

School plan 2015-2017

Speers Point Public School 3968



School background 2015–2017

School vision statement

Working together in close partnerships, Speers Point Public School's community and staff have the responsibility and privilege to provide every opportunity for our students to engage in an inclusive and innovative education that will produce safe, respectful and responsible achievers.

Quality Teaching & Learning

This is recognised through: providing innovative, inclusive and connected teaching and learning experiences which enable every student to reach their curriculum goals. Teaching is well-resourced, of the highest quality and differentiated to suit the individual learning needs of every student, with the expectation of creating life-long learners.

Environment

This is recognised through: providing a friendly, family-orientated, inclusive learning environment. Students are encouraged to engage deeply with quality programs, their peers, staff and community in order to create a positive and nurturing learning environment.

Passion

This is recognised through: the dedication and passion of the community and staff in continually striving to inspire all students to achieve academically, socially, creatively, and individually. As a whole school community we want to see our students happy, safe and growing stronger and smarter every day.

Pride

This is recognised through: encouraging students to take pride in their appearance, being punctual to class, demonstrating respect towards themselves and others, and always being proud to have the privilege of representing the school in all aspects of academic, sporting and social arenas, from their first day and into the years ahead.

School context

Speers Point Public School is seen as a small school with the both mainstream and support classes catering for all students in a very family focused environment. Along with the mainstream classes, Speers Point is proud of their two MC (Multi-categorical) and one IO (Intellectually Moderate) support unit classes.

This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. All staff focus on the education and wellbeing of all students across the school.

With an average FOEI of 130 the community is supportive, but predominately comprised of hard-working dual income or separated families. This results in interested parents and carers who manage involvement around work, family and care commitments.

In 2012, Speers Point was reclassified from a P4 to a P5 teaching principal role given the decreasing enrolments expected in an aging demographic and increasing rental / property values. From that time Speers Point underwent a transformation including remodelling to grounds, façade and curriculum. Under the new principal classification system the school came under the new classification of P1 non-teaching principal in 2016.

Speers Point Public School has firmly embedded PBL into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

Our school became one of the Phase 2 schools in the early Action for Success program in 2017.

School planning process

The process in the evaluation and planning for the 2015–2017 school plan spanned a 6 month period in which staff, community, students, AECG and executive were all involved.

The preceding school plan was reviewed and evaluated, along with significant programs that were running in the school in 2014. Programs and strategies that were seen to have a significant impact on student outcomes were continued or expanded while those that did not were not.

Data from a variety of sources was able to be correlated in order to bring together a clear picture of what was happening, and where the school needed to go. The data sources included:

- Student data based on academic achievement, such as PLAN / continuum, reading levels, SMART (NAPLAN) data, program data including Reading Recovery, Speech & Language program, MiniLit / MultiLit
- Student wellbeing data including behaviour referrals, suspensions, Learning Support Team
- Significant community consultation and input via school survey (presented online and hardcopy) – this was heavily focused towards our school vision statement, establishing baseline data for family-school framework, reflection on current programs and desires for future directions.
- Staff leading evaluations of 2014 teaching and learning programs and initiatives.

Executive review of the 2012–2014 showed a correlation of data supporting the current initiatives to be continued, and those needing new directions.

DEC reforms, such as Great Teaching, Inspired Learning, School Excellence Framework and Local Schools, Local Decisions have all had impact on the 2015–2017 school plan.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1

Quality Teaching & Learning

Purpose:

To provide for all students a deeply engaging and rewarding learning environment through the implementation of quality teaching and learning programs and practices in all classrooms with the aim of improving student learning outcomes.



STRATEGIC DIRECTION 2

Quality Systems

Purpose:

To develop, maintain and improve school systems in the support of creating a well-resourced, quality learning environment for all students, staff and community.



STRATEGIC DIRECTION 3

Quality Partnerships

Purpose:

To work with our learning community, greater school community and stakeholders to build and strengthen lasting partnerships and develop future enrolments in order to better support our students pre, during and post enrollment.

