

School plan 2018-2020

Point Clare Public School 4050



School background 2018–2020

School vision statement

Point Clare Public School is an inclusive, innovative and engaging learning environment that develops resilient, self directed learners. In our school the teaching, administrative and support staff are dedicated, accountable and inspiring professionals. Together we support the development of critical and creative thinkers and we make meaningful connections with our families and the wider community.

School context

Point Clare Public School has recently been upgraded via a \$10million construction program which has given the school six new learning spaces and twenty classrooms overall. The school is situated on the western side of Brisbane Water on the NSW Central Coast. In 2018 the school enrolment has increased by over 10% from the last school plan and now sits at 532 students making it a P3 school.

There are currently 17 Aboriginal students enrolled at Point Clare Public School and the school is now proudly part of the Cooinda Local Aboriginal Educational Consultative Group (AECG). Our school also has a diverse cultural make up with 79 EAL/D students enrolled representing 31 distinct nationalities.

Point Clare Public School is a productive and collaborative member of the Gosford Learning Community (GLC). The school takes a leading role in delivering professional development activities within the GLC and collaboratively celebrates Education Week and NAIDOC week with the other GLC schools.

The school enjoys exceptionally strong support from a dedicated and hardworking P & C. Together we have established a strong relationship with the Central Coast Conservatorium of Music who are assisting the school to develop the school's inaugural musical band.

In this strategic plan, Point Clare Public School is focusing on the achievement of the NSW Premier's Targets as well as the improvement of our overall growth in NAPLAN proficiency rates for Years 3, 5 & 7.

To enhance the strategic plan, the school is also implementing a three-year school impact program based on John Hattie's "Visible Learning" research in conjunction with Empire Bay Public School.

School planning process

The annual evaluation was led by the school principal and school executive team commencing in Term 3 of 2017. Our process involved surveying and consulting with all key stakeholders including executive staff, teaching staff, ancillary staff students, parents, P&C executive and Gosford City Learning Community. We used the School Excellence Framework version 2. as a starting point and evaluated all existing initiatives and features of the 2015–2017 School Plan.

In developing the 2018–20 School Plan, the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes:

- * Analysis of student achievement data from SCOUT across Years K,1 & 2 including reviews of PLAN data, Best Start results, Reading Recovery data and our own internal data.

- * Analysis of student achievement data in Years 3–5 and Years 5–7 including detailed SCOUT reports and NAPLAN SMarT data analysis. Including a strong emphasis on identifying trend data in Reading, Writing and Numeracy 2012 to 2017.

- * Critical reviews of 2015, 2016 & 2017 "Tell them from Me" survey data.

From this comprehensive approach we have reached an agreement that our three strategic directions for 2018 – 2020 will be:

Strategic Direction 1 – Engaging & Inclusive Learning

Strategic Direction 2 – Inspirational & Accountable Teaching

Strategic Direction 3 – Flexible & Responsive Partnerships

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaging & Inclusive Learning

Purpose:

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

STRATEGIC DIRECTION 2

Inspirational & Accountable
Teaching

Purpose:

To build the capacity of all staff to deliver evidence based learning experiences that are individualised, targeted, differentiated, engaging and challenging.

STRATEGIC DIRECTION 3

Flexible & Responsive
Partnerships

Purpose:

To work collaboratively with the wider school community to provide high-quality systems, practices and opportunities that are flexible and responsive to our context.

