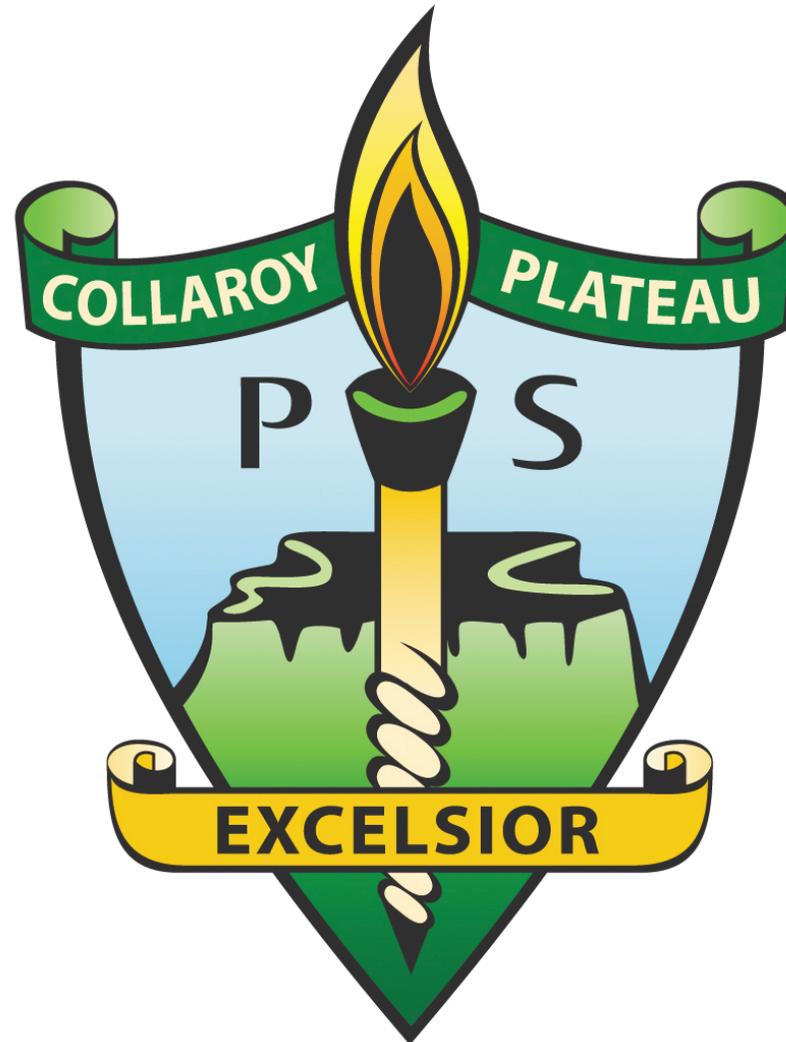


School plan 2018-2020

Collaroy Plateau Public School 3970



School background 2018–2020

School vision statement

Our vision is for a holistic approach to education empowering every child to achieve their full potential through differentiated programs in a supportive, respectful environment. To engage and motivate our students as 21st Century learners enabling them to become productive, responsible members of the community.

School context

Our school is located on Collaroy Plateau in an open bush setting encompassing distant ocean and city views extending from the city of Sydney through to Long Reef. The physical environment of Collaroy Plateau is inviting; reflecting the spirit of those who work, play and grow together, whilst embracing the school ethos of *“Striving for Excellence.”*

Collaroy Plateau is a medium-sized school offering quality education for approximately 650 students from Kindergarten to Year 6. Our school enjoys a reputation for excellence in academic achievement, sport, music, and the creative arts; with specialist programs in place to cater for the needs of all children. We value participation and inclusion for all.

Our highly skilled and committed staff encourages and provides a supportive environment that is conducive to learning; following a Code of Behaviour that is concise, positive and effective. Students are happy, proud of their school, prepared to support one another and willingly participate in the wide range of educational opportunities offered to them.

Parents are valued partners in our school and assist in the classroom, canteen, uniform shop, P&C, Dance and Band Committees.

Collaroy Plateau is also an active member of the Peninsula Community of Schools (PCS). The PCS was established in 2007 and is comprised of 3 high schools and 10 primary schools. Our school is part of this collaborative learning community pooling the resources, programs and professional learning of these schools; along with Macquarie University as a learning partner.

School planning process

The plan was developed via a consultative process of surveys, focus groups, community meetings and planning forums by staff, students and parents and informed by the NSW Public Schools Strategic Directions and the School Excellence Framework.

The strengths identified from the data include the variety of extra-curricular activities offered to students; the quality of teachers and their commitment to student welfare; and the strong partnerships between Collaroy Plateau Public School (CPPS) and its community.

Moving forward, we aim to have all stakeholders take responsibility and accountability for the implementation of the annual whole school plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Engaged Learners

Purpose:

To engage all students in tasks that are challenging and authentic across a wide range of learning areas. This supports our students in becoming creative and independent thinkers who take responsibility for their own learning.

