



# School plan 2018-2020

## Cronulla South Public School 3668

# School background 2018–2020

## School vision statement

To provide a teaching and learning environment in which every child thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities.

## School context

Cronulla South Public School is located in the southern coastal suburbs of Sydney and has a population of approximately 340 students. The school and wider community have high expectations for learning and behaviour and provide the support necessary for the students to meet those expectations.

Student learning is focussed on literacy and numeracy and staff are committed to catering for the needs of all students through quality teaching programs. Specialist teachers, such as learning support, English as an additional language or dialect and a youth worker are employed to help support students.

The school supports a gifted and talented program for students in Years 3 to 6, as well as providing enrichment opportunities within the school. The school integrates technology into all facets of the curriculum including a focus on digital technology and film-making.

Students are able to participate in inter-school sport and have the opportunity to perform in one of the two school choirs, band and dance as well as a P&C supported language program.

Cronulla South Public School welcomes and encourages parental and community involvement and works closely with the P&C. Joint initiatives have included the establishment of a languages program, facilities improvements and environmental sustainability initiatives.

## School planning process

All stakeholders of the school community were consulted and provided the opportunity to give feedback on the future direction of the school.

Staff, students and parents participated in surveys and were consulted on the strengths of the school, areas of improvement and the goal of education to deliver skills for their child to thrive beyond school.

Staff, students and parents also participated in forums to contribute to discussion on our goal for students to prepare them for their future. The forums looked at our strengths as a school, as well as things that we need to work on. Parents had an opportunity to contribute through P&C meetings and a series of feedback 'conversations' in the staffroom.

From this information the vision and strategic direction of the school was developed by the staff.

The school plan was presented to parents for feedback and final editing.

School staff was consulted on the purpose, people, processes, practices and products for each strategic direction and have formed teams to move the school forward in these areas.

# School strategic directions 2018–2020



**Purpose:**

To engage teachers in a culture of collaboration around each student's growth. To empower students to lead their own learning.

**Purpose:**

To empower students to lead their own lives, make a difference with others and provide them with tools to better achieve their goals and find their voice.

**Purpose:**

To create a culture of trust and engagement amongst staff, students and parents to collaborate around a shared purpose of success for all.

# Strategic Direction 1: Teaching and Learning

## Purpose

To engage teachers in a culture of collaboration around each student's growth. To empower students to lead their own learning.

## Improvement Measures

- Increased proportion of students demonstrate deep reflection and intellectual engagement in their learning.
- Teachers increasingly engage in the collaborative practice of implementing Learning Sprints and demonstrate an improved ability to reflectively make adjustments to ensure student growth.
- Increasing numbers of teachers work towards and/or maintain accreditation at Proficient or beyond, reflecting in their practice the goals of this School Plan.
- Internal and external data shows increase in value-added and growth in literacy and numeracy
- Increased proportion of students in top 2 NAPLAN bands in Reading and

## People

### Students

Build the skills to self-assess using success criteria, assessment rubrics and peer and self-reflection strategies. They will build their resilience and independence as self-regulated learners.

### Staff

Embed a culture of evidence-informed, responsive quality teaching practices and collaborative professional learning where teachers and leaders build their capacity to facilitate improvement for every student

### Parents/Carers

Develop an understanding of the school's approach to quality teaching practices, so they can actively support their child's learning.

### Leaders

Embed a culture of evidence-informed, responsive quality teaching practices and collaborative professional learning where teachers and leaders build their capacity to facilitate improvement for every student.

## Processes

### 4MAT Assessment

Professional learning in the use of formative and summative assessment, including the use of rubrics.

### Seven Steps to Writing Success

Staff trained to implement the program to inspire students to rapidly improve their writing results.

### Improvement Sprints in Writing and Numeracy

#### PREPARE

Define: What outcomes do we need to improve and for which learners? Why aren't they making the desired progress?

Design: What small specific actions can we take in our classrooms to improve student learning?

Assess: How will we know if it's working?

#### SPRINT

How can we test our improvement approach in a short 1-4 week Sprint?

What evidence of student learning progress should we collect as part of our Sprint?

How can we best use peer and expert guidance to support our Sprint?

#### REVIEW

What does the evidence tell us about the impact of our improvement approach?

## Practices and Products

### Practices

- Every student engages in formative feedback, including peer and self assessment strategies to demonstrate critical thinking and deep engagement with their learning.
- Every teacher demonstrates appropriate use of data, research and student work samples to improve learning outcomes.
- Every teacher utilises a variety of collaborative evidence informed practices, in order to engage in deep reflection upon their teaching.

### Products

- Assessment tasks show peer and self-assessment strategies leading to greater student ownership of their own learning.
- Students goals for learning enable them to effectively participate in student led-conferences.
- Teaching and learning programs provided differentiation for individual student learning needs, use of technology and demonstrate student achievement of outcomes through program review and student work samples. Differentiated quality teaching practices and responsive teaching practices result in increased engagement in learning.
- Enhanced leadership capacity, reflected in greater collaboration, self-reflection, high expectations and cohesive strategic school teams.

# Strategic Direction 1: Teaching and Learning

## Processes

How will what we've learnt in this Sprint inform our next one?

