

# School plan 2018-2020

## Charlestown Public School 1550



# School background 2018–2020

## School vision statement

As a school community we will inspire and support students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity. This will be achieved by:

- Nurturing and encouraging students to achieve their best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Operating in an atmosphere which is caring, co-operative and respectful, based on the You Can Do It principles of Confidence, Persistence, Resilience, Organisation and Getting Along.
- Ensuring that students have frequent access to experiences that develop the future focussed learning skills of critical thinking, communication, creativity, collaboration, problem solving and Information Communication Technology skills.
- Promoting and maintaining high standards and expectations across the learning community.
- Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs. Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development with an active and effective P&C, canteen and School Council.

## School context

Charlestown Public School has a long and proud history of providing education to the greater Charlestown area. Our school is a caring and progressive learning centre dedicated to the welfare, advancement and education of its students. The professional and caring staff encourages excellence in behaviour, attitude and performance from all students at all times.

The school is well resourced and has an outstanding range of programs to challenge students across all Key Learning Areas with a strong focus on the development of literacy and numeracy skills. Our teachers are committed to knowing their students well and use a range of strategies to meet students' individual needs. A range of Gifted and Talented programs are also run throughout the year. We have a special emphasis on the use of technology to enhance learning. A wide range of cultural and sporting opportunities are provided at the school. We have a school choir, a dance group and a ukulele group. We participate in Star Struck, the local public speaking and debating competitions and a range of sporting gala days throughout the year.

Charlestown Public School is a "Kidsmatter" school. As such we place a strong emphasis on programs that promote positive mental health and increase students' skills in the area of social and emotional development. Our students are happy at school and know that with effort, persistence and resilience they can all achieve to a high individual level. A positive relationship exists between the school, parents and the broader community, which enhances the educational opportunities for all students.

Charlestown Public School is a part of the Whitebridge Cluster of Schools, which has exemplary across-cluster programs for talented and gifted students as well as outstanding programs for students in leadership, literacy, numeracy and technology. Charlestown Public school is proud to be known as a happy, caring, vibrant school.

## School planning process

As a school community our school planning began during Term 3, 2017. Student, staff and parent surveys were distributed in both hard and online formats giving everyone the opportunity to participate. A substantial number of parent surveys were returned and collated giving widespread data to work with.

A community forum and student disco were held in mid Term 3. The community engagement matrix was also used to evaluate participation. This was a resounding success with 40 adults present. There was a broad cross section of representation from K–6, varying economic backgrounds and mixed gender in attendance. The school's current plan was analysed and evaluated. The parents completed a PMI and also rigorous discussion occurred highlighting "What's Most Important to You?" CPS Vision and Mission statements were reviewed and the school's "Window of Certainty" was scrutinised.

Results and discussions from the forum were evaluated and used as a basis for writing the School Plan. The School Plan reflects the DoE's School's Excellence Framework. The Principal, Assistant Principals, staff and community have all contributed to writing the plan, with the finished product discussed at the School Council and P & C meetings in Term 4, 2017 and put on the school website. The AECG has seen the school plan.

Key DoE reforms also considered in the shaping of our plan were Great Teaching Inspired Learning; Local Schools Local Decisions, Rural and remote; Early Action for Success; Every Student Every School; Connected Communities; Literacy/Numeracy Strategy, What works best: Evidence-based practices to help improve NSW student performance, Student Wellbeing Framework and the Melbourne Declaration.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Develop active, informed  
student learners.

### Purpose:

To ensure a student centred learning environment that provides an opportunity for all students to succeed and thrive to become skilled, effective, motivated learners and confident, creative individuals. This will empower students to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

## STRATEGIC DIRECTION 2

Promote quality teaching and  
leadership

### Purpose:

To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

## STRATEGIC DIRECTION 3

Enhance community  
connections

### Purpose:

To build inclusive, collaborative teams and school networks through quality community partnerships which have students' engagement, learning and wellbeing as a central focus and promotes students as global citizens.

# Strategic Direction 1: Develop active, informed student learners.

## Purpose

To ensure a student centred learning environment that provides an opportunity for all students to succeed and thrive to become skilled, effective, motivated learners and confident, creative individuals. This will empower students to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

## Improvement Measures

- 80% of students K–6 will achieve greater than 0.4 growth as measured by effect size in a range of measured areas in literacy and maths.
- Maintain or increase the number of students in the top 2 bands from Year 3 to Year 5, Year 5–7 in all NAPLAN areas.
- In the Tell Them From Me survey the school mean for engagement is above the NSW norm for 7 of the 10 Social–Emotional Outcomes.
- Aboriginal students will improve in their Literacy and Numeracy by greater than .4 effect size growth.

## People

### Students

- Build skills to set and monitor goals, self-assess and provide feedback to their peers.
- Increase their ability to use technology to communicate, collaborate, create and critically analyse ideas.
- Demonstrate engagement by actively participating in lessons, asking and answering questions and completing set work to the best of their ability.
- Appropriately use a range of social skills to convey feelings, work collaboratively and solve problems peacefully.
- Monitor their own learning and provide feedback to teachers about the effectiveness of instruction.

### Staff

- Design and implement strategies to improve student use of technology that encompasses deep thinking, innovation and creativity.
- Create a classroom environment that facilitates a rapport where all students are valued and feel safe.
- Build their knowledge of, and use of, evidence based strategies to improve learning outcomes.

### Parents/Carers

- Develop an understanding of and value the evidence based strategies used by the school.
- Demonstrate support for the student wellbeing procedures implemented by the school.

## Processes

- Use of evidence based practices to promote learning.
- Implement strategies to improve student use of technology to communicate, collaborate, create and critically analyse information.
- Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

- Regular data collection and analysis.
- Annual surveys.
- Charting process against the SEF.