Strategic Direction 1: Quality Teaching & Learning

Purpose	People	Processes	Practices and Products
<p>To provide for all students a deeply engaging and rewarding learning environment through the implementation of quality teaching and learning programs and practices in all classrooms with the aim of improving student learning outcomes.</p>	<p>Staff</p> <p>Staff capabilities in the teaching and learning cycle supported through whole school systems, executive and collegial support in the development of a 5 weekly cycle.</p>	<p>Literacy & Numeracy</p> <p>Quality Literacy and Numeracy training, development and program implementation of:</p> <p>L3</p>	<p>Practices</p> <ul style="list-style-type: none"> • Full implementation of English and Maths syllabus from 2014, Science & Technology in 2015 and History and Geography in 2016.
<p>Improvement Measures</p>	<p>Professional learning, data analysis and ongoing support in targeted literacy and numeracy programs with support of the Instructional Leader (2017).</p>	<p>Targeting Early Numeracy (TEN)</p> <p>Close continuum tracking K – 6</p>	<p>Reflection and refinement of scopes and sequences to support new curriculum implementation</p>
<p>100% of infants students reaching (or exceeding) designated reading levels:</p> <p>Kinder – L9, Yr 1 – L17, Yr 2 – L22</p>	<p>Students</p> <p>Individual levels of achievement in Literacy and Numeracy will be improved through reflection of individual student data, differentiated learning and quality teaching practices.</p>	<p>Improvement to student writing outcomes with the correlation of criteria writing assessment to the literacy continuum.</p>	<p>Teaching & Learning programs will be driven by student data and differentiated to meet individual needs.</p>
<p>By the end of each year, 100% of students will have achieved the following cluster in all aspects of the Reading, Writing and Comprehension on the Literacy Continuum</p> <p>Kinder – Cluster 4, Year 1 – Cluster 6</p> <p>Year 2 – Cluster 8, Year 3 – Cluster 9</p> <p>Year 4 – Cluster 10, Year 5 – Cluster 11</p> <p>Year 6 – Cluster 12.</p>	<p>Community Partners</p> <p>Developing further support networks with Lake Macquarie Area Collegiate (LMAC) schools and teachers, with the support of governance board, reference groups and STEM focus.</p>	<p>Teaching & Learning</p> <p>Whole school approach to planning, programming for and assessing student learning outcomes.</p> <p>The successful training, development and implementation of the National Curriculum in accordance with NESA and DoE guidelines and timelines.</p>	<p>Targeted intervention for identified students</p> <p>Programs will be synchronised to the 5 weekly assessment cycle.</p> <p>Full implementation of L3 and TEN in Early Stage 1 and Stage 1 classrooms.</p>
<p>100% of K–3 students achieving or exceeding expected Early Arithmetical Strategies level on numeracy continuum.</p> <p>100% of Yr 3–6 students achieving or exceeding expected levels on Place Value and Multiplication and Division on the numeracy continuum.</p>		<p>Individualised and targeted learning for all students, clearly evident in teaching and learning programs</p>	<p>Implementation of EDI Warm-Ups in all classrooms</p> <p>Partnership with LMAC in formation of a coordinated STEM inclusion K–6 and Future Focused Learning in Stage 3</p>
<p>Increase student representation in the top 3 bands for both Years 3 and 5 from 2015 levels, (Reading, Writing & Numeracy) with an emphasis on growth in writing.</p>		<p>Bump it Up & Early Action for Success</p> <p>Ongoing data analysis, differentiated learning programs and targeted intervention.</p>	<p>Products</p> <ul style="list-style-type: none"> • Ongoing professional learning and collegial support into new curriculum implementation. <p>Effective student assessment and data collection & analysis (PLAN) on a 5 weekly cycle.</p>
		<p>Fleming – Explicit Instruction</p>	<p>Professional learning for Early Stage 1 and Stage 1 teachers (inc Support Unit) in TEN</p>

Strategic Direction 1: Quality Teaching & Learning

Improvement Measures

People

Processes

Training in, and implementation of Fleming model of Explicit Instruction in all classrooms. .

Evaluation Plan

How do we do it and how will we know?

- Monitoring student progress on Literacy and Numeracy continuums in PLAN, SMART data, L3 data, Criteria Writing Assessment and other data evaluation.
- Student, staff and parent feedback
- Monitoring and sharing of teaching programs
- Collegial feedback including EI community and John Fleming
- Regular targeted staff professional learning in identified areas.

