

School plan 2015-2017

Yowie Bay Public School 4124



School background 2015–2017

School vision statement

Yowie Bay Public School aims to develop independent life-long learners through quality teaching and positive partnerships between students, staff, parents and the wider community.

School context

Yowie Bay Public School is situated in the Sutherland Shire, 30km south of the Sydney CBD located near the Royal National Park and the Hacking River. The school strives for academic, cultural and sporting excellence offering varied and interesting curricula to all students.

Our current enrolment is approximately 500 students who come from an economically diverse community with 20% from non-English speaking backgrounds. There is a strong emphasis on the basic skills development of literacy and numeracy. Yowie Bay Public School has a well-resourced learning environment offering specialist programs such as Reading Recovery, Learning and Support programs, Enrichment, Technology and extra-curricula activities including band, ukulele, choir, sport, dance, debating, public speaking, chess and environmental and sustainability groups.

A friendly, happy and harmonious environment is maintained through a strong commitment to the wellbeing of all students and enhanced partnerships between staff, parents and the wider community. Our enthusiastic and highly qualified staff participates in ongoing professional learning in order to provide a quality education and differentiated approach for all students.

School planning process

The school plan was developed through comprehensive consultation with staff, students and the community to develop a vision and the strategic directions for the next three years at Yowie Bay Public School.

Extensive discussions, forums and meetings with staff, students and parents identified the programs Yowie Bay Public School provided and valued and the types of programs and directions for future development.

The School Planning process included gathering and analysing data from evaluating the 2014 Plan, NAPLAN results, Best Start data, the National School Improvement Tool: Tell Them From Me Student Survey, Stage 3 Student Survey and community surveys regarding expected academic and social values, skills and attitudes students need to be equipped with when they leave our school.

Quality teaching and learning for students and staff incorporating a strong partnership with our parent community will drive a school culture of educational and organisational excellence.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Develop consistent, high quality educational practices and improved student achievements.

Purpose:

To improve student learning, engagement and outcomes in literacy and numeracy through the development and delivery of consistent high quality teaching practices in all areas of English and mathematics informed by the literacy and numeracy continuums. To develop responsible, independent life-long learners who are equipped with skills of the 21st Century learner.

STRATEGIC DIRECTION 2

Develop and foster quality dynamic and collaborative teaching practices.

Purpose:

To provide leadership in professional learning and development to create a culture in which every staff member is engaged in collaborative, ongoing, relevant and evidence based learning and practice at an individual and collective level. To enhance the development of students' abilities to think critically, creatively and ethically.

STRATEGIC DIRECTION 3

Develop whole and wider school communities to ensure collaborative partnerships.

Purpose:

To improve whole and wider school community relationships to create a positive school environment. To establish more effective partnerships between home and school and between school communities to further improve and promote student learning and wellbeing.

Strategic Direction 1: Develop consistent, high quality educational practices and improved student achievements.

Purpose

To improve student learning, engagement and outcomes in literacy and numeracy through the development and delivery of consistent high quality teaching practices in all areas of English and mathematics informed by the literacy and numeracy continuums. To develop responsible, independent life-long learners who are equipped with skills of the 21st Century learner.

Improvement Measures

Majority of students achieving expected grade outcomes measured by the literacy and numeracy continuums.

To sustain student growth in NAPLAN results for literacy and numeracy.

Differentiated learning for all students.

People

Students

Levels of achievements in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals. Opportunities for students to be creative and productive users of technology.

Staff

Quality professional training and practices to differentiate the individual learning needs. Develop staff capacity to explicitly teach literacy and numeracy. Staff will empower students to be creative and critical thinkers.

Parents/Carers

Parents will participate in a collaborative and inclusive learning community to work together to improve and value educational programs in the school.

Community Partners

Strengthen the partnerships with local high schools and surrounding preschools to ensure a smooth transition for all students to access the curriculum at their level.

Leaders

Leaders will be engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success.

Processes

Create communities of practice and networks that enable staff to participate in learning partnerships across the school.

Engage staff in relevant professional development that is future focused and builds their capabilities in the full use of the literacy and numeracy continuum.

Provide community forums on literacy and numeracy. Weekly newsletter updates on new NSW Board of Studies Syllabus documents.

Evaluation Plan

Ongoing student progression monitored, NAPLAN analysis, regular team and professional learning meetings together with community feedback and monitoring of the milestones.

Practices and Products

Practices

Students actively demonstrate progression along the literacy and numeracy continuums.

All staff have developed and accessed a differentiated, professional learning plan targeted at improving individual pedagogy.

Staff works collaboratively to ensure teaching practices effectively develop knowledge, understanding and skills in students.

Staff empowered to recognise students' individual needs.

Products

Students' academic reports and NAPLAN results align to the continuums and NSW curriculums.

All staff demonstrates professional learning by presenting literacy and numeracy lessons to whole staff professional learning meeting.

Evidence that explicit teaching of literacy and numeracy are embedded into classroom programs. Identified students are supported in our Learning and Support programs. Gifted students are challenged and extended through the Booster Program.