Strategic Direction 1: Engaging & Inclusive Learning

Purpose	People	Processes	Practices and Products
To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.	Students Value opportunities to be active participants in their own learning. Setting goals with consistent reflection by teachers and parents.	LITERACY Individual teaching and learning programs to meet the different educational needs of students through personalisation and differentiation. Key initiatives include; Visible Learning, Reading Eggs/Eggspress, Language Learning and Literacy (L3), CARS/STARS, ACER Online and 7 Steps to Writing Success.	Practices Assessment and feedback tools are used by staff and students to devise personal learning goals and provide explicit feedback on learning.
Improvement Measures	Staff Understand professional learning is founded on the principles of best practice, with a literacy and numeracy focus and incorporating future focused learning, visible learning and critical and creative thinking.	NUMERACY Use of assessment data to identify learning goals and provide personalised learning and differentiation for all students. Key initiatives include; Targeted Early Numeracy (TEN), Mathematics Building Blocks for Numeracy (MBB4N), ACER online and Matific	Professional Learning focuses on continual improvement for all students in literacy and numeracy teaching practices and is linked to the Australian Professional Standards for Teachers.
Increase the proportion of Aboriginal students in the top 2 bands of NAPLAN by 35% by 2020, where data is significant.	Leaders Acknowledge their responsibility and accountability for the implementation of curriculum, school policies, student and parent engagement.	FUTURE FOCUSED LEARNING Implement and embed high-quality future focused teaching practices.	Teachers design explicit and engaging learning experiences to evaluate and respond to student learning outcomes. Needs and interests are identified to inform group or individual learning activities.
Improvement in the three-year trend data for 2015 –2017 for the number of students achieving in the top 2 skill bands in NAPLAN for the following areas in line with Premier's Targets; <ul style="list-style-type: none"> • Reading: Year 3 – 60.3% Year 5 – 40.3% Year 7 – 27.6% • Writing: Year 3 – 48.6% Year 5 – 23% Year 7 – 24.84% • Numeracy: Year 3 – 48.3% Year 5 – 35% Year 7 – 32.4% 	Parents/Carers Value opportunities to follow and support their child's/children's individual goals through parent interviews and/or conferences.	Evaluation Plan <ul style="list-style-type: none"> • TTFM surveys monitored annually • Milestones monitored at 5 week intervals by executive staff • Analysis of NAPLAN and school-based student assessment data • Professional learning records • Units of work, teaching programs and timetables demonstrating teaching practices and differentiation 	Students are active learners and able to reflect on their learning outcomes.
	Community Partners Understand the importance of shared skills and expertise for the betterment of all.		Products 100% of students demonstrate growth against individual benchmarks on the Literacy & Numeracy progressions and PLAN data.
			All students, including ATSI students requiring a Personalised Learning Plan and adjustments have been active participants in the development of their individual goals.
			Teaching and learning programs are evidence-based and differentiated for individual student learning needs.
			100% of students engaged in self-reflection, goal setting, and critical and creative thinking programs.

Strategic Direction 2: Inspirational & Accountable Teaching

Purpose	People	Processes	Practices and Products
<p>To build the capacity of all staff to deliver evidence based learning experiences that are individualised, targeted, differentiated, engaging and challenging.</p>	<p>Students</p> <p>Value and actively participate in evidence based learning programs that support self-direction.</p>	<p>Implementation of a three year school impact program (SIP) – called Visible Learning in collaboration with Empire Bay Public School and Corwin Australia.</p>	<p>Practices</p> <p>Assessment and feedback tools are used by teachers to devise personalised learning goals and to provide explicit feedback to students.</p>
<p>Improvement Measures</p> <p>* Effect size measurements for Visible Learning indicators are all above 0.4.</p> <p>* TTFM Survey data for "Data Informs Practice" indicates improvement from the 2017 baseline of 6.9 to above the NSW Norm of 7.8.</p> <p>* Instructional Leadership pilot receives positive feedback from teaching staff (scores above 8.0).</p> <p>* Beginning teachers successfully gain proficient accreditation. with NESA.</p>	<p>Staff</p> <p>Seek opportunities to be engaged in personalised professional development using a range of innovative strategies that strengthen and support the accreditation process.</p>	<p>Curriculum initiatives are implemented to improve student learning and enhance overall teachers' knowledge of current curriculum and innovative practice.</p> <p>Coaching and mentoring processes are developed, monitored and evaluated for Beginning Teachers.</p> <p>Lesson observations are conducted regularly and include thorough peer and supervisor feedback processes.</p>	<p>Teachers collaborate and share teaching expertise to optimise learning progress for all students.</p> <p>Mentoring and Instructional Leadership initiatives build staff capacity and lead to greater sharing of expertise and improved levels of collegial support.</p>
	<p>Leaders</p> <p>Build capacity of all staff regardless of individual career stage.</p> <p>Create a unified, co-ordinated approach to the delivery, assessment and monitoring of curriculum in all KLAs.</p> <p>Develop understanding of the value of instructional leadership and succession planning.</p>	<p>Evaluation Plan</p> <p>The school will use a combination of the following to evaluate this strategic direction:</p> <p>Internal & External data</p> <p>Effect size measurements from the SIP</p> <p>PDPs</p> <p>Lesson Observation feedback</p> <p>Tell Them From Me survey data</p>	<p>Products</p> <p>High levels of collective staff efficacy are evident.</p> <p>K–6 teaching programs are evidence based, cater for individual learning needs and are driven by findings from assessment data and student work samples.</p> <p>Instructional leadership opportunities result in more staff sharing expertise and more staff seeking higher accreditation and/or promotions.</p>
	<p>Parents/Carers</p> <p>Develop stronger understanding of current, effective literacy and numeracy practices, pedagogies and curriculum requirements..</p>		
	<p>Community Partners</p> <p>Work collaboratively to establish effective partnerships and deliver shared expertise that deeply engages our students in evidence based teaching.</p>		

