

School plan 2018-2020

Caringbah North Public School 3972



School background 2018–2020

School vision statement

We are committed to excellence in education for every student in a respectful, inspirational, joyful and nurturing environment, ensuring all students reach their potential academically, socially and emotionally. We will do this through maintaining strong and authentic relationships within our school and the wider community and ensuring our teachers are supported in implementing quality teaching and learning.

School context

Caringbah North Public School, with an enrolment of 560 students, is situated in the southern suburbs of Sydney. The school has two Opportunity Classes, for gifted and talented students, providing an enriched and extended curriculum. 26% of the students are from an English as an Additional Language/Dialect (EAL/D) background.

The school delivers 21st century learning focused on developing effective communicators who are collaborative, creative and critical thinkers. Developing high level skills in literacy and numeracy, with a commitment to focus on the individual needs of students, is a school priority. The school is committed to whole school practices that foster student wellbeing and promotes inclusive community partnerships. Student leadership is fostered, along with a pro-active approach to student wellbeing and 'positive behaviour for learning' (PBL).

The school provides many opportunities for additional educational experiences to cater for all aspects of child development including band, dance, choir, chess, public speaking, and representative sport.

The school has a committed and enthusiastic staff and fosters strong parent and community partnerships.

School planning process

The 2018–2020 school plan is the result of consultation across all members of the school community and was informed by a range of sources including student achievement data, information from school evaluations and feedback from parents, students and staff.

The staff used the School Excellence Framework to complete the process of self-evaluation across the areas of learning, teaching and leadership leading to the identification strengths and areas to work on.

The consultation process comprised:

- Parent Information Sessions
- Whole school staff meetings
- Feedback from the P&C
- Surveys of staff, students and parents
- School plan working party.

As a community we wanted our students to be great learners, great leaders and thriving students.

These directions were refined through the consultation and feedback process and resulted in our three directions of Connecting, Informing, Leading.

The final plan was distributed to the school community through the school newsletter and endorsed at the P&C Annual General meeting in 2018.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Connecting: Positive wellbeing

Purpose:

To create a culture of high expectations where all students can thrive, succeed and connect so that there are the optimum conditions for learning and every child reaches their potential.

STRATEGIC DIRECTION 2

Informing: Feedback to practice

Purpose:

To implement school wide practices for assessment that inform teaching, monitor student progress and report on learning to parents and students to support achievement across all learning areas., so that students learn what is taught and perform at high levels.

STRATEGIC DIRECTION 3

Learning: Evidence-based
practice

Purpose:

To implement evidenced-based quality teaching and learning that empowers our students to be responsible and independent learners, so that they are effective communicators, collaborative learners, creative and critical thinkers in a learning culture that promotes excellence and meets the needs of all students.

Strategic Direction 1: Connecting: Positive wellbeing

Purpose

To create a culture of high expectations where all students can thrive, succeed and connect so that there are the optimum conditions for learning and every child reaches their potential.

Improvement Measures

Increasingly positive, measurable improvements in well-being and engagement with students reporting an increased sense of belonging, increased expectations for success and greater advocacy at school.

Increase in student leadership and voice.

Increase in positive behaviour and a decrease in negative from PBL data sets.

People

Students

Build skills to adopt a positive mindset with an emphasis on respect, resilience, leadership and how to be safe and responsible.

Staff

Build skills in modelling respectful relationships and making connections with students and parents. They engage with, and value, the PBL framework and implement expectations in classrooms and all settings.

Leaders

Lead learning to coordinate the approach to student wellbeing and overcome barriers to implementing change.

Parents/Carers

Develop an understanding of the wellbeing framework that underpins school planning. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these in the school culture.

Processes

The Leader in Me (TLIM)

Implement a whole school approach to student voice and leadership.

Positive Behaviour for Learning (PBL)

Develop and embed a consistent approach to student behaviour through implementing PBL.

Grow Together

Implement a whole school well-being program in which students can connect through a coordinated peer support program.

Evaluation Plan

Project teams will check-in each 5 weeks and report on progress to all staff and the P&C at end of each semester. Project updates will be provided to the school community through the newsletter.

- evaluation of evidence sets
- Tell Them From Me survey results
- PBL fidelity survey
- The Leader in Me survey tools
- meeting minutes
- focus groups
- surveys with students, parent/carers and community at regular intervals

Practices and Products

Practices

Students taking responsibility in leadership through their actions as integral members of the school community. They are increasingly exhibiting skills that build intra- and inter-personal capabilities.

Expectations of behaviour are co-developed and are explicitly and consistently applied across the school.

Positive, respectful relationships are demonstrated and widespread among students and staff promoting student wellbeing.

Products

A school-wide leadership program to develop all students to reach their potential.

A whole-school approach to behaviour is embedded to improve learning and provide effective conditions for all students in every classroom and learning space.

A school community where every student is known, valued and cared for.

Strategic Direction 2: Informing: Feedback to practice

Purpose	People	Processes	Practices and Products
To implement school wide practices for assessment that inform teaching, monitor student progress and report on learning to parents and students to support achievement across all learning areas., so that students learn what is taught and perform at high levels.	Students Build skills to self-assess and to use feedback to inform their own learning and give feedback to teachers.	Formative Assessment Professional learning to build consistent teacher judgement through improved systems and practices in assessment with a focus on literacy and numeracy. Deep knowledge of learning progressions to inform teaching practice in literacy and numeracy.	Practices Every teacher using data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions. Every teacher using formative assessment practices to inform teaching, adapt practice and meet learning needs. Students setting individual goals, self-regulating learning and knowing what to learn next. They are engaged and challenged in their learning.
Improvement Measures	Staff Build their knowledge and understanding of formative assessment and implement in classroom practice. They will develop their skills in using data to inform practice and in tracking student progress.	Personalised Learning Improved school-wide systems and practices to support individual learners, including gifted and talented students, to achieve learning goals through improvements in transition processes, individual education plans and differentiated learning.	Products Teaching and learning programs are data based, differentiated for individual learning needs. Every teacher is improving their practice every year. Better informed parents who are partners in their children's progress in learning. All students focused on their learning and empowered with the skills to improve. Identified students have an IEP, which is developed in consultation with parents and is reviewed and monitored.
Increased percentage of students demonstrating expected growth in literacy and numeracy with baseline data drawn from internal and external measures. An increased number of teaching and learning programs are data based and differentiated for individual learning needs. An increased number of students achieving success in meeting personalised learning goals.	Leaders Lead learning and adopt a coordinated approach to assessment practices. Parents/Carers Develop an understanding of and value the school's assessment practices so they are active partners in supporting student learning. They develop understanding of whole school programs and the continuum of learning, in order to best support their child's academic and social development.	Evaluation Plan Project teams will check-in each 5 weeks and report on progress to all staff and the P&C at end of each semester. Project updates will be provided to the school community through the newsletter. <ul style="list-style-type: none"> • evaluation of evidence sets • classroom observations • analysis of school-based and external assessment data • lesson plans/teaching programs • meeting minutes • engaging with staff from other schools to review the quality and effectiveness of the implementation approach • surveys with students, parent/carers and community at regular intervals 	

Strategic Direction 3: Learning: Evidence-based practice

Purpose	People	Processes	Practices and Products
To implement evidenced-based quality teaching and learning that empowers our students to be responsible and independent learners, so that they are effective communicators, collaborative learners, creative and critical thinkers in a learning culture that promotes excellence and meets the needs of all students.	Students Sequentially develop knowledge, skills and understanding through involvement in rigorous teaching programs that promote academic and social competence. They will develop collaboration, communication, creativity and critical reflection skills to achieve life-long learning.	4C learning Embed culture of 4C's (communication, collaboration, creativity and critical reflection) through authentic leadership practices that lead to changes in pedagogy.	Practices Teachers sharing ideas to improve teaching and learning across a Community of Practice and within the school. Students embedding and using 4C strategies to enhance learning. Teachers embedding evidenced-based strategies into their planning, delivery and assessment of student teaching and learning opportunities.
Improvement Measures	Staff Collaborate and use evidence based on current research and data to develop policies that underpin all school programs. They will build skills and continue to increase understanding of collaboration, creativity, communication and critical reflection in their own learning and in the design of teaching and learning programs.	New Curriculum 2018 – Implementation of Science Syllabus through development of units of work that focus on the general capabilities, embed the 4C's and incorporate STEM 2019 – Review of whole school Creative Arts initiatives 2020 – Review of PDHPE	Products Students have deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens. School programs embed 4C's across teaching and learning. Confident and skilled teachers use the new curriculum to enhance learning opportunities for students who are increasingly achieving success. Every student is engaged and challenged to continue to learn.
Increased number of teachers applying content knowledge of new syllabus documents is demonstrated through observations, surveys and student work samples. Increased number of teachers applying 4C pedagogy in teaching and learning programs. Increased student understanding of 4C's and learning dispositions.	Leaders Develop capacity to analyse and communicate whole school data and lead development of staff in best-practice pedagogy. They will build their capacity to lead and be a part of effective teams to drive the school plan. They will work together to develop the confidence to provide meaningful, credible, instructional feedback, mentoring and capacity building. This will be developed through growth coaching.	Evaluation Plan Project teams will check-in each 5 weeks and report on progress to all staff and the P&C at end of each semester. Progress updates will be provided to the school community through the newsletter. <ul style="list-style-type: none"> • evaluation of evidence sets • classroom observations • analysis of school-based and external assessment data • lesson plans/teaching programs • meeting minutes • engaging with staff from other schools to review the quality and effectiveness of the implementation approach • data from surveys and rubrics 	
	Parents/Carers Develop understanding of evidence-based teaching and learning. Develop an understanding and appreciation of contemporary teaching practices which develop successful learners, ready to embrace an ever-changing future.		