School plan 2018-2020

Southern Cross School 4428

SOUTHERN CROSS

PUBLIC SCHOOL

School vision statement

We are a vibrant, innovative and dynamic learning community that is committed to fostering excellence within a rich and diverse learning environment through strong collaboration.

To provide a culture of respect, empathy and enrichment, by setting high expectation and providing quality educational experiences and opportunities that engage and motivate all students to learn, discover and analyse their knowledge to equip them to be active, creative and critical thinkers and informed citizens of the future.

School context

Southern Cross Public, was established in 1971 as a Primary School. It became a K–12 school with Distance Education 7–12 in 1995. Southern Cross Public School was re–established as a Public school in 2018 with the secondary component amalgamating with Ballina High School to form Ballina Coast High.

Southern Cross Public School is a well–resourced and independently functioning school with the inclusion of five support classes. We have a diverse learning community with 12% indigenous and a rich multicultural population. We are an expanding school with a focus on collaboration, contemporary practices and community engagement.

School planning process

Interviews, forums and discussions were conducted with members of the school's learning community, including;

Staff

Students

Parents and community members

Data from the analysis of NAPLAN enrolments, wellbeing, attendance, student reports, minutes, assessment and conversations among staff guide the planning.

Parent and student interviews and meetings, School Development days, TTFM, Educator Impact, surveys and anecdotal conversations informed our planning. Qualitative data also formed part of this data.

Meetings with Executive and community

Functional Learning Teams

Functional Team Evaluations

School Planning Teams.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Learning Engaging Creative and Inspiring

STRATEGIC DIRECTION 2
Teaching Excellence and Collaboration

STRATEGIC DIRECTION 3
Leading Dynamic Learning Community

Purpose:

Students are provided with a consistent and engaging learning environment that encompasses high expectations and caters to their individual needs.

Creating a learning environment that is focused on inspiring creative and critical thinking through learning that has a social and emotional connection to our students and learning community. Developing a culture of collaboration and problem solving, by using engaging technologies and learning opportunities in a safe, inviting and inspiring learning environment.

Purpose:

Providing a teaching and learning culture focused on building capacity and aspiring for excellence through authentic collaboration. Where teaching is through functional teams, robust mentoring and coaching with courageous conversations around continual improvements to pedagogy and learning.

Purpose:

Engage , inform and provide opportunities for our learning community in aspects of learning, contemporary issues around students, our local community and increasing learning partnerships.

*Increase communication, student and parent engagement through innovative use of technologies **and learning experiences.***

Providing opportunities for thecommunity to engage with and provide learning experiences for our students and our learning community.

Strategic Direction 1: Learning Engaging Creative and Inspiring

Purpose

Students are provided with a consistent and engaging learning environment that encompasses high expectations and caters to their individual needs.

Creating a learning environment that is focused on inspiring creative and critical thinking through learning that has a social and emotional connection to our students and learning community. Developing a culture of collaboration and problem solving, by using engaging technologies and learning opportunities in a safe, inviting and inspiring learning environment.

Improvement Measures

- **TTFM and Educator Impact**

All students achieve positive growth in NAPLAN and local assessments

- **Increased use of IBL processes.**
- **30% increase of ATSI students intop two bands of NAPLAN**
- **10% increase of all student intotop 2 bands of NAPLAN**

People

Staff

Teams– Community and Students

Teachers and SLSOs

Students

Students and staff using Google classroom in stages 2 and 3.

Students

Teachers, TSO and outside agencies expert community members

Parents/Carers

Staff students and parents collaboratively designing Personalised Learning Plans.

People

Staff increasing skills in literacy development, Teachers and SLSOs

People

Instructional Leader for Literacy and Numeracy with a focus onindigenous students

Processes

Using Functional teams to collaboratively devise engaging units of work with embedded research based best practices of Cooperative structures and STEM.

Using data and technology platforms to engage and guide students learning.

Restructure of learning and curriculum through the implementation of IBL in stage 2 and 3

Individualised learning plans for all students

Increase engagement and communication regarding learning progress.

Develop strategies and processes to improve literacy and numeracy skills

Evaluation Plan

Data from local and NAPLAN assessments. TTFM and student engagement surveys. Completion of units.

