School plan 2015-2017

Cronulla South Public School 3668

School background 2015–2017

School vision statement

We are committed to the provision of a learning environment that leads to the highest possible educational outcomes for each individual student.

We will create an innovative, stimulating and challenging environment that builds a culture of caring for ourselves, for others and the broader community.

School context

Cronulla South Public School is located in the southern coastal suburbs of Sydney and has a population of approximately 320 students. The core values of the school are; Respect, Endeavour, Acceptance, Care, Honesty. The school and wider community have high expectations for learning and behaviour and provide the support necessary for the students to meet those expectations. Student leadership is encouraged via the school representative council (SRC), leadership team and buddy program.

Student learning is focused on literacy and numeracy and staff are committed to catering for the needs of all students through quality teaching programs. Specialist teachers, such as learning support, English as an additional language or dialect are employed to help support students.

The school supports a gifted and talented program for students in Years 3 to 6, as well as providing opportunities within the school. The school integrates technology into all facets of the curriculum including a focus on digital technology and film–making.

Students are able to participate in inter–school sport and have the opportunity to perform in one of the two school choirs, band and dance as well as a P&C supported language program.

Cronulla South Public School welcomes and encourages parental and community involvement and works closely with the P&C and School Council. Joint initiatives have included the establishment of a languages program, playground improvements and environmental sustainability initiatives.

School planning process

All stakeholders of the school community were consulted and provided the opportunity to give feedback on the future direction of the school.

Staff,students and parents participated in an online survey and were consulted on the strengths of the school, areas of improvement and goal of education to deliver skills for 21st century learning.

Staff, students and parents also participated in forums to contribute to discussion on our goal for students to prepare them for their future. The forums looked at the Melbourne Declarations goals for students, strengths as a school to achieve these as well as things that we need to work on. Input was sought to review the school vision statement.

 The input of the school council and P&C were also sought.

From this information the vision and strategic direction of the school was developed by the staff.

School staff was consulted on the purpose, people, processes, practices and products for each strategic direction and have formed teams to move the school forward in these areas. The school plan was supported by the P&C at the February 2015 meeting and has been distributed as a draft document for comment via the school newsletters in term 1 2015.

STRATEGIC DIRECTION 1
Successful Learners

STRATEGIC DIRECTION 2
Leading Learning

STRATEGIC DIRECTION 3
Quality Relationships and Systems

Purpose:

To engage students in high quality learning to become successful learners,confident and creative individuals and active and informed global citizens through learning programs that utilise ICT, focus on literacy and numeracy andensure that learning is differentiated for every student.

Purpose:

To create and sustain an environment that supports and fosters quality teaching and builds staff capacity to deliver learning based on best practice through a culture of collaboration, communication, empowered leadership and organisational practices.

Purpose:

To engage the school community as active participants in the education of all students through management systems, structures and processes that underpin ongoing school improvement and support a culture of high expectations.

Strategic Direction 1: Successful Learners

Purpose

To engage students in high quality learning to become successful learners,confident and creative individuals and active and informed global citizens through learning programs that utilise ICT, focus on literacy and numeracy andensure that learning is differentiated for every student.

Improvement Measures

Base–line data will be drawn from the Tell them from Me Survey – 4 dimensions of classroom and school practices

Increasing % of students achieving grade outcomes is tracked on PLAN with improvement targets determined for each cohort

Identified EAL/D, low SES and Aboriginal students will meet individual targets.

People

People

Students will develop their understanding that learning is achieved by working toward a goal; build an understanding of criteria for success in all areas of curriculum so they can self–asses, reflect and judge progress toward goals. They will develop the capabilities to foster respectful relationships and reflect on their own wellbeing in a proactive way.

Staff will build their capacity to differentiate learning for all students, to give quality feedback to students and to develop a positive approach to student well–being.

Parents/Carers will develop their understanding of current pedagogies so they are informed about how they can help their children be successful 21 century learners, are informed about new syllabuses and the implications for learning of their child.

Leaders: School leaders need to create a culture of continuous improvement that is informed by the collection of quality data.

Processes

Student Well–being project

Improved approach to implementing whole school framework, KidsMatter, supporting positive mental health and wellbeing practices with an emphasis on building student leadership and student voice.