Strategic Direction 2: Develop and foster quality dynamic and collaborative teaching practices.

Purpose

To provide leadership in professional learning and development to create a culture in which every staff member is engaged in collaborative, ongoing, relevant and evidence based learning and practice at an individual and collective level. To enhance the development of students' abilities to think critically, creatively and ethically.

Improvement Measures

Increase in the number of staff confident in utilising new NSW curriculums and continuums.

Professional Performance and Development Plans established. Feedback from lesson observations.

Staff seeking accreditation or maintenance at Proficient successfully complete requirements.

Professional learning to align with Australian Professional Standards for Teachers.

People

Students

Levels of students' abilities to think critically, creatively and ethically will be enhanced through a dynamic, collaborative and informed professional culture.

Staff

To develop staff skills, knowledge and capabilities that enable staff to empower students to be creative, critical and ethical thinkers.

Staff will embed 21st Century pedagogy and learning skills to explicitly teach literacy, numeracy and ICT.

Parents/Carers

Encouraged to participate in parent forums and classrooms and are informed about current practices in education.

Community Partners

Collaborative partnerships will provide real world learning opportunities and experiences, through mutually beneficial initiatives.

Leaders

High quality instructional leaders in literacy, numeracy and student wellbeing will encourage and support staff on teaching practice to address specific and identified needs.

Processes

Develop a deeper, shared understanding of quality teaching including a framework for teacher self evaluations, lesson observations and feedback.

Empower staff and communities to build student capabilities to be self-directed, independent learners who apply 21st Century learning skills including ICT, literacy and numeracy.

Develop a deeper, shared understanding of quality teaching including a framework for teacher self-evaluations, lesson observations and feedback.

To provide Beginning and Early Career teachers with targeted support that aligns with DEC and BOSTES NSW requirements.

Evaluation Plan

Regular monitoring and evaluation of the quality of implementation of the milestones by the school leaders.

Modifications made in response to feedback from staff, parents and surveys.

All staff will have a Performance and Development Plan.

Practices and Products

Practices

Professional learning teams established across stages and curriculum areas to lead improved and embedded practice in relation to curriculum continuity and quality teaching in classrooms.

Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.

Staff shares expertise of exemplary teaching practice.

Professional learning is differentiated to cater for identified staff needs.

Beginning and Early Career teachers are mentored by experienced staff and leaders.

Products

Increased number of students meeting grade expectations on literacy and numeracy continuums.

Staff demonstrates their progress on the Performance and Development Framework and the engagement of students in improved quality teaching lessons.

Staff engages in opportunities for collegial classroom observations and modelling of effective teaching practice and feedback.

Strategic Direction 3: Develop whole and wider school communities to ensure collaborative partnerships.

Purpose

To improve whole and wider school community relationships to create a positive school environment. To establish more effective partnerships between home and school and between school communities to further improve and promote student learning and wellbeing.

Improvement Measures

Increase in number of parents meaningfully connecting with student wellbeing and educational programs in the school.

Families and the school share responsibility for student learning and wellbeing through building parent capacity to support learning at home through ongoing communication.

People

Students

Students are encouraged and supported to be engaged and reflective participants in their learning

Staff

Through collaborative learning, develop an understanding that forming respectful relationships of trust is important to achieve growth.

Parents/Carers

Actively engaged in creating a whole school and home approach to educating students in all academic and social programs. Support school initiatives and attend parent forums to support their child. Opportunities to be involved and utilise their skills and knowledge in extra curricula activities.

Community Partners

Collaborative partnerships will be strengthened to provide real world learning opportunities and experiences through targeted initiatives.

Leaders

Executive support and monitor negotiated expectations of parents, staff and students. Provide opportunities for parents to attend literacy and numeracy forums.

Processes

Continue to develop our school-wide focus on Positive Behaviour for Learning (PBL) to ensure a consistent approach to teaching and learning and more positive and respectful relationships and appropriate behaviours. Review our Student Wellbeing and Anti-Bullying Policies.

Individualised student learning through family and school partnerships.

Staff and leaders collaborate to effectively communicate and deliver innovative programs in partnership with communities.

Enable parents to develop and engage in a shared vision to plan and build pride in the school.

Evaluation Plan

Feedback from staff, students and parent surveys. Analyse results from the Tell Them from Me Surveys.

Regular meetings with executive and staff to discuss professional learning, goals and progress.

Monitoring of the milestones by school leaders and staff.

Practices and Products

Practices

All staff understands the importance of current pedagogy and have deep knowledge of new NSW curriculums to program and assess.

Parent forums and learning programs are based on community feedback in school planning surveys and P&C meetings. Utilise the Tell Them From Me Surveys in 2017 to obtain feedback from students, parents and staff.

Staff involved in professional learning opportunities within the community of schools.

Products

Programs, assessment tasks and rubrics reflect innovative programs aligned to research based pedagogy and NSW curriculums.

Learning programs, parent forums and curriculum delivery is developed and evolves in consultation with parents and the community.

Increasing the number of parents and community members involved in P&C meetings, school events, Kids Hope Program and daily classroom activities to foster a sense of belonging.