focus on Learning” Teacher Survey.
- Analysis of students’ achievement data in Years 3 and 5 including detailed NAPLAN SMART analysis of trend data in reading, writing and numeracy.
- Analysis of students’ attendance data.
- Consultation with Youyoong AECG via phone, emails and meeting.

Key DEC reforms also considered and contextualised such as Great Teaching Inspired Learning, Local School Local Decisions, Curriculum, Every Student Every School, Literacy/ Numeracy and the Melbourne Declaration.
Purpose of Strategic Direction 1
To provide all students with the opportunity to develop skills and capabilities that will help them to succeed at school and beyond.
To engage all students through a differentiated, challenging and relevant curriculum.

Purpose of Strategic Direction 2
To build a community and culture of learners where teachers collaborate and actively reflect on learning outcomes to maintain high expectations of excellence in student learning.
Teachers continually engage in individualised, team and shared professional practices to enhance students’ learning.

Purpose of Strategic Direction 3
To imbed our values of honesty, care, respect, quality and cooperation into our school culture. When effective partnerships are developed between the family and school, our students will achieve success.
To encourage staff, parents, carers and the wider community to hold high expectations of children’s educational outcomes.
## Strategic direction 1: STUDENT LEARNING AND ENGAGEMENT

### Purpose
To provide all students with the opportunity to develop skills and capabilities that will help them to succeed at school and beyond.
To engage all students through a differentiated, challenging and relevant curriculum.

### Improvement Measures
Increase the proportion of students in the top two bands in literacy and numeracy by 10% on a rolling three year average.

All students confidently use technology to take an active role in their learning indicated via student Tell Them From Me Surveys showing average response 7.5 or higher.

Teacher practice reflects regular use of critical thinking, creativity and problem solving skills in learning. Embedded ‘ways of thinking’ in all learning tasks and assessments. Classroom observations confirm practice.

### People
**Students:** Develop student capacity for independent and cooperative learning and skills for using digital technology to support learning.

Students use effective techniques for resilience, positive behaviour and citizenship.

**Staff:** Developing capabilities to analyse data and monitor and evaluate learning through differentiated programs according to identified student needs.

Staff consistently using school developed strategies to support students with positive behaviour techniques across the school community.

**Parents:** Develop greater understanding of the value of their support for educational programs in school through regular and effective communication resulting in improved student outcomes.

**Community Partners:** Community Partnerships strengthened through clear communication opportunities.

**Leaders:** Leaders actively supporting their stage teams and whole school processes.

### Processes
1. **Learning**
   Lead and engage in professional learning to support knowledge of the curriculum and how students learn.

   Sharing of effective teaching/learning strategies and programming practices to enhance student learning.

2. **Technology**
   Continue to explore and expand technologies leading to growth in knowledge of best practices as an effective learning tool.

3. **Positive Behaviour**
   Regular evaluation and revision of student welfare policies and practices.

   Investigation of targeted programs to support our student welfare and learning support programs.

   **Evaluation plan:**
   Monitor SMART data and school based assessment results to analyse student performance in Literacy and Numeracy.

   Use of “Tell Them From Me” staff, parent and student surveys to provide feedback on progress towards achieving purpose.

### Products and Practices

**Products:**
Increase the proportion of students in the top two bands in literacy and numeracy by 10% on a rolling three year average.

All students confidently use technology to take an active role in their learning indicated via student Tell Them From Me Surveys showing average response 7.5 or higher.

Teacher practice reflects regular use of critical thinking, creativity and problem solving skills in learning. Embedded ‘ways of thinking’ in all learning tasks and assessments. Classroom observations confirm practice.

**Practices:**
Teachers understand how to develop engaging teaching and learning programs and practices to meet the needs of every student.

Teaching and Learning programs develop and track student learning and plan for the best intervention strategies to create successful learners.
## Strategic direction 2: EXPERTISE IN TEACHING AND LEARNING

**Purpose**

To build a community and culture of learners where teachers collaborate and actively reflect on learning outcomes to maintain high expectations of excellence in student learning.

Teachers continually engage in individualised, team and shared professional practices to enhance students’ learning.

