

School plan 2018-2020

Castle Cove Public School 3919



School background 2018–2020

School vision statement

Castle Cove Public School promotes a vibrant, inclusive learning community with a culture of excellence which builds all students' strengths and capabilities, preparing them to meet the challenges of a rapidly changing world. We aim to develop in our students the ability to act with integrity and to thrive emotionally, mentally, spiritually and physically.

School context

Castle Cove Public School, founded in 1952, is located in a quiet, leafy suburb situated on a peninsula on the north shore of Sydney. The school environment is warm and welcoming with well-resourced learning areas, spacious grounds and excellent sporting facilities.

With enrolment numbers nearing 500, the school enjoys the diversity that a range of ethnic backgrounds brings and are proud of the harmony that exists across the school community.

Castle Cove community values and appreciates a rich and stimulating learning environment where students can feel safe, valued and respected. The school has a deep commitment to the development of values and life-long learning skills in our students. High quality learning programs are differentiated to meet the needs of all students who are enthusiastic about and engaged in their learning. Staff members embrace continual development of their professional practice. The school greatly appreciates a high level of parental support through active involvement in classrooms and contribution of skills and expertise to other areas of school life.

Castle Cove PS is a member of the North Harbour Learning Community along with Chatswood PS, Mowbray PS and Chatswood HS. As a community of schools, the sharing of resources, educational, leadership and welfare practices of each school, ultimately benefits students, families and staff of each school across all areas of operation.

School planning process

In Term 4, 2017, a timeline of activity which supported the formulation of this plan was developed by the school executive team.

Phase One (Term 4, 2017) included:

- establishing the process for consultation and development of the plan
- presentation of the process and intent to consult which was communicated via newsletter and the P&C
- self-evaluation using the School Excellence Framework
- external validation process
- the completion of surveys by staff and parents with results collated and analysed to determine the school's strategic directions for 2018–2020
- whole staff professional learning meetings, staff development days and whole day focus sessions devoted to the planning process.

Phase Two (Term 1, 2018) included:

- delivery of the draft strategic directions to staff and community via newsletters, parent assembly and P&C meetings with opportunity for feedback
- the continued development and refinement of the plan
- engaging the school community in reviewing the progress as sections of the plan were developed

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Delivering high impact,
evidence based educational
practices across our school.

Purpose:

To develop highly accomplished teachers and to ensure the best educational outcomes for every child.

STRATEGIC DIRECTION 2

Providing a balanced,
well-structured and resourced
curriculum that engages all
learners.

Purpose:

To ensure all students learn successfully across all curriculum areas, are productive users of technology and have the knowledge and essential skills to problem solve and participate confidently in school life.

STRATEGIC DIRECTION 3

Developing a school culture
which promotes physical,
mental and emotional
well-being.

Purpose:

To develop healthy, resilient, responsible and proactive students with skills to achieve goals, cope with change and setback, and build strong and respectful relationships.

Strategic Direction 1: Delivering high impact, evidence based educational practices across our school.

Purpose	People	Processes	Practices and Products
To develop highly accomplished teachers and to ensure the best educational outcomes for every child.	Staff Teachers have skills in creating, using and analysing data sets. Teachers have consistent and ongoing high expectations of improvement in literacy and numeracy standards for every student across the school. Teachers use evidence based practices to assess and judge consistently, student work samples. Teachers have a positive mindset around accountability and understand the importance of programing documents that comply with relevant professional requirements.	Implement whole school professional learning in understanding and incorporating data in planning for learning. Review data collection procedures (including the new literacy and numeracy progressions), assessment instruments and assessment milestones across the school. Increase focus on establishing base-line data against which we measure improved teaching practices and student performance. KLA teams will review and update their allocated scope and sequence.	Practices Every teacher differentiates teaching and learning by tracking student progress on the learning progressions. All teachers analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice Scope and sequence documents are referred to by all staff to guide grade and stage planning and programming
Improvement Measures	Leaders Leaders have a clear and coordinated approach to communicating the relevant professional requirements expected in teaching and learning programs. Leaders have a deep knowledge and understanding of the Australian Professional Standards and the School Excellence Framework.	Evaluation Plan Student growth tracked on learning progressions Scope & sequences are completed and effectively used and evidence of this shown in programs Whole school data collection and analysis (including NAPLAN). Program evaluations School performance will be measured against the School Excellence Framework.	Products All class teaching programs document information and data collection, which is analysed to differentiate student learning. Updated scopes and sequences for all KLAs are centrally located.
All teachers are consistently updating students on the progressions. Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. The school's value added trend is positive. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures. Scopes and sequences in all key learning areas are completed, are being used effectively and are evident in all teaching programs. 100% of Teaching/Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.			

Strategic Direction 2: Providing a balanced, well-structured and resourced curriculum that engages all learners.

