

# School plan 2018-2020

## Crabbes Creek Public School 1674



# School background 2018–2020

## School vision statement

**To develop** a strong team working collaboratively to ensure excellence and equity in learning and leadership.

**To expand** pedagogical opportunities for staff, students and community members by laying the foundations for future learning success.

**To nurture** engaged global learners to become confident, creative citizens who champion 21st Century learning, strengthening our community for the future.

Our school motto is Collaborate, Create, Excel

## School context

Crabbes Creek Pubic School is a friendly and welcoming school supported by a dedicated and innovative teaching staff and a committed and hard working Parents and Citizens Association.

As a learning community we aim to achieve excellence by supporting and challenging all students within a co-operative, creative and caring environment. Our values are based on equity and excellence and emphasise responsibility, respect, pride and positive relationships. At Crabbes Creek Public School our students engage in their own learning through a wide range of programs and opportunities. Student resilience, self-confidence and success are fostered through specifically targeted initiatives in academic, cultural and sporting areas.

We establish high expectations for all students and provide the support necessary to meet and achieve beyond these expectations. We place a strong emphasis on academic progress and provide students with a clear understanding of the standards we expect from each and every child. The small school environment engenders a sense of belonging where students are caring, supportive and considerate of one another. Students share their learning journey with supportive teachers in a well-resourced school. The teachers' interests and strengths complement one another thus allowing the school to offer a broad range of interesting and diversified experiences for all students. Teachers at our school acknowledge that the quality of teaching that occurs every day in each of our classrooms is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills so as to improve student outcomes. Our teachers work with passion and skill to provide the very best learning opportunities for our students. They are the ones who make our educational vision a reality.

A strong partnership continues to exist between Crabbes Creek Public School and its parent body. This partnership reflects shared and common values that we, as parents and teachers, instil and nurture in our students.

## School planning process

The S8 team is a group of small schools who work and plan together to share knowledge, skills and resources in a collegial approach to planning in the 21st Century – Crabbes Creek, Carool, Condong, Duranbah, Fingal Head, Tumbulgum, Stokers Siding and Burringbar Public schools

**Purpose:** Establish the educational and cultural practices that need to emerge from the implementation of the school plan to define the skill development and professional learning necessary to achieve the school's key improvements.

**People:** The plan will recognise the need to build the capabilities of the school community and the wider school community(S8), to contribute effectively.

Our S8 school teams worked together with their individual communities to discuss their visions for the next three years and beyond. This process was enhanced by working with the whole school community to conduct strengths, weaknesses, opportunities and threats analysis. The aim was to create a collaborative vision statement for future transformation, ensuring alignment with the educational priorities, dreams and ambitions of the community.

Our S8 leadership team met to share our individual school visions and to decide upon the possibility of a shared vision across the seven small schools acknowledging our individual

differences and needs as evidenced in our purpose, people, processes, product and practices and our milestones.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning and Wellbeing

### Purpose:

Excellent schools have a strategic and planned approach to develop whole school well-being processes. These processes support the well-being of all students so that they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focussed approach to professional learning surrounding the 'What Works Best' document. We aim to develop in students the ability to set goals, self-direct and articulate their learning.

## STRATEGIC DIRECTION 2 Excellence in Teaching

### Purpose:

Highly skilled and passionate teachers are an essential part of improving student outcomes. Our purpose is to create stimulating, challenging yet supportive professional environment for teachers which uses research to underpin quality practice. We understand the need for genuinely collaborative planning dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school. We understand that effective professional learning and coaching/mentoring is crucial to developing teacher capacity.

## STRATEGIC DIRECTION 3 Whole School Improvement

### Purpose:

A focus on whole school improvement requires excellent leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Our purpose is to enable a self-sustaining and self-improving community that will continue to support the highest levels of learning.

# Strategic Direction 1: Learning and Wellbeing

## Purpose

Excellent schools have a strategic and planned approach to develop whole school well-being processes. These processes support the well-being of all students so that they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focussed approach to professional learning surrounding the 'What Works Best' document. We aim to develop in students the ability to set goals, self-direct and articulate their learning.

## Improvement Measures

Student engagement and satisfaction analysed through surveys, interviews, observations and data collection which show ongoing improvement.

School is 'Excelling' (SEF/Wellbeing) through self-assessment or External Validation processes.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Students will achieve their year appropriate expected growth in Literacy and Numeracy.

## People

### Students

Will engage in goal setting, peer and self-reflection activities. They will clearly articulate what they need to do in order to progress.

### Staff

Implement evidence-based teaching practices across the curriculum, collegially sharing their learning with relevant staff.

### Parents/Carers

Involve school families in understanding the learning process and how to actively support their children.

### Community Partners

Engage interested community members in authentic learning opportunities across the school.

### Leaders

Demonstrate and develop a culture of high expectations for all members of the school community.

## Processes

### Best practice assessment

Use research to develop consistent, school wide processes to monitor, plan and report on student learning.

Assessment, planning and programming inform and improve student learning outcomes.

### Self-directed, resilient, engaged learners

Develop a whole school approach to support students to become self-directed learners, resulting in measurable improvement in engagement and learning outcomes.

### Curriculum and Learning

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions. Success criteria and feedback is evident.

## Evaluation Plan

Behaviour incidents, observation data, student work samples, pre/post assessment data, progression data, learning goals, success criteria, student surveys, meeting minutes, SEF tracking/ Well-being Framework, moderating practices, photos, communication processes, parent interactions.

## Practices and Products

### Practices

Classroom teachers to regularly meet in stage groups to monitor data to inform future directions.

Classroom teachers regularly plot tracking data.

Staff collegially develop and share effective teaching practices.

### Products

Teaching practices more closely meets student learning needs.

More accurate and frequent tracking of student progress.

Effective teaching practices being facilitated across collegiate.

# Strategic Direction 2: Excellence in Teaching

## Purpose

Highly skilled and passionate teachers are an essential part of improving student outcomes. Our purpose is to create stimulating, challenging yet supportive professional environment for teachers which uses research to underpin quality practice. We understand the need for genuinely collaborative planning dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school. We understand that effective professional learning and coaching/mentoring is crucial to developing teacher capacity.

## Improvement Measures

Regular staff evaluation and feedback of professional learning, coaching and mentoring indicates increased engagement, understanding and capacity for all staff.

Staff teams regularly and systematically collaborate using student data to improve teacher practice and student outcomes.

The school is deemed to be excelling through the self- assessment or External Validation process in the area of Effective Practice and Learning and Development.

## People

### Students

Can articulate why a practice is being used and have the opportunity to formally reflect on the practice.

### Staff

Work collaboratively across the stages to evaluate and adjust teaching strategies, leading to measurable improvements in student learning.

### Leaders

Research, establish and support structures and feedback processes designed to enhance improved teacher practice and measurable student learning improvements.

## Processes

### High impact classroom practice

All teachers demonstrate high impact evidence based effective lesson planning, explicit teaching and provide effective feedback to all students.

### Evaluation Plan

Student, teacher and community surveys/evaluations

Student work samples

Videos of collaborative practice, coaching/mentoring, teaching practice

Teaching and learning programs

## Practices and Products

### Practices

Classroom teachers regularly meet to analyse student data and develop collaboratively planned units of work.

Classroom teachers regularly meet with school mentor/coach to improve teaching practice.

Classroom teachers provide effective classroom feedback to all students in every lesson.

### Products

Teaching practices more closely meet student learning needs.

Teachers guided by mentor/coach utilise evidence based practice to improve teaching and learning.

Effective classroom feedback ensures students have a clear understanding of what they know and what they need to learn next.

# Strategic Direction 3: Whole School Improvement

## Purpose

A focus on whole school improvement requires excellent leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Our purpose is to enable a self-sustaining and self-improving community that will continue to support the highest levels of learning.

## Improvement Measures

Staff are engaged in collaborative partnerships building capacity, leadership and facilitating mentoring through observations, stage meetings and community of school / network groups.

Consistent data collection that shows improved student performance, which informs planning.

The school celebrates successful teaching and learning and improvements in student and school results.

## People

### Students

Give meaningful and constructive feedback to teachers about pedagogy.

### Staff

Work collaboratively within and between schools to improve their own teaching practice and impact positively on the practice of others.

Develop the capacity to reflect on practice, and give and receive feedback, within a culture of continuous improvement.

Develop the skills, knowledge and understanding to effectively identify professional learning needs, and actively engage in collaborative practices around those needs.

### Leaders

Explore current research into best educational practice and provide engaging opportunities for all stakeholders to embed new learning.

Create structures that support and enhance a culture of continuous improvement.

Recognise high performance and continuous improvement through the teacher accreditation process.

### Parents/Carers

Provide feedback to leaders around school culture, particularly high expectations and a culture of continuous improvement.

## Processes

### *Performance management and development*

The leadership team establishes a professional learning community focused on continuous improvement of teaching and learning, through high impact collaborative practice.

### Evaluation Plan

Teachers are active members of the S8 Community of Schools' Group through participation in regular stage meetings and staff development days.

Feedback processes involving teachers, students and parents/carers.

Comprehensive data gathering and analysis systems.

## Practices and Products

### Practices

Professional learning teams will be formed across schools based on common personal goals; stage teams; and school strategic directions.

### Products

Products: Enhanced teacher and leadership capacity, reflected in greater collaboration, self – reflection, higher expectations and cohesive school teams.