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td><strong>Students:</strong> Evaluate their own academic goals and progress. Students will develop confidence and be active participants in learning. <strong>Staff:</strong> Engaged in Professional Learning – develop Professional Learning Plans. Implement strategies and content to ensure quality teaching and student engagement.</td>
<td><strong>Curriculum Implementation</strong> Lead and engage in professional learning to support knowledge and implementation of syllabus and use of technology to enhance student learning. Build staff capacity to teach the curriculum through professional learning on L3 and Focus on Reading and the syllabus documents. <strong>Programming and Assessment</strong> Collaborative planning and implementation of K – 6 Scope and Sequence documents. Build teacher capacity to use PLAN as a tool to track student achievement and plan for future teaching and learning. <strong>Performance &amp; Development</strong> Implement professional learning in the National Standards for all teachers. Support the Performance Development Framework process and accreditation processes for all staff including aspiring leaders through the provision of coaching and mentoring support.</td>
<td><strong>Products:</strong> At least 80% of students achieving at or above expected growth in literacy and numeracy. Sustain high level (&gt; 85%) of positive student, staff and parent satisfaction with school learning culture and environment. (Information gathered from Tell Them From Me surveys.) 100% of staff accredited at proficient by end of 2017 with a team of staff working towards higher levels of accreditation. <strong>Staff</strong> achieve an average of Level 4 or higher in Gusky framework for L3 and Focus on Reading and school based professional learning. <strong>Practices:</strong> Regular and ongoing monitoring and tracking of student data through school based assessment and NAPLAN Learning plans developed in consultation with staff, students and parent/ carers for students with individualised needs. Proactive professional learning that are focused on using best evidence-based practices that result in consistent quality teaching. Improved student outcomes are achieved through collaborative planning and quality teaching.</td>
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### Improvement Measures

- At least 80% of students achieving at or above expected growth in literacy and numeracy.
- Sustain high level (> 85%) of positive student, staff and parent satisfaction with school learning culture and environment. (Information gathered from Tell Them From Me surveys.)
- 100% of staff accredited at proficient by end of 2017 with a team of staff working towards higher levels of accreditation.
- Staff achieve an average of Level 4 or higher in Gusky framework for L3 and Focus on Reading and school based professional learning.
**Strategic direction 3: SCHOOL CULTURE AND PARTNERSHIPS**

**Purpose**

To imbed our values of honesty, care, respect, quality and cooperation into our school culture. When effective partnerships are developed between the family and school, our students will achieve success.

To encourage staff, parents, carers and the wider community to hold high expectations of children’s educational outcomes.

**People**

| Students: | Display the school core values and be persistent and resilient students. |
| Show empathy to others and value diversity. |
| Engaged in school behaviour reward system. |
| Staff: | Explicitly teach and model values and show a common understanding of appropriate student behaviour. |
| High and consistent expectations of student work and behaviours. |
| The Learning Support team monitors and responds to data to successfully manage student behaviour and learning. |

**Parents:**

Parents demonstrate a clear understanding of the value of their involvement in educational programs and of building effective relationships with teachers and school staff to improve student outcomes. Parents engage in discussion at P&C Meetings, informally, via newsletter and website at key points as new systems and reforms are rolled out.

**Community Partners:**

Professional partnerships are strengthened through collaboration and critical friend processes.

**Leaders:** Principal and SAM preparing for LMBR processes.

School Leaders supporting their stage teams and the Principal with new reforms and policy.

**Processes**

1. **Community Partnerships**

   Engage parents and the community in whole school programs by establishing positive partnerships and increasing the number of parents attending school activities and learning events. Improve link between home and school via access to online educational programs to support learning.

2. **Positive Behaviour**

   Embed school values into the culture of the school.

   **Evaluation plan:**

   Monitor parent involvement in school based activities, programs and event.

**Products and Practices**

**Products:**

High levels of parent satisfaction and engagement as indicated by Tell Them From Me survey average of 7.5 or higher.

High levels of student engagement as indicated by Tell Them From Me survey average of 7.5 or higher.

A positive culture of learning, communication and effective partnerships between students, staff and parents indicated by Tell Them From Me survey average of 7.5 or higher.

**Practices:**

A positive culture of learning, communication and effective partnerships between students, staff and parents.

Students demonstrate school values in all aspects of school life and in the community.

Enhancing student leadership and responsibilities.

Effective tracking of students learning and welfare needs.

Student welfare systems implemented to promote and reward positive student behaviour.

**Improvement Measures**

High levels of parent satisfaction and engagement as indicated by Tell Them From Me survey average of 7.5 or higher.

High levels of student engagement as indicated by Tell Them From Me survey average of 7.5 or higher.

A positive culture of learning, communication and effective partnerships between students, staff and parents indicated by Tell Them From Me survey average of 7.5 or higher.