Purpose	People	Processes	Practices and Products
To ensure all students learn successfully across all curriculum areas, are productive users of technology and have the knowledge and essential skills to problem solve and participate confidently in school life.	Students Have a strong understanding and mastery of core curriculum concepts Students think deeply and critically, make relevant connections and flexibly apply knowledge in all curriculum areas.	Writing will remain a significant area of focus as we investigate current trends and identify best practice approaches that increase student learning outcomes, in particular moving the middle groups forward through differentiated practice – Base line data in 2018. Students are inspired to be leaders of their own learning and teachers to develop flexibility in meeting individual student needs through a range of effective teaching strategies. Programs will embed digital technologies within all KLAS. Students will become proficient in the use of applications for computational thinking, coding, robotics, STEM and the arts. Students will develop skills in problem solving, innovation, critical and creative thinking. Teachers will participate in Professional Learning in areas covering STEM and digital technologies.	Practices Teachers use efficient, evidence-based, high impact strategies for curriculum differentiation. Students work productively, independently and collaboratively in appropriately challenging learning tasks. Teachers work in collaborative teams to continuously assess learning, plan, implement and evaluate teaching programs and to refine practices. Students who are not demonstrating grade level proficiency are identified and provided with targeted support. Teachers are well skilled in the use of a variety of technology and are confident to take risks and have a positive mindset around their usage of technology in the classroom.
Improvement Measures	Staff Have a deep knowledge and understanding of curriculum content, identify students' learning needs, use evidence-based practice to effectively plan, and differentiate learning tasks. Teachers consistently update and adopt changes in information and communication technology.	Evaluation Plan School performance will be measured against the School Excellence Framework. Analysis of student growth is tracked on the literacy and numeracy learning progressions. Negotiated classroom visits and teaching program evaluations. Qualitative feedback gathered from teachers. Assessment practices, which allow	Products Teaching and learning programs across the school show evidence of adjustment to address individual student needs. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices. A strong understanding and mastery of core curriculum concepts are demonstrated
Supervisors report improvement in writing programs with differentiated teaching and learning activities and reference to moving the middle groups forward.			
Majority of student are proficient in setting and monitoring personal learning goals.			
All teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices.			
All teaching and learning programs show consistent and reliable student assessment and continuous tracking of progress and achievement	Leaders Leaders have a deep knowledge and understanding of the Australian Professional Standards and the School Excellence Framework.		

Strategic Direction 2: Providing a balanced, well–structured and resourced curriculum that engages all learners.

Processes

students to demonstrate mastery of concepts.

Practices and Products

by students.

Strategic Direction 3: Developing a school culture which promotes physical, mental and emotional well-being.

Purpose	People	Processes	Practices and Products
To develop healthy, resilient, responsible and proactive students with skills to achieve goals, cope with change and setback, and build strong and respectful relationships.	Students Students are self-aware and build positive relationships in order to be successful in school, the community and wider society in which they live. Students are confident, resilient learners. They have positive self-esteem, persist and take risks in their learning.	Establish an action team to facilitate <i>KidsMatter</i> , a framework for mental health promotion, prevention and early intervention, throughout the school and the community. Professional development for staff and community: <ol style="list-style-type: none"> 1. <i>Bounce Back</i> to develop shared understandings of the program and a common language to use in developing resilience. 2. <i>Relationships Australia</i> 3. <i>Teaching the iGen</i> (Dr Kirsty Goodwin) 	Practices Teaching programs include evidence of ongoing, explicit teaching of the social and emotional learning skills that underpin wellbeing and resilience. A sense of belonging to the school in which all students feel physically and psychologically safe, where they can contribute and participate in meaningful ways and where strengths are affirmed and developed. Students are recognised and celebrated. Parents in the broader school community actively participate in supporting and reinforcing student well-being by helping students to develop positive connections.
Improvement Measures	Staff Staff nurture professional relationships with students and families, which are safe, respectful and supportive. Staff are committed to the values of public education and educational innovation.	Parent forums provide opportunities for parents to contribute to and learn about well-being programs. Create a well-being committee from school staff and parents to support the school in engaging the community in matters involving well-being. Opportunities for students to connect and participate positively in the wider community are identified and promoted (Art Show, UNICEF, Stewart House, Willoughby Council competitions). <i>You Can Sit With Me</i> initiative launched within the school.	Products An environment where students learn helpful, positive thinking skills and attitudes have a sense of purpose and model behaviours that enhance well-being. A comprehensive and inclusive framework that supports and measurably improves the well-being of students, both individually and as a collective group. The school environment is characterised by strong teacher-family relationships and family involvement with school programs.
Tell Them From Me survey indicates continued positive growth for students and staff in their social / emotional wellbeing. Sentral database reveals a downward trend of reported negative incidents and decrease in number of students requiring support and counselling. All teaching programs include evidence of ongoing, explicit teaching of the social and emotional learning skills that underpin wellbeing and resilience. Qualitative feedback gathered from students indicates greater skill in managing conflict, sadness and adversity.	Leaders Leaders build an individual and collective well-being through a climate of care and positivity. The school has high expectations of every student.	Evaluation Plan <ul style="list-style-type: none"> • Qualitative feedback gathered from parents, students and teachers. • Trends of welfare issues tracked on Sentral database. • Monitoring improvement measures and 	
	Community Partners Parents actively participate in supporting and reinforcing student well-being by helping students to develop positive connections.		

Strategic Direction 3: Developing a school culture which promotes physical, mental and emotional well-being.

Processes

data from the *Tell Them From Me* Survey.

- Review structures and strategies for promoting well-being.
- Milestones
- Teaching programs