Implementation of PBL as part of the Wellbeing framework for Schools, to drive student engagement and facilitate positive wellbeing strategies.

Effective Feedback project

Implementation of strategies, such as formative assessment, to give students explicit feedback about their learning

Review and strengthening of school reporting practices.

Development of student goal setting and reflection on learning and student self–reporting.

Differentiating the curriculum project

Development of targeted programs and individualised assistance to support the needs of all students including EAL/D, low SES and Aboriginal and Torres Strait Islanders

Spelling project

Development of explicit whole school spelling programs based on four areas of spelling knowledge

Evaluation Plan

Milestones are monitored by teams formed

Practices and Products

Practices

Staff incorporate the explicit use of data when making decisions that relate to student learning and school improvement. They use quality feedback to inform student learning and provide differentiated programs

.Students are more engaged in the school through positive wellbeing and strategies

.Development of a culture of feedback to students and from students to parents and to staff.

Products

Baseline data will be drawn from the Tell them from Me Survey – 4 dimensions of classroom and school practices.

Increasing % of students achieving grade outcomes is tracked on PLAN with improvement targets determined for each cohort.

Identified EAL/D and Aboriginal students will meet individual targets.

Students demonstrate "value added" growth across key performance measures both internal and external.

Data gathered around current practice in the areas of feedback and differentiation shows improvement in classroom practice.

100% of students with identified needs will receive targeted, individualised support with improved parent collaboration

100% of students set goals for learning that

Strategic Direction 1: Successful Learners

Improvement Measures	People	Processes	Practices and Products

Processes

to lead and evaluate the strategic direction. These teams will report back to Principal each 5–week block about progress. At end of semester, each team to prepare a report about progress and report at whole school staff meeting. Progress is to be reported to school council at end of each semester.

Practices and Products

are reviewed and communicated to their parents.

PBL implementation plan developed utilising self–Assessment survey data.

Data gathered around current practice in the area of spelling shows improvement in classroom practice.

All teaching and learning programs focus on the development of spelling knowledge to drive teaching.

School expectations defined including consequences. Implementation plan developed.

Strategic Direction 2: Leading Learning

Purpose

To create and sustain an environment that supports and fosters quality teaching and builds staff capacity to deliver learning based on best practice through a culture of collaboration, communication, empowered leadership and organisational practices.

Improvement Measures

100% of staff engaged with Performance and Development Framework

- Increasingly positive data will be drawn from the Tell them from MeSurvey – 4 dimensions of classroom and school practices

Data gathered around current practice in the areas of feedback and differentiation shows improvement in classroom practice

People

Staff

Staff will build their understanding of the place of collaborative learning communities and effective professional learning in bringing about improvement in student learning through improvement in their own practice.

Parents/Carers

Parents/Carers will engage as partners in their child's learning, through developing an understanding of current pedagogies and syllabus requirements and deepen their understanding of the role of professional learning in improving outcomes for students

Leaders

School Leaders will build their capacity to deliver effective professional learning and to build the capacity of their teams and the school community to improve student learning outcomes. They will develop their ability to engage in coaching conversations and their capacity to monitor, develop and improve performance.

Processes

Performance and Development Framework project•   All staff will engage in reflection and goal setting to develop own practice as part of the DEC framework for teachers•   Executive staff will engage in professional learning to develop coaching and mentoring skills to lead performance development.

Curriculum implementation and Quality teaching project•   Implementation of the NSW syllabus, through development of scope and sequences and effective classroom practices–   History 2015 –2016–   Geography 2016 –2017•   embedding quality teaching practices, in particular implementing of "Focus on Reading" professional learning•   using assessment data to improve student outcomes through "Embedding Formative assessment"

2016 Focus:Assessment project•   All staff engage in professional learning to develop skills in differentiating the curriculum in mathematics•   Using assessment data to improve student outcomes through whole school differentiated mathematics groups

Evaluation Plan

Evaluation PlanMilestones are monitored by teams formed to lead and evaluate the strategic direction. These teams will report back to Principal each 5 week block about progress. At end of semester, each team to prepare a report about progress and report at whole school staff meeting. Progress is to be reported to school council at end of each semester.