Achieving personal best in all areas of school life is the goal set for students at Collaroy Plateau Public School.



STRATEGIC DIRECTION 2 Quality Teachers

Purpose:

To develop a professional team of highly skilled teachers in a collaborative and innovative environment.

Teachers use evidence based practices to embed effective instruction that improves student performance.

Staff members are supported by high quality teacher professional learning.



STRATEGIC DIRECTION 3 Productive Partnerships

Purpose:

To enhance our partnerships with staff, parent and community members by promoting effective communication and encouraging strong collaborative and inclusive partnerships.

To further develop school partnerships throughout the wider educational community from pre to high school and beyond.

Strategic Direction 1: Engaged Learners

Purpose

To engage all students in tasks that are challenging and authentic across a wide range of learning areas. This supports our students in becoming creative and independent thinkers who take responsibility for their own learning.

Achieving personal best in all areas of school life is the goal set for students at Collaroy Plateau Public School.

Improvement Measures

Analysis of NAPLAN data will see an increase of 10% of students moving from bands 3 and 4 to bands 4 and 5 in Year 3

Analysis of NAPLAN data will see an increase of 10% of students moving from bands 5 and 6 to bands 6 and 7 in Year 5.

80% of students in Years 4–6 will indicate that they are interested and motivated in their learning in the Tell Them From Me Survey.

15% Reduction of negative incidents recorded in Sentral.

People

Students

Students are engaged as active learners of literacy and numeracy. This is achieved by setting their own learning goals, monitoring their success, gathering evidence of their learning and providing and receiving feedback from their peers, teachers, parents and the educational community.

Staff

Teachers will set explicit learning intentions, success criteria and provide specific feedback to students.

Teachers will use a variety of assessment strategies to determine the future learning directions for their students.

Staff will provide differentiated learning programs to meet the needs of all students.

Specialist teachers eg. Music, ICT, Drama, will engage learners in a range of quality learning opportunities.

Leaders

Executive members research evidence-based quality teaching practices and support their teams in a whole school approach to visible learning.

Parents/Carers

Parents engage with their child's learning through active classroom participation and regular communication with staff members, demonstrating a successful educational partnership.

Community Partners

Processes

Curriculum implementation is underpinned by the philosophy of visible learning.

Visible learning encourages students to reflection their learning, develop a sense of ownership and acknowledge personal achievements.

Formative assessment practices inform the differentiation of teaching and learning across the school.

Innovative classroom practices promote successful 21st Century learners by enabling students to demonstrate skills in critical thinking, problem solving and creativity.

Evaluation Plan

- Review and analyse NAPLAN data through SMART
- Review and monitor teaching programs and practices
- Monitor and review the effectiveness of our common assessment tasks
- PDP observations noting high levels of student engagement

Practices and Products

Practices

Students are reflecting on their learning, negotiating goals and making choices about their learning based on self, peer and teacher feedback.

Teachers set learning intentions and collaboratively develop success criteria with students and colleagues.

Teachers understand and use student assessment data to differentiate teaching/learning programs to meet the learning needs of students.

Teachers collaboratively plan and program within stage/grade teams.

Teachers develop quality common assessment tasks and success criteria that enable students to monitor their learning.

Products

Analysis of NAPLAN will see an increase of 10% of students moving from bands 3 and 4 to bands 4 and 5 in Year 3.

Analysis of NAPLAN will see an increase of 10% of students moving from bands 5 and 6 to bands 6 and 7 in Year 5.

Teaching programs reflect visible learning practices and a change in pedagogy.

Students lead three-way celebrations by articulating their learning goals and

Strategic Direction 1: Engaged Learners

People

Students will engage with members of the community and mentors from schools within the PCS and feeder High Schools.

Practices and Products

achievements.

Strategic Direction 2: Quality Teachers

Purpose

To develop a professional team of highly skilled teachers in a collaborative and innovative environment.

Teachers use evidence based practices to embed effective instruction that improves student performance.

Staff members are supported by high quality teacher professional learning.

Improvement Measures

Analysis of NAPLAN Writing will see an increase of 10% of students moving from bands 3 and 4 to bands 4 and 5 in Year 3.

Analysis of NAPLAN Writing will see an increase of 10% of students moving from bands 5 and 6 to bands 6 and 7 in Year 5.

90% of staff members at CPPS will indicate that they value teacher professional learning and acknowledge the impact that it has had in improving student outcomes in the Tell Them From Me Survey.

Teacher visible learning surveys indicate growth in knowledge and implementation.

Progressions are used as an 'internal' measure to inform Literacy and Numeracy improvement goals and actions.

People

Students

Students develop ownership for their own learning through the use of visible learning strategies in the classroom.

Students will self-monitor and self-assess in order to know, 'where to next' with their learning.

Students will continue to receive on going instruction in the Seven Steps to Writing resource to support their writing skills

Staff

Teachers will engage in quality professional learning with a focus on the use of visible learning strategies in the classroom and Learning Progressions.

