

School plan 2018-2020

Cronulla Public School 1682



School background 2018–2020

School vision statement

At Cronulla we equip students with the tools to be successful, confident, creative individuals. This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning.

School context

Cronulla Public School operates under the banner 'Knowledge Is Strength'. The school is set in park like grounds with large grass playing fields and beautiful views over the surrounding water ways. The staff of Cronulla is committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development. The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students. The profile of the school has continued to be raised due to our exemplary and unique programs. The school's enrolment continues to grow rapidly. Cronulla Public is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

School planning process

School Planning is an ongoing and cyclical process including all stakeholders.

Students and Parents Input – surveys, presentations, think tanks, expectation

Cronulla PS Staff input – staff meetings, expectations, resource allocation, relative skills set performance and development

DEC Input – Departmental Guidelines, Mandatory requirements, compliance training, 3 year cycle, milestones, resource management, implementation framework

School Plan Strategic Directions:

Quality Learning,

Quality Teaching,

Quality Leading

School Plan Processes:

SD 1 : Empowered Learners, High Impact Assessment and Reporting, Student Wellbeing

SD 2: Evidence informed Pedagogy, Data Rich Targeted Teaching, Collaboration

SD 3: Building Leadership Capacity, Community Engagement, Developing an Evaluative Mindset

Projects:

Curriculum and Pedagogy Project

Data, Assessment and Reporting Project

Wellbeing Project

Community Engagement Project

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Learning

Purpose:

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student-centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self-directed learners who create future learning goals and engage in feedback to enhance their learning.

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

Teacher quality is identified as the most important school-based factor in student achievement. Skilled and committed teachers demonstrate deep pedagogical knowledge, are rigorous in their use of evidence to inform practice and contribute to a collaborative learning culture. Our purpose is to create and maintain a stimulating professional environment which fosters life-long learning. Teachers challenge themselves to continually enrich their practice, reflect on teaching effectiveness and develop collaborative expertise to enhance student learning.

STRATEGIC DIRECTION 3 Quality Leading

Purpose:

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

Strategic Direction 1: Quality Learning

Purpose

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student-centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self-directed learners who create future learning goals and engage in feedback to enhance their learning.

Improvement Measures

Increase value add trend in reading and numeracy.

Differentiated instruction and student grouping is incorporated into all teaching programs in English and Mathematics.

All students set attainable learning goals in English and Mathematics.

People

Students

Actively participate in engaging, authentic and challenging curriculum while developing the capacity to set goals, reflect on and evaluate their learning.

Staff

Develop their skills in assessment, differentiation and student-centred learning in order to cater for the varied learning needs of students.

Leaders

Establish structures and processes to identify, address and monitor students learning needs.

Parents/Carers

Collaboratively develop learning goals with student and teacher and support students to achieve those goals.

Processes

Empowered Learners

Deliver quality learning experiences which enable students to respond to feedback, demonstrate their learning and set and achieve their learning goals. Students and teachers have high expectations for learning and achievement.

High Impact Assessment and Reporting

Ensure learning is data driven and based on formative assessment practices to enable differentiation and targeted teaching experiences in which all students are highly engaged.

Student Wellbeing

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

Progress towards improvement measures will be evaluate through monitor the effectiveness of Professional Learning activities through reflection and feedback, ongoing reflection and evaluation of teaching and learning programs, observational rounds, school-based assessment data, focus groups and meeting minutes.

Practices and Products

Practices

Learning intentions, success criteria, self-evaluation, peer/teacher feedback and assessment practices are visible in learning activities to empower students.

Quality differentiated instruction and personalised learning practices, within English and Mathematics, support and promote learning excellence.

Staff collaboratively develop consistent processes, informed by research and data, to engage all students emotionally, behaviourally and intellectually.

Products

Students use learning intentions, success criteria and feedback to analyse their progress and inform future learning directions.

All learning experiences in English and Mathematics are differentiated to support individual learning needs in order to maximise learning achievement.

The school is an environment where all students are emotionally, behaviourally and intellectually engaged and connected to their learning.

Strategic Direction 2: Quality Teaching

Purpose

Teacher quality is identified as the most important school-based factor in student achievement. Skilled and committed teachers demonstrate deep pedagogical knowledge, are rigorous in their use of evidence to inform practice and contribute to a collaborative learning culture. Our purpose is to create and maintain a stimulating professional environment which fosters life-long learning. Teachers challenge themselves to continually enrich their practice, reflect on teaching effectiveness and develop collaborative expertise to enhance student learning.

Improvement Measures

Increase the percentage of students in top two bands for reading, writing and numeracy.

All teachers incorporate quality pedagogical practices (eg. Quality Teaching Framework Elements) into their teaching programs.

Increased use of student data to inform teaching in English and Mathematics.

People

Students

Engage in targeted learning activities underpinned by sound pedagogical practices informed by student data analysis.

Staff

Work collaboratively and participate in professional learning to ensure their teaching practices are evidence informed and targeted to individual student need.

Leaders

Ensure school practices, procedures and resources support colleagues to provide evidence-based learning experiences to maximise positive impact on student learning.

Parents/Carers

Develop an increased understanding of the schools direction in relation to teaching and learning.

Processes

Evidence Informed Pedagogy

Implement a whole school approach to improving pedagogical practice through professional learning and the development of high quality teaching and learning programs reflecting evidence-based teaching strategies.

Data Rich, Targeted Teaching

Strengthen the use of student assessment data across the school to identify student progress, reflect on teaching effectiveness and inform future learning directions.

Collaboration

Develop and implement collaborative processes, including regular meetings, observations and feedback, to establish consistency in teacher practice, programming, assessment and reporting.

Evaluation Plan

Progress towards improvement measures will be evaluated through weekly grade meetings, minutes from collaborative planning and programming meetings, observational rounds, student work samples, teaching programs and focus groups.

Practices and Products

Practices

Teachers engage with the elements of quality pedagogy and develop their capacity to apply them in all learning experiences.

Teachers engage in targeted professional learning to enhance their ability to capture, analyse and use data to inform practice.

Continuous collaboration and agile programming results in an explicit teaching approach to English and Mathematics.

Products

Teachers understand the elements of quality pedagogy and embed them into their everyday practice.

Every teacher uses data to inform, differentiate and evaluate their teaching to optimise student learning outcomes.

Structures and processes are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Strategic Direction 3: Quality Leading

Purpose

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

Improvement Measures

Increase leadership opportunities for students within the school.

Increase parental understanding of and involvement in school practices, programs and initiatives.

Evidence of authentic evaluation of teaching programs and practices.

People

Students

Engage in opportunities to build their capacity as leaders and develop skills to evaluate school initiatives and themselves as learners.

Staff

Assume leadership roles within the school which reflect their areas of interest and expertise. Staff develop their ability to effectively evaluate school programs and teaching practices.

Leaders

Provide opportunities for all members of the community to be actively engaged in school improvement and decision making.

Parents/Carers

Authentically involved in the development and evaluation of school programs and initiatives.

Processes

Building Leadership Capacity

Provision of leadership opportunities for individuals and groups to build capacity and share expertise in areas relevant to the school's Strategic Directions.

Community Engagement

Actively increase participation and engagement from the school community in the planning, implementation and evaluation of school programs, initiatives and future directions.

Developing an evaluative mindset

Implement a whole school approach to effective evaluation where students, staff and the community reflect on programs, measure impact and refine practice for the future.

Evaluation Plan

Progress towards improvement measures will be evaluated through demonstrating capacity in other /areas of expertise eg: Relieving staff, seconded positions, surveys, focus group feedback and community involvement in school activities, meeting minutes, reflection, feedback and milestone monitoring.

Practices and Products

Practices

Staff, students and community members are supported to and provided with opportunities to undertake leadership roles within the school.

The community have opportunities to contribute to whole school decision making.

Staff, students and community members are exposed to and begin to apply elements of effective evaluation to enhance school programs and initiatives.

Products

Staff, students and community members have clear, purposeful leadership roles within the school based on areas of interest and expertise.

The community is actively engaged in contributing to whole school decision making and initiatives which inform ongoing school improvement.

Ongoing evaluation of major school initiatives and programs informs future directions.