Practices and Products

Practices

Practice: *Consistent units of work.*

Practice: *Increase usage of Contemporary technology*

Practice: *Personalised learning Plans with focus on Literacy. Numeracy and interests (PBL)*

Practice: *Educator impact tool for stage 2 and 3.*

Practice: *Focus on processes and literacy and numeracy interventions*

Practice: *Students targeted and supported through a PLP. Practices embedded into classroom structures*

Products

Improvement in student learning outcomes andteacher capacity.

Learning engagement, design and problem solvingskills increased

Students are engaged and are able to use IBL processes.

To achieve positive growth in Literacy and Numeracy.

Strategic Direction 2: Teaching Excellence and Collaboration

Purpose

Providing a teaching and learning culture focused on building capacity and aspiring for excellence through authentic collaboration. Where teaching is through functional teams, robust mentoring and coaching with courageous conversations around continual improvements to pedagogy and learning.

Improvement Measures

Staff supported through professional learning and performance development processes.

- **Collaborative Teams guide learning, teaching and leading**

PDPs and professional collaboration drives staff development

People

Staff

Coordinators possess the knowledge and skills who will effectively implement mentoring processes and positive feedback protocols.

Staff

Establishment of functional teams of LST, PBL, Exec. Inquiry Based Learning

Staff

Teams and instructional leader

Processes

Staff using contemporary Technologies and practices Teaching the learning habits and dispositions of H2L

Instructional leader to improve staff skills in learning process and effective use of data to support students in literacy and numeracy

Establishing learning hubs and processes to support IBL.

Mentoring supported with students and staff reflections on teaching and learning. PDP and 30 day conversations.

Evaluation Plan

Professional Learning workshops to embed quality teaching practices

Align a Professional Development Program to support learning for improving student outcomes

–How2 Learn

Practices and Products

Practices

Regular STEM Team meeting and PL.

scope and sequence of skills implemented in all programs

Collaboration of functional teams.

Individualised Learning around learning dispositions/ habits of IBL

Using data to inform teaching and differentiation

Products

Staff feeling supported and implementingaspect of STEM.

Students have applicable skills developed.

Consistency of programs.

Individualised Learning around learningdispositions/ habits of IBL

Staff will be able to use data Purposefully and 30% ATSI students in top 2 bands of NAPLAN.

Strategic Direction 3: Leading Dynamic Learning Community

Purpose

Engage , inform and provide opportunities for our learning community in aspects of learning, contemporary issues around students, our local community and increasing learning partnerships.

*Increase communication, student and parent engagement through innovative use of technologies **and learning experiences.***

Providing opportunities for thecommunity to engage with and provide learning experiences for our students and our learning community.

Improvement Measures

- **Increase of staff, students and parents collaborating through online platforms to:**

  – **improve learning outcomes**

  – **promote home/school learning partnerships**

  – **support personalised and flexible modes of learning delivery.**

- **Improvements demonstrated in positive behaviours for effective learning**

Improved positive student response in all aspect onthe TTFM survey

People

Parents/Carers

Learning Community, Parents, inter–agencies, businesses community groups

Staff

Executive and staff

SRC Exec, staff.

Community Partners

Staff, Other schools, Learning Community, Inter agencies, businesses and community groups.

Community Partners

AECG – IL all staff student parents. Other schools

Processes

Review and plan for the future of the SXPS in changing local educational landscape.

Establish positive community partnerships and engagement around student learning improvements.

Continue the development and implementation of PBL process and merit system that reflect the school's values.

Executive, leadership and staff structures that focus on collaboration and building capacity.

Engage SRC to review practices and provide input into school.

Process to celebrate and acknowledgmentof achievements

Evaluation Plan

Participation levels, engagement and communication data.

Parent satisfaction and communication structures for feedback.

Practices and Products

Practices

Increase parent opportunities and processes to engage with the school.

Participation in Sporting Schools Program

Parent engagement and input into school activities and events.

Promotion of the school and directions/vision.

Data from platform usage.

*All areas and aspects of **PBL** being implemented and regularly reviewed.*

Products

Increased and engagement and participation atschool events

Reduction in Negative behaviour

Increased number of students achieving on the merit system

*Increased number of students participating in a **sport** either during or after school.*

Increased parent participation. Data of parent attendance.

Engaged and informed learning community– strong parent participation.

Strategic Direction 3: