

School plan 2018-2020

South West Rocks Public School 3083



School background 2018–2020

School vision statement

Our vision at South West Rocks Public School is to facilitate students to develop, demonstrate, articulate and value the knowledge and skills that will support them as life-long learners, to participate as responsible members of society and practise the core school values of Care, Co-operation and Courtesy.

School context

Situated in a popular area of the NSW mid-north coast, the town of South West Rocks contains a mixture of retired people and younger working families. The school aims to achieve academic excellence in a caring, co-operative and courteous environment. We aim to provide quality teaching of an expanded curriculum that ensures equitable access for all students. Whilst the teaching of literacy and numeracy are chief priorities, we provide many opportunities for children to excel in all key learning areas. As a member of the Macleay Public Schools (MPS) we aim to promote the virtues of the public education system in NSW. At South West Rocks Public School we continue to work closely with community groups and provide students and parents with outstanding transition programs from pre-school to Kindergarten and Year 6 to Year 7. We are proud of the positive student welfare programs such as QuEST (Quality Environment for Students and Teachers) and Positive Behaviour for Learning (PBL). These programs build self-esteem and leadership skills. South West Rocks Public School has energetic and engaged parents plus teachers and students who are highly active in many community projects, making the school a great part of our local community.

Modern technologies are embraced and staff take advantage of our wireless computer network, STEM/Robotics, iPads, interactive whiteboards and general computer facilities. We aim to continue to implement and explore the potential of emerging technologies across K – 6 as tools for student and community engagement and improved learning that meet the needs of students in the 21st century.

We are extremely proud of the dedicated and compassionate nature of our staff and our school motto of “Care, Co-operation and Courtesy” highlights our commitment to the students and the community

School planning process

School planning process

The school planning process has been an extensive consultation process involving all stakeholders including students, staff, parents, carers and wider community groups.

Planning has involved:

- Completing the School Excellence Framework (SEF) survey establishing where the school is placed. Planning how the framework can support improved practices across the domains of teaching, learning and leading.
- Consultation with the community on the achievement of improved student outcomes, targets and strategic priorities
- Confirming the school’s vision that describes what the school aspires to and what the school community wants the school to be like
- Using the outcomes of teaching and learning audit to inform strategic change
- Consultation with the Director Public Schools on the achievement of improved student outcomes, targets and strategic directions
- Determining the school’s strategic directions which relate to DEC priorities, the school context and student and community needs
- Identifying financial, human and physical resource requirements to implement the school plan
- Synthesising the findings and recommendations of the above
- Preparing the school plan

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning – Curriculum Planning and Assessment

Purpose:

Numeracy and literacy skills are crucial in helping our students develop fully as individuals and live satisfying and rewarding lives. We want the best education possible for our students, and we want them to leave school with choices – and the confidence to pursue them.

STRATEGIC DIRECTION 2

Teaching – Building Practice and Excellence

Purpose:

A coherent, sequenced plan for curriculum delivery ensures teaching and learning expectations and a clear reference for monitoring learning across all year levels. A collaborative whole school culture ensures there will be a common approach to these tasks.

STRATEGIC DIRECTION 3

Leading – A Positive School Culture

Purpose:

To further develop a positive school culture where staff, students and parents work together to achieve improved outcomes.

The active engagement and communication with parents, community members, other schools, businesses and local organisations is essential to improving levels of student engagement and learning outcomes.

Strategic Direction 1: Learning – Curriculum Planning and Assessment

Purpose

Numeracy and literacy skills are crucial in helping our students develop fully as individuals and live satisfying and rewarding lives. We want the best education possible for our students, and we want them to leave school with choices – and the confidence to pursue them.

Improvement Measures

School self evaluation through the SEF, indicates a movement from delivering to sustaining and growing in the Learning Domain – Wellbeing (Individual Learning Needs)

School self evaluation through the SEF, indicates a movement from sustaining and growing to excelling in the Learning Domain – Wellbeing (Behaviour)

School self evaluation through the SEF, indicates a movement from sustaining and growing to excelling in the Learning Domain – Learning Culture (Attendance)

People

Students

Students will develop and utilise new skills and demonstrate their learning in a variety of ways and contexts. Students will engage fully and progress through the curriculum building upon their achievements K–6.

Staff

Drive school improvement through an inclusive and explicit improvement agenda underpinned by the SEF.

Leaders

Build positive cultures and high expectations. Collaboratively set targets for improving literacy and numeracy performance of students and put plans in place to achieve these targets.