## Practices and Products

### Practices

- Effective partnerships established with parents and students in order for students to be motivated to deliver their best and continually improve.
- Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- The whole school continually implements the school technology plan including the technology scope and sequence which is reviewed each year.
- The school implements a social/emotional learning scope and sequence and termly charity events to promote the development of resilient global citizens.

### Products

- Students with IEPs/PLPs achieve stated goals.
- The school achieves a minimum level of Delivering in K–3, 3–5, 5–7 as measured by ScP Value Added in Scout.
- A minimum of 80% of students indicate in the annual survey that they have the essential technology skills to be creative and productive.
- Increase number of students who feel they are successful learners in annual survey from 63% in 2017 to 75% by 2020.

# Strategic Direction 2: Promote quality teaching and leadership

Purpose	People	Processes	Practices and Products
<p>To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>Engage with their learning in a positive and productive manner.</li> <li>Regularly engage with technology as a tool for learning.</li> <li>Develop their capability to analyse their own learning progress and performance to make informed judgements about their success and achievements.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Staff have the learning skills, knowledge and professional capabilities to confidently implement all NESA syllabi.</li> <li>Promote and model effective evidence based practice.</li> <li>Build capacity to provide students with timely and effective feedback.</li> <li>Consistently design and implement quality assessments and use data to guide their teaching.</li> <li>Build skills and capacity to manage a range of technologies to implement future focussed learning activities.</li> <li>Improve teaching methods in literacy and numeracy and engage in professional learning activities that strengthen knowledge and skills in achieving excellent student results.</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>Increase their awareness of syllabi.</li> <li>Build and articulate a shared purpose with staff to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Implement new syllabi, reforms or policies.</li> <li>Build the capacity of staff to implement evidence based practices.</li> <li>Increase staff competence in use of technology for Future Focussed Learning.</li> </ul> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Program supervision</li> <li>Surveys</li> <li>Formal evaluation of programs participated in eg. Kidsmatter</li> <li>Charting against the SEF.</li> </ul>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>The leadership team implements a focus on distributed instructional leadership to promote a culture of effective, evidence based teaching and ongoing improvement.</li> <li>Effective systems are implemented to manage curriculum and policy implementation, staff development, leadership development and succession planning.</li> <li>The school regularly analyses student progress and achievement data and a range of other contextual information.</li> <li>All teachers increase their understanding of, and explicitly teach, literacy and numeracy to students at all levels of achievement.</li> </ul> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>Every teacher understands the purpose, content and intent of all DoE policies and syllabi.</li> <li>All teachers regularly implement, evidence based, differentiated curriculum that develops future focused learning.</li> <li>Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress using a variety of assessment strategies.</li> <li>85% of staff and students indicate via annual survey that they have the technology resources and competence to utilise technology to engage in 21st Century learning tasks.</li> </ul>
Improvement Measures			
<ul style="list-style-type: none"> <li>In the Educational Leadership element of the Leading domain, staff move from Sustaining and Growing to Excelling.</li> </ul>			
<ul style="list-style-type: none"> <li>In the Effective Classroom Practice element of the Teaching domain the school will move from Towards Delivering/ Delivering to Sustaining and Growing in all four themes.</li> </ul>			
<ul style="list-style-type: none"> <li>In the DataSkills and Use element of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.</li> </ul>			
<ul style="list-style-type: none"> <li>In the Curriculum and Assessment elements of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.</li> </ul>			

# Strategic Direction 3: Enhance community connections

## Purpose

To build inclusive, collaborative teams and school networks through quality community partnerships which have students' engagement, learning and wellbeing as a central focus and promotes students as global citizens.

## Improvement Measures

- The school will move from Delivering to Sustaining and Growing in the Community Engagement theme of Educational Leadership – the school will regularly seek and address feedback on school performance from students, staff, parents and the broader school community.
- The school will move from Delivering to Sustaining and Growing in the Parent Engagement theme of Reporting, on the SEF – parents are presented with clear information on what and how well their children are learning and receive regular information about how to support their child's progress.
- CPS will actively participate in 100% of learning opportunities provided for both students and staff by WCoS and each event will be evaluated.

## People

### Students

- Develop networking opportunities through participation in WCoS events.
- Recognise and respect cultural identity and diversity and share a common expectation of inclusivity, building positive relationships within the school.
- Feel as though they are valued members of the school community and can actively contribute to that community.

### Staff

- Develop capacity to build stronger relationships with parents and students.
- Engage in learning communities beyond the school.

### Leaders

- Build the capacity of staff leadership through the provision of targeted professional development and network opportunities.
- Build collective capacity of teachers and the school community to evaluate the effectiveness of school programs and initiatives and inform the strategic directions of the school.

### Parents/Carers

- Participate in learning partnerships and collaborate with teachers to build transparency in the directions and priorities of the school.

### Community Partners

- Connect and engage with school events.

## Processes

- Improve communication and information dissemination with the school community.
- Engage in WCoS initiatives to enhance quality teaching, learning, leadership and partnerships.
- Increase community connections.
- Build resilient global citizens.

## Evaluation Plan

- Surveys
- Formal evaluation of events
- Photos taken of events

## Practices and Products

### Practices

- A range of print and electronic measures are regularly used to communicate with parents both about events and student learning.
- Provide combined WCoS events that foster collegiality, collaboration and learning amongst staff and students.
- The school holds regular community events.

### Products

- Money raised for nominated charities each term.
- Community events held a minimum of once per term.
- Parents will indicate via school survey that they are well informed about events and student learning.
- On the Tell Them From Me survey the school results are equal to or greater than the state average for developing a positive sense of belonging.