

School plan 2018-2020

Curl Curl North Public School 3925



School background 2018–2020

School vision statement

To provide a supportive, safe and positive learning environment that enables students to achieve their personal best.

School context

Curl Curl North Public School is situated on the northern beaches of Sydney. Our extensive grounds and location opposite John Fisher Park and Curl Curl Lagoon highlight our slogan, 'The feel of the country in the heart of the city'. Our school has a friendly and inclusive atmosphere where teachers and parents work together to provide high quality resources and an enriched learning environment.

We have approximately 900 students from kindergarten to year 6 with 440 families.

We are a PBL (Positive Behaviour for Learning) school and instil our core values which include: respect, responsibility and personal best. Our PBL rewards are intertwined with our wellbeing system to ensure we are acknowledging the efforts of all our students.

Curl Curl North is an active and involved member of the Northern Beaches Learning Alliance, a group of primary schools that work in close collaboration with the five campuses of the Northern Beaches Secondary College. The group works to provide collegial learning experiences for staff and authentic project based learning experiences for students.

In 2016 the NSW Government announced Curl Curl North Public School would receive a much-needed upgrade.

The rebuild will provide new permanent teaching spaces, a new hall, a library, administration spaces, refurbishments to an existing building an upgrade of external play and sporting areas.

The project will be staged to allow the school to continue to operate during the building of

a contemporary, sustainable and inclusive school that fits with the local environment. The Department of Education is working closely with the principal and the P&C to ensure Curl Curl North's culture is captured as part of the building.

School planning process

The school plan is the result of a rigorous process of whole school communication and collection of data.

A focus group consisting of parents were asked to answer questions about where they envisaged our school to be in three years. The group also identified practices which they felt were successful in the school and areas for improvement.

Surveys such as 'Tell Them from Me' are used on an annual basis to obtain ongoing feedback. from parents, staff and students. Specific questions to gauge levels of satisfaction with current school practices in relation to school culture, student wellbeing and student achievement were included.

Specific data from NAPLAN tests and school benchmarking assessments were collected to analyse for this strategic plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Successful, Informed & Creative
Learners

Purpose:

To ensure a student-centred learning environment that empowers all students to become successful, creative, self-reflective learners who productively contribute to a thriving community.

STRATEGIC DIRECTION 2

Teaching & Learning in the 21st
Century

Purpose:

To develop a collaborative commitment to identifying, understanding and implementing quality teaching practices using evidence-based strategies with a focus on 21st century learners.

STRATEGIC DIRECTION 3

High Expectations & Community
Engagement

Purpose:

To strengthen and maintain levels of communication and involvement with our community to support student learning in a time of change.

Strategic Direction 1: Successful, Informed & Creative Learners

Purpose	People	Processes	Practices and Products
To ensure a student-centred learning environment that empowers all students to become successful, creative, self-reflective learners who productively contribute to a thriving community.	Leaders Leadership team adopts a coordinated and consistent approach to the implementation of visible learning.	Draw on research to develop and implement school-wide, high quality English teaching and learning programs to maximise student learning outcomes. Implement visible learning practices in all classrooms across key learning areas with a focus on mathematics. Revitalise and re-implement our PBL framework to ensure a whole school, consistent approach to student wellbeing.	Practices Every teacher uses visible learning strategies in their classroom. Students use learning intentions and success criteria to direct their learning. Teachers and students adopt a consistent metalanguage relating to visible learning. Every teacher uses data to inform differentiated teaching/learning practices. Every teacher integrates the K–6 grammar and punctuation skills overview into quality English programs. Teachers are aware of and actively using all of the PBL frameworks on a day-to-day basis.
Improvement Measures	Staff Teachers are empowered to successfully implement visible learning practices. Teachers have a growth mindset to improve their practice. Increase teachers' knowledge of evidence-based writing pedagogy. Increase teacher capacity to gather informative data by analysing and moderating writing samples using tools such as: rubrics, learning progressions and PLAN 2. Teachers have a working knowledge of the K–6 grammar and punctuation skills overview.	Evaluation Plan * Analysis of NAPLAN * NAPLAN data * Lesson observations * Surveys * PDPs * Meeting minutes (PBL) * PL evaluation & feedback	Products Learning intentions and success criteria are clearly documented in teaching and learning programs. Students can articulate both learning intentions and success criteria. Students work samples show evidence of self/peer/teacher success criteria. Evidence of student growth in writing and numeracy K–6 is mapped against the learning progressions. Stage appropriate grammar and punctuation skills are evident in student writing samples. PBL expectations are integrated into school
Increase the percentage of students in the top two NAPLAN bands for writing and numeracy. Increase the percentage of students achieving expected growth. Increase the proportion of students actively reflecting on their own learning through learning intentions and success criteria. Improvement in the effectiveness of our wellbeing systems.	Students Develop student understanding that successful learning growth is achieved by working towards a goal.		