Parents/Carers

Engage in supportive partnerships between home and school by participating in opportunities to make contact with their children's class teacher through meetings, workshops and information sessions to further enhance their understanding of their children's learning abilities and needs.

Processes

Learning and Support Team (LAST)

- LAST play a key role in leading the school's responses to students with a disability under the legislation and supports teachers to meet those obligations. The prime responsibility for meeting the learning needs of students lies with the school and classroom teacher.
- LAST processes determine SLSO and LAST timetabling. Adjustments to timetables made as necessary.

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Student Leadership

Leadership is a quality that all students at SWRPS are encouraged and supported to develop. Students from K–6 take on the role of leaders of their own learning. Through curriculum and extra curricula activities all students are supported in developing the skills necessary to be a leader. This ensures that all students perceive themselves as leaders and have the opportunity and confidence to take on leadership roles.

Strong links and cultural connections need to be made with the Aboriginal community to build leadership and understanding.

Attendance

Establish systems and processes to ensure that regular attendance consistently monitored. High attendance rewarded and support is provided for students and their

Practices and Products

Practices

LAST

Well-developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. (S&G)

Student Leadership

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (E)

Attendance

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (S&G)

Products

LAST

supports teachers in identifying and responding to the additional learning needs of all students

facilitates and co-ordinates a whole school approach to improving the learning outcomes of every student

co-ordinates planning processes and resourcing for students with disability and additional learning and support needs

Strategic Direction 1: Learning – Curriculum Planning and Assessment

Processes

families whose attendance needs improving.

Evaluation Plan

- NAPLAN item analysis and student growth analysis. Best Start and PLAN data. Student work samples.
- Regular reporting against improvement measures from all staff, focus groups, surveys, stage meetings, LAST data and notes.
- SEF V2
- Attendance records

Practices and Products

designs and implements the supports required to build teacher capacity so that all students access quality learning

develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community. Provides appropriate and timely class and individual support for student learning including ATSI students. LAST tracks student progress through data analysis. PLPs completed for ATSI students. ILPs for students where appropriate.

Student leadership

Create inclusive opportunities for all students to reach their potential as successful people.

Highly effective SRC, PBL, QuEST, public speaking, cultural and sporting programs and opportunities for children.

Effective cultural curriculum and school strategies including Connecting to Country training, Bro/Sista speak, Girls' Academy, NAIDOC and AECG contributions.

Attendance

The school, in partnership with parents, are responsible for promoting the regular attendance of students.

Staff are informed of their responsibilities related to student attendance and the expectations and responsibilities of every classroom teacher with regards to monitoring and following up of absences e.g. school-based flowchart outlining teacher responsibilities in relation to monitoring and

Strategic Direction 1: Learning – Curriculum Planning and Assessment

Practices and Products

following up of student absences.

Strategic Direction 2: Teaching – Building Practice and Excellence

Purpose

A coherent, sequenced plan for curriculum delivery ensures teaching and learning expectations and a clear reference for monitoring learning across all year levels. A collaborative whole school culture ensures there will be a common approach to these tasks.

Improvement Measures

School self evaluation through the SEF, indicates a movement from sustaining and growing to excelling in the teaching Domain – Effective Classroom practice (Lesson Planning)

School self evaluation through the SEF, indicates a movement from delivering to sustaining and growing in the Teaching Domain – Professional Standards (Literacy and Numeracy Focus)

Indication from assessment tasks and work samples of improved student performance in literacy and numeracy

People

Students

Will have a greater understanding of expectations regarding the quality of their work, what is required to achieve proficiency in a particular piece of work and how to achieve this.

Staff

Understand that enhanced student learning outcomes can only be achieved with accompanying changes and improvements in classroom pedagogy. Staff develops a deeper knowledge and understanding of the quality teaching framework and its effect on student learning.

Leaders

Understand the importance of developing a K–6 planning and assessment process, where teachers build a professional repertoire to engage students effectively in learning, irrespective of their learning background and challenges. Clearly articulate the expectations of all staff who are aware of each other's responsibilities in relation to a shared plan for curriculum delivery.

Parents/Carers

Engage in supportive partnerships between home and school by participating in opportunities to make contact with their children's class teacher through meetings, workshops and information sessions to further enhance their understanding of their children's learning abilities and needs.

Processes

Professional Learning Communities (PLCs)

- Use staff meetings school development days and PLCs to provide teachers with opportunities to work and learn collaboratively at school, network and system level and to share that learning with their peers.