Strategic Direction 3: Flexible & Responsive Partnerships

Purpose	People	Processes	Practices and Products
<p>To work collaboratively with the wider school community to provide high-quality systems, practices and opportunities that are flexible and responsive to our context.</p>	<p>Students</p> <p>Students value the opportunity to demonstrate their understanding of Aboriginal perspectives in their daily work.</p> <p>All students are provided with the opportunity to participate in the school band and/or school Music Programs</p>	<p>ABORIGINAL COMMUNITY CONNECTIONS</p> <p>Develop further educational and cultural links with all local Aboriginal community groups including Cooina Local AECG.</p>	<p>Practices</p> <p>Aboriginal perspectives are embedded in all teaching programs from K–6. Students are exposed to cultural immersion activities through incursions and excursions.</p>
<p>Improvement Measures</p> <p>* TTFM feedback indicates that 85% of parents and carers support the formalised feedback and interview processes implemented in 2018.</p> <p>* Establish both a Training Band and a Performance Band. At least 50% of the Training Band transition to Performance Band by Term 4, 2018</p> <p>* Over the 3 year plan timeline, student numbers increase for inclusion in Children's University and band.</p>	<p>Staff</p> <p>Develop appreciation, understanding and increased awareness of the value of parents and community input as 'partners' in the Learning Community</p> <p>Parents/Carers</p> <p>Value connections with community groups bringing expertise into the school. Collaborate with staff to support student engagement, learning and wellbeing</p> <p>Community Partners</p> <p>Understand the need to strengthen learning alliances within and beyond our school to support school programs including Aboriginal Education, the AECG, University partnerships and conferencing to share information</p> <p>Leaders</p> <p>Current and aspirant school leaders will value opportunities to initiate, manage and lead key projects at school and across the Gosford Learning Community to develop their educational management and leadership capabilities</p>	<p>PARENT / CARER COMMUNITY CONNECTIONS</p> <p>Improve parental engagement in their child's education through strengthening teacher / student / parent conferencing.. Promote increased student well –being initiatives by facilitating participation in school band program, Children's University program and Introducing the Student Wellbeing Support Program.</p> <p>LEARNING COMMUNITY CONNECTIONS</p> <p>Further improve existing links with our community of schools to ensure effective continuity of learning and smooth transition from Stage 3 to Stage 4; and from Pre–school to Early Stage 1. To collaboratively design, implement and review professional learning activities for staff, students and parents across Gosford learning Community</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> * TTFM Survey data * Monitoring Milestones at 5 weekly intervals * Attendance data for 3 way conferences * Participation data for band and Children's University 	<p>Engagement of a student wellbeing support officer to contribute to the school's planned approach to wellbeing. Effective programs established to support the wellbeing of all students.</p> <p>Shared school–wide positive learning culture is evident through strengthened partnerships, quality teaching and learning and community engagement</p> <p>Regular combined Gosford City Learning Community professional learning and capacity building meetings and networks for leaders, students, staff and parents</p> <p>Products</p> <p>Purposeful links with Cooina AECG; all Aboriginal students individually supported.. Provide quality cultural learning experiences for students.</p> <p>Quality transition programs operating within the learning community, including links with AECG, preschools and local high schools.</p> <p>Sustained high levels of positive student, staff and parent satisfaction levels with school learning culture and environment >85% (Tell them From Me)</p> <p>The school is an active member of Gosford City Learning Community with teachers working collaboratively to support educational opportunities for students and professional learning for teachers</p>