Practices and Products

Practices

- All staff will have opportunities to observe effective instructional practices amongst colleagues in their own as well as other schools

- All staff has high expectations for learning, provide effective feedback and facilitate student self–assessment

- All staff employ data informed practices to accurately identify needs and individualise learning.

- Staff are self–driven professional learners, setting personal and professional goals

- All staff differentiate mathematics teaching and learning programs

Products

- 100% of staff engaged with Performance and Development Framework

- Increasingly positive data will be drawn from the Tell them from Me Survey – 4 dimensions of classroom and school practices

- Data gathered around current practice in the areas of feedback and differentiation shows improvement in classroom practice

- Staff provide evidence to demonstrate success towards professional learning goals

- Data walls are in use to monitor student progress and to provide a stimulus for staff to engage in professional dialogue about student progress.

Strategic Direction 2: Leading Learning

Improvement Measures	People	Processes	Practices and Products
			• All staff are engaged in classroom observations and in receiving professional feedback
			• All staff engaged in professional learning to develop K–6 mathematics scope and sequence
			• All staff engaged in professional learning to interpret data collected from PAT Maths assessment and drive future directions

Strategic Direction 3: Quality Relationships and Systems

Purpose

To engage the school community as active participants in the education of all students through management systems, structures and processes that underpin ongoing school improvement and support a culture of high expectations.

Improvement Measures

Increasingly positive data from the parent engagement survey and the Tell them from me parent and teacher surveys

Increasingly positive data will show that staff are more engaged as leaders of learning of school systems and practices

Data from school–based audits shows increasingly that systems are aligning to optimise learning

People

Students

Students will become active participants in their own learning and be able to contribute to the learning culture of the school through the development of student voice.

Staff

Staff will make connections between their classroom practice and the school strategic plan and strengthen their commitment to school improvement through a culture of distributed leadership.

Parents/Carers

Parents/Carers will positively engage with the school so that they become active partners in the learning of their child. They will develop an understanding of school processes and procedures that support student learning and wellbeing and become involved in these processes.

Community Partners

Community Partners will be actively sought to develop strong links with the community to build and support the development of school resources.

Leaders

School Leaders will clearly articulate the vision for student learning and develop distributive leadership practices so that there is a culture of growth and accountability. They will develop their own leadership skills in managing successful teams.

Processes

Distributed Leadership project•   Build the capacity of staff to lead the school plan through development of high functioning teams and the distribution of leadership across the school

Future planning project•   Professional learning on innovative 21 century schooling practices to generate planning for alternate organisational practices. •   Development of a master plan for facilities to maximise 21 century learning opportunities.•   Evaluation of ICT hardware and network capabilities and implementation of planning to meet organisational and student learning needs.

Community engagement project•   Improve communication structures between home and school through improved practices in areas such as school council, P&C and LST

Evaluation Plan

Evaluation PlanMilestones are monitored by teams formed to lead and evaluate the strategic direction. These teams will report back to Principal each 5 week block about progress. At end of semester, each team to prepare a report about progress and report at whole school staff meeting. Progress is to be reported to school council at end of each semester.

Practices and Products

Practices

•   School council has an increased profile in the school and is the mechanism for deep discussion of school policies and practices

•   Student representative council is active as a voice for students

•   Regular forums are conducted to unpack topics that parents request in the area of curriculum and student wellbeing.

•   Improved LST practices drive the provision of services to students

•   Leadership is distributed across all staff

•   Succession planning through active staff membership of school teams to address curriculum, finance and wellbeing.

Products

•   Increasingly positive data from the parent engagement survey and the Tell them from me parent and teacher survey.

•   Increasingly positive data will show that staff are more engaged as leaders of learning of school systems and practices

•   Data from school–based audits shows increasingly that systems are aligning to optimise learning

•   Master plan is developed to drive the delivery of 21st century learning spaces.

•   Increase in number of parents and community members who authentically engage with the school

Strategic Direction 3: Quality Relationships and Systems

Improvement Measures	People	Processes	Practices and Products
			• Students are more engaged learners through the development of structures that support student wellbeing