Practices and Products

numeracy program.

Professional learning for all staff (mainstream & Support Unit) in strategies to support student literacy and numeracy development

Professional learning, collegial support and implementation of Flemings model of Explicit Instruction including literacy and numeracy Warm-ups in all classes.

Formation of maths Groups, using LaST to form focused ability groups in close to stage formations with smaller class numbers.

Effective identification of Tier 1, 2 and 3 students from data with intervention strategies to support.

Strategic Direction 2: Quality Systems

Purpose	People	Processes	Practices and Products
<p>To develop, maintain and improve school systems in the support of creating a well-resourced, quality learning environment for all students, staff and community.</p>	<p>Staff</p> <p>Supporting student learning outcomes through technology implementation as guided by the Technology Integration Matrix.</p>	<p>Student Wellbeing</p> <p>The ongoing development of our Positive Behaviour for Learning (PBL) system student wellbeing systems and student plans.</p>	<p>Practices</p> <p>PBL systems reviewed, updated and implemented whole school.</p>
<p>Improvement Measures</p>			
<p>20% reduction in student behaviour referrals for classroom behaviour against 2014 data</p>	<p>All staff, through the Performance Development Framework, supported to develop professional goals and learning plan</p>	<p>Student Support (LST, Student Plans)</p>	<p>Build the capabilities of staff to build the capacity of PBL across the school.</p>
<p>20% reduction in student behaviour referrals for playground behaviour against 2014 data</p>	<p>All staff following PBL practices and procedures for promoting a cohesive whole school systems.</p>	<p>The improvement to current Learning Support Team processes with development of greater support for students including student learning outcomes, engagement and attendance.</p>	<p>LST processes updated for efficient student support.</p>
<p>Student plans created, implemented and updated on a biannual schedule, feeding into NCCD.</p>	<p>Relevant staff trained and supported through the LMBR implementation process.</p>		<p>Students Plans (PLSPs, PLPs, BMPs, RAs etc) created, implemented and updated biannually or as need develops feeding into NCCD.</p>
<p>All staff with Professional learning Plans according to Performance Development Framework implementation.</p>	<p>All staff engaging with LST processes and supporting with required data.</p>	<p>Professional Development Plans</p>	<p>Teaching & non-teaching staff developed PDPs</p>
<p>SALM / SAP & Oliver implemented within school.</p>	<p>Students</p>	<p>Staff development opportunities in line with professional learning plans and formal annual review schedule moving to Australian Professional Standards</p>	<p>SALM / SAP and Oliver implemented in administration in accordance with DoE timelines</p>
	<p>All students requiring plans have plans that are implemented and reviewed according to timetable or as required.</p> <p>Opportunities to take on identified and non-identified student leadership roles within the school including the ongoing support to develop confidence and leadership skills.</p>	<p>Administration</p> <p>Training, Implementation and support of the LMBR / Oliver systems in school administration</p>	<p>Products</p> <p>PBL team formed and meet fortnightly, reviewing current PBL system and driving improvements whole school.</p>
		<p>School Excellence Framework</p> <p>Tracking of school's current placement within the Schools Excellence Framework and identifying areas of improvement including the three focus areas of <i>Wellbeing, Effective Classroom Practice &</i></p>	<p>Implement a system of rotation of PBL lesson design for whole school delivery.</p> <p>Staff develop student plans, Term 1 Week 7 with reviews in Term 3 Week 3.</p> <p>Administrative staff fully implementing LMBR systems</p> <p>Designated Student Leadership roles, including Parliament, supported through development programs such as Shine & Strength. Rock & Water implementation to support designated and non-designated roles.</p>

Strategic Direction 2: Quality Systems

Improvement Measures

People

Processes

School Planning and Implementation & Reporting

Evaluation Plan

How do we do it and how will we know?

- Monitor student data through SENTRAL
- Monitoring staff and student engagement with PBL systems
- Monitoring school progress against School Excellence Framework
- System of PSLPS, PLP and PDPs streamlined for greater ease of access and implementation

Practices and Products

LST referral processes and supporting systems implemented

Performance Development Framework to replace current TARs practices.

Tracking school (plotting) against SEF with emphasis on implementation of strategies in the 3 focus areas

Improvement to technology implementation to support student outcomes according to the Technology Integration Matrix.