How can we transfer what we've learned into future practice, programs and resources.

## Evaluation Plan

Generate baseline data from data sources including: Tell Them From Me survey, Teaching and Learning programs, Assessment tasks, work samples, observations, PDPs, NAPLAN.

Conduct an annual cycle of evaluation to determine progress made and determine the consecutive year's milestones.

# Strategic Direction 2: Leadership

## Purpose

To empower students to lead their own lives, make a difference with others and provide them with tools to better achieve their goals and find their voice.

## Improvement Measures

Increasingly positive data will be drawn from the Tell them from Me Survey – 4 dimensions of classroom and school practices

Increased student understanding and capacity to reflect upon their own learning and plan where to next for continual improvement.

Increasingly positive PBL data using the Tiered Fidelity Indicator and Self-Assessment Survey.

## People

### Students

Actively engage in and take responsibility for their learning as they are explicitly guided through The Leader in Me program.

### Staff

Develop, implement and evaluate teaching and learning practices from The Leader in Me and PBL to facilitate improved learning outcomes for all students.

### Parents/Carers

Have the opportunity to engage as active partners in their child's learning, through developing an understanding of The Leader in Me and 7 Habits training for families.

### Leaders

Support the implementation of The Leader in Me/7Habits and actively participate in leadership coaching sessions to sustain a culture of ongoing improvement.

## Processes

### Positive Behaviour for Learning (PBL)

Review PBL as part of the Wellbeing Framework for Schools, to drive student engagement and facilitate positive wellbeing.

### The Leader in Me/7 Habits

Explicitly teach the core paradigm that everyone can be a leader when they understand how:

*personal effectiveness* (initiative, vision and self discipline) leads to *interpersonal effectiveness* (relationship building, communication, collaboration).

## Evaluation Plan

### Evaluation Plan

Generate baseline data from data sources including: Tell Them From Me survey, PBL data using the Tiered Fidelity Indicator and Self-Assessment Survey. Teaching and Learning programs, Assessment tasks, work samples, observations, PDPs, NAPLAN.

Conduct an annual cycle of evaluation to determine progress made and determine the consecutive year's milestones.

## Practices and Products

### Practices

All staff has high expectations for learning, provide effective feedback and facilitate student self-assessment.

Expectations of behaviour and leadership are co-developed with students, staff and the community and are used to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

### Products

Positive data drawn from the Tell them from Me Survey show – 4 dimensions of classroom and school practices.

Student goal samples show understanding and capacity to reflect upon their own learning and plan where to next for continual improvement.

PBL data is positively reflected in the Tiered Fidelity Indicator and Self Assessment Survey.

# Strategic Direction 3: Culture

## Purpose

To create a culture of trust and engagement amongst staff, students and parents to collaborate around a shared purpose of success for all.

## Improvement Measures

- Increased numbers of students are motivated to deliver their best and continually improve as a result of effective learning partnerships between home and school.
- Increasingly positive data from the parent engagement survey and the Tell them from me parent and teacher surveys

## People

### Students

Empowered to understand that change starts within them and that by collaborating and engaging other's talents they can achieve greatness.

### Staff

Empowered to understand that change starts within them and that by identifying their own talents they can achieve greatness for themselves, the school and the wider community. They make connections between their practice and the school strategic plan and strengthen their commitment to school improvement through a culture of genuine shared purpose and collaboration with stakeholders.

### Parents/Carers

Develop an increased understanding of and value the range of communication opportunities and support programs offered by the school. They demonstrate support for and active engagement with their child's learning

### Community Partners

Actively sought to develop strong links with the community to build and support the development of school resources.

### Leaders

Adopt a strategic and integrated approach to support all staff to create, implement and evaluate a range of high quality authentic learning experiences and community connections.

## Processes

### Connections

Identify and develop opportunities for new programs and tasks that enable authentic connections to be fostered and promote student– community connections across the curriculum and beyond the school.

### Future planning project

Implementation of the master plan for facilities to maximise future focused learning opportunities.

### Community engagement project

Develop, implement and evaluate a range of strategies to facilitate authentic parent and community engagement.

## Evaluation Plan

Generate baseline data from data sources including: Tell Them From Me survey, PBL data using the Tiered Fidelity Indicator and Self-Assessment Survey. Teaching and Learning programs, Assessment tasks, work samples, student goals, observations, PDPs, NAPLAN.

Conduct an annual cycle of evaluation to determine progress made and determine the consecutive year's milestones.

## Practices and Products

### Practices

School leaders and teachers demonstrate shared responsibility for developing, implementing and evaluating authentic connections and innovative learning opportunities.

Students, staff and community embrace Leadership Culture as witnessed through the:

Physical Environment (See)

Common Language (Hear)

Emotional Environment (Feel)

Students demonstrate active engagement with their school and the wider community.

### Products

Teaching programs include a range of high quality authentic learning experiences that are explicitly linked to improving student learning outcomes and the development of future focused skills.

Master plan drives the delivery of agile learning spaces.

Parents and community members authentically engage with the school.

Parent forums are conducted to unpack topics that parents request in the area of curriculum and student wellbeing.

Students involved in extra-curricular, leadership, citizenship and volunteering activities.