Teachers complete Professional Development Plans(PDPs) to evaluate and reflect upon their own teaching and learning in order to improve student learning outcomes and engagement.

Leaders

School leaders model and support staff in innovative practice, the use of visible learning strategies and in achieving their PDPs goals.

Leaders equip teachers with the skills to use and interpret data to improve student learning outcomes.

Parents/Carers

Parents work collaboratively with

Processes

Develop and implement visible learning strategies in classrooms. Student performance and ownership of their own learning is improved by setting clear learning intentions, explicit success criteria and quality feedback.

Ongoing professional learning in writing to support quality writing programs and continued implementation of the Seven Steps to Writing Success.

Leaders support staff through quality leader and teacher mentoring programs including Instructional Leader Training, The Art of Leadership and Using Data with Confidence.

Through the PDP process, teachers will work collaboratively building self-reflective teaching practices to create a quality and innovative learning environment.

School leaders support staff professional learning in the effective use of data and encourage evidence-based teaching practices.

Professional learning in and the implementation of the Learning Progressions.

Evaluation Plan

- Teaching programs reflect evidence-based practices
- Monitor PDPs
- Review and share visible learning strategies
- Regularly monitor student levels of achievement through Learning Progressions

Practices and Products

Practices

School leaders to have access to ongoing professional learning in best leadership practice to enable effective support of staff.

Collaborative planning and programming supports the school wide implementation of the syllabus documents.

Teaching programs/observations incorporate links to Numeracy/Literacy Progression indicators and provide advice to support differentiated teaching of Numeracy and Literacy skills.

Products

All staff working collaboratively to implement and review their Performance and Development Plans (PDP) through collegiality and mentoring.

All staff have individualised PDPs with specific goals that guides the development of their professional practice and capacity to improve student learning with clear links to the Australian Teaching Standards.

Evidence of the visible learning strategies and the Literacy and Numeracy Learning Progressions implemented in the classroom.

Teachers to design and implement effective formative assessments, in order to obtain useful data to inform their teaching practice.

Evidence of improvement in writing across the school.

Strategic Direction 2: Quality Teachers

People
classroom teachers in order to support their own child's learning.
Community Partners
Educational providers support teachers in implementing quality programs in the school.

Strategic Direction 3: Productive Partnerships

Purpose

To enhance our partnerships with staff, parent and community members by promoting effective communication and encouraging strong collaborative and inclusive partnerships.

To further develop school partnerships throughout the wider educational community from pre to high school and beyond.

Improvement Measures

Partnerships are established at the local, rural and national level that connect to student learning.

80% of responses from the Tell Them From Me Survey reported effective and efficient communication to the school community through the newsletter, website and school app.

30% of staff will utilise Class DoJo or similar communication apps to share student work with parents.

People

Students

Students develop skills in using a variety of digital platforms and tools to enhance and support local/rural and remote community connections.

Students will actively participate in a three-way celebration with their parents and teacher to communicate their learning goals and achievements.

Students will consult with their teacher to select appropriate material to publish online through programs such as Class DoJo and See Saw.

Staff

Targeted staff members will receive in depth training to facilitate the development of a new DoE school website.

Website manager will liaise with teachers to update information on the school website as required.

Parents/Carers

Parents engage with the school app and Facebook page to connect with the learning, events and celebrations at CPPS.

Building school and parent partnerships through the sharing of ideas and insights from the 'Parenting Ideas' website.

Community Partners

Processes

To utilise staff and parents to build positive relationships and community connections (PCS, local high schools, pre-schools, parents and local businesses) to provide opportunities for both the school, staff and its students.

To create a CPPS Facebook page for our school community to facilitate communication and celebrate achievements.

Resources from the Parenting Ideas website are linked to the CPPS newsletter in order to share a wide range of parenting, family and educational issues.

Evaluation Plan

Monitor parent inquiry data from the school's Enrolment Officer.

Monitor website counter to collect data pertaining to the number of visitors to the new DoE website.

Seek feedback to monitor partnership programs to ascertain strengths and areas for future development.

Gather teacher, student and parent feedback through forums and surveys.

Practices and Products

Practices

Staff actively engaging with the Peninsula Community of Schools (PCS) initiatives that support student, staff and community learning.

Students will have authentic connections with the wider and rural/remote communities.

Products

Effective and efficient communication to school community through the utilisation of a single platform which links our CPPS newsletter, website, Facebook page and school app.

Inform and promote student learning and achievements, extra-curricular programs and events to the wider school community via one CPPS media platform.

Teachers using online programs such as ClassDoJo and See Saw to share student work with parents and the wider school community.

Students, teachers and parents engaging in three-way celebrations.

Partnerships are established at the local, rural and national level that connect to student learning.

Provide our parent community with up to date advice on child welfare and education.

Strategic Direction 3: Productive Partnerships

People

Strengthen existing partnerships through Kindergarten and Year 6 Transition programs.

To work in partnership with the P&C to support ongoing school initiatives, resourcing and opportunities for students.