AP–Support role to include supervision over Wellbeing systems.

Strategic Direction 3: Quality Partnerships

Purpose	People	Processes	Practices and Products
<p>To work with our learning community, greater school community and stakeholders to build and strengthen lasting partnerships and develop future enrolments in order to better support our students pre, during and post enrollment.</p>	<p>Staff</p> <p>Actively engaging community through opportunities and developing an understanding of the Family–School framework to support.</p> <p>Reflective teaching practices to incorporate how all student best learn, including the Aboriginal 8 ways pedagogy.</p>	<p>Transition Programs</p> <p>Supporting the successful transition of all students entering and exiting Speers Point through established transition programs including Kinder Kolas (pre–kinder) , Support Unit (entry and exiting) and LINKs (Yr 6 to 7 with Lake Macquarie HS)</p>	<p>Practices</p> <p>Successful Kinder Koalas (pre–kinder) kinder transition program.</p> <p>Successful transition for students entering and exiting the Support Unit</p>
<p>Improvement Measures</p>	<p>Reflective teaching practices to incorporate how all student best learn, including the Aboriginal 8 ways pedagogy.</p>	<p>Partners In Education</p>	<p>Successful transition for students exiting to High School, with the transition program to Lake Macquarie High School.</p>
<p>All students entering / exiting mainstream are supported through transition programs</p>	<p>Students</p>	<ul style="list-style-type: none"> • Strengthening relationships with schools in the Lake Macquarie Area Collegiate (LMAC) Community of Schools and local Pre–Schools including Speers Point Boolaroo Pre–School. • Opportunities for combined professional learning and student learning with LMAC schools including joint Staff Development Days. 	<p>School environment program to include gardens, orchard, recycling and resource conservation methods.</p>
<p>All students entering / exiting Support unit setting are supported through transition programs.</p>	<p>Students are successfully transitioned into and from Speers Point Public School to and from any setting.</p> <p>Students create sustainable practices around environmental education</p>	<p>Family–School Partnership</p> <p>Implementation of the Family–School Partnership Framework in the strengthening of community relationships with the school.</p>	<p>Aboriginal 8 ways pedagogy reflected in teaching and learning programs.</p>
<p>15% increase to student enrollments by 2017 from 2014 numbers.</p>	<p>Leaders</p>	<p>Focus Areas and Extra–Curricular</p>	<p>Products</p> <p>Increasing opportunities to collaborate with LMAC schools such as professional learning, staff development days and school events (eg sporting and special events / learning experiences)</p>
<p>Increase in partnership initiatives and providing community learning and support services</p>	<p>Community are empowered to become activate partners in our school.</p> <p>School P&C continues to grow and actively support the growth and development of our school.</p> <p>Community have opportunities to participate in and engage with community learning and support services.</p>	<ul style="list-style-type: none"> • Continuation of Environmental program with support from external agencies and education programs. • Staff development and visible implementation in classroom practices and programming of the Aboriginal 8 Ways pedagogy, • LMAC Aboriginal Education Committee collaboration and support 	<p>Increasing opportunities to share and collaborate with local pre–schools, in particular, Speers Point – Boolaroo Pre School.</p>
<ul style="list-style-type: none"> • Working towards the “building” phase across the 7 dimensions Family–School Framework reflection matrix. 		<p>Evaluation Plan</p>	<p>Building relationship with Boolaroo Community Centre, including opportunities for mutual support and community education through the school.</p>
			<p>Early identification of students requiring adjustments or support pre–kinder</p>
			<p>Implementation of the Family–School Framework via the Reflection Matrix</p>
			<p>Continued opportunities to implement and</p>

Strategic Direction 3: Quality Partnerships

Improvement Measures

People

Processes

How do we do it and how will we know?

- Community attendance and engagement in school events and sessions.
- Monitor post-transition student engagement
- Tracking school progress against the Reflection matrix (Family School Framework)
- Monitoring and exploring enrollment trends.

Practices and Products

grow school environmental practices including gardens, orchards and recycling programs.

Seeking opportunities for future enrollments stemming from in-zone community.

Aboriginal 8 ways pedagogy reflected in classroom practices.