Strategic Direction 1: Successful, Informed & Creative Learners

Practices and Products

programs including; reward systems, assemblies, excursions, classrooms and other places of learning.

Strategic Direction 2: Teaching & Learning in the 21st Century

Purpose

To develop a collaborative commitment to identifying, understanding and implementing quality teaching practices using evidence-based strategies with a focus on 21st century learners.

Improvement Measures

An increased percentage of teachers positively engaged in effective co-planning, teaching and assessing.

Increased teacher confidence in facilitating student-centred learning in 21st century skills.

Clear, consistent scope and sequences in English are in place and reflected in quality teaching programs and student work samples.

People

Leaders

The leadership team ensures a strategic approach to the planning of professional learning.

Staff

Teachers develop an understanding of and the capacity to co-plan.

Teachers use a wide range of technology to enhance teaching and learning.

Teachers actively evaluate, share and discuss professional learning, including self-directed investigations and observations centred around their PDP goals.

Teachers have a growth mindset to embrace a change in learning culture.

Students

Students build skills to use technology to enhance their learning.

Processes

Engage deeply with the English K-6 syllabus to develop a comprehensive scope and sequence.

Improve quality teaching through co-planning, co-teaching and instructional leadership.

Enhance teacher capacity to develop students' 21st century learning skills through professional learning, classroom observations, collaboration and feedback.

Evaluation Plan

- * Surveys
- * Lesson observations
- * PDPs
- * Lesson plans/teaching programs
- * Whole school scope and sequences
- * Student work samples
- * PL calendar
- * Ongoing annotations in teaching/learning programs and notes
- * Timetables

Practices and Products

Practices

Every teacher implements a school-wide English scope and sequence.

Explicit systems are established for co-planning and teaching and for the modelling of effective practice and feedback.

English and 21st century learning professional learning is scheduled and planned around staff and student needs.

Products

School-wide teaching/learning programs ensure continuity of English learning from K-6.

All K-6 English teaching/learning programs are co-planned and reflect quality teaching using evidence-based practice and future-focused pedagogy.

Increased percentage of teachers co-teaching across the school.

All staff are engaged in relevant, scheduled professional learning in English and 21st century learning utilising available expertise.

Strategic Direction 3: High Expectations & Community Engagement

Purpose	People	Processes	Practices and Products
To strengthen and maintain levels of communication and involvement with our community to support student learning in a time of change.	Staff All school staff understand the value of digital communication. Staff adopt a collaborative approach to the development of parent workshops. Administrative staff adopt a positive customer service ethic to support parental engagement and satisfaction.	Enhance communication with parents to strengthen partnerships and encourage parents to take an active roll in their child's education. Strengthen partnerships with the NBLA and the wider community to further enhance areas such as transition, curriculum and leadership.	Practices Teachers use a range of digital tools to communicate with parents/caregivers. Parents/caregivers are offered information sessions/workshops on relevant topics. The school website is updated regularly with current and relevant information. Teachers are involved in relevant NBLA professional learning opportunities. School leaders facilitate opportunities for effective transition at critical stages of learning.
Improvement Measures	Parents/Carers Parents/carers develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy. Parents/carers demonstrate support for the school's position with their children and the community and are active partners in embedding this into the school's culture.	Evaluation Plan * Surveys * Feedback * Data analysis * Workshop attendance * Observations	Products Parents/caregivers are receiving timely digital communication from their child's teacher/s. Parents have a deeper understanding of current pedagogy. Parents feel informed about current and relevant information. Teacher knowledge, skills and understandings are enhanced by the NBLA community. All relevant stakeholders engage with transition processes. Students feel supported during transition.
Increased engagement with the NBLA and school transition initiatives. Increased digital communication between teachers and parents/caregivers. Increased percentage of parents/caregivers visiting our website and attending workshops to access current information.	Students Students, staff and parents/carers value collaborative transition programs.		