Improving student outcomes in literacy and numeracy

- Staff analyses student data regularly to monitor progress, guide teaching practices, transitions and prompt early intervention.
- Systems and processes are in place to ensure that teaching and learning programs are focussed on developing students' literacy and numeracy skills in alignment with NSW syllabus documents.

Evaluation Plan

Student work samples. Teaching and learning programs. Lesson observation feedback. Notes and plans from IL. Accreditation progress and processes. PLAN, NAPLAN data. NESA accreditation.

SEF V2

Practices and Products

Practices

PLC

Teachers collaborate across stages/teams and schools to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. (S&G).

Literacy and Numeracy

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. (S&G)

Teachers work collaboratively and openly to refine and where necessary adjust teaching programs to support student learning. Teachers use Learning Sprints to plan teaching and learning and assess achievement.

Products

PLC

SWRPS working with Nambucca Heads P.S in the following: Participate in peer observations and feedback as part of the PDP process. This includes observing colleagues, being observed, working collaboratively to reflect on this practice and identify areas for improvement. PLCs develop and share exemplars of student work raising expectations across school.

The PLC supports an increase student learning by creating a culture that is:

- focussed on continuous improvement by

Strategic Direction 2: Teaching – Building Practice and Excellence

Practices and Products

linking the learning needs of students with the professional learning and practice of teachers

Literacy and Numeracy

SWRPS has a shared understanding of high quality teaching of literacy and numeracy and a whole school focus on improving literacy and numeracy. Through the work of stage leaders and instructional leader, SWRPS has a culture where all teachers are responsible for literacy and numeracy improvement. SWRPS is achieving success through an intentional approach to improving the progress of every student.

Strategic Direction 3: Leading – A Positive School Culture

Purpose

To further develop a positive school culture where staff, students and parents work together to achieve improved outcomes.

The active engagement and communication with parents, community members, other schools, businesses and local organisations is essential to improving levels of student engagement and learning outcomes.

Improvement Measures

School self evaluation against the SEF, indicates a movement from sustaining and growing to excelling in the Leading Element – Management Practices and Processes (Community Satisfaction)

School self evaluation against the SEF, indicates a movement from delivering to sustaining and growing in the Leading Element – Educational Leadership (Instructional leadership)

People

Students

Actively engage in their learning with a willingness to use new technologies and resources and demonstrate this in a range of contexts.

Staff

Share their expertise and knowledge with colleagues. Seek support and advice from others when appropriate. Demonstrate a deep understanding of the national professional teaching standards.

Leaders

School leaders given the opportunity to develop skills through leading syllabus and wider KLA projects.

Parents/Carers

Have the opportunity to share their expertise and skills within the school setting. Have the opportunity to develop their knowledge and skills to support their children's learning through workshops and information sessions.

Processes

Communication

Staff will lead formal and informal community meetings to discuss relevant issues and school related projects. These meetings will be held throughout the year providing the opportunity to gauge parent interest and provide opportunities for input and

Instructional Leader. (IL)

- Teachers will use the PDF to set goals that align with the school's strategic directions, school projects and the Australian professional Teaching standards. Professional learning, classroom observations, feedback and reflection will follow. Teachers will achieve and maintain varying levels of accreditation with NESAs.

Evaluation Plan

LAST attendance data and parent contact. Attendance tracking sheets completed by classroom teachers.

PBL data from meetings and SENTRAL

Attendance at Cultural Awareness Training, Bro/Sista speak, NAIDOC.

SRC achievements and activities.

Parent, student, staff, community feedback.

Practices and Products

Practices

Communication

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. (S&G)

Regular opportunities for the community to receive information and contribute positively to the school. This includes P&C, parent helper program, parent information workshops and collaborative planning.

Instructional leader.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build strong leaders. (S&G)

Use NSW syllabus documents, literacy and numeracy progressions to support effective learning and assessment to meet individual student and whole school needs.

The IL supports teachers to improve their individual and collective capacity to improve student learning.

Products

Communication

Effective communication between school, parents, students and the community forms the foundation for developing and maintaining partnerships. There is a genuine exchange of information and ideas between the student, the school, the home and the community. The practices support

Strategic Direction 3: Leading – A Positive School Culture

Practices and Products

communication between the school and parents from diverse backgrounds, including Aboriginal and Torres Strait Islander parents.

Instructional Leader

There is a school-wide commitment to improving student learning outcomes through a supportive culture which aims to strengthen the professional effectiveness of teachers. There is evidence of a strong culture of collaboration, with a focus on instructional teams that is linked by common issues and characterised by collective inquiry. The priority is that of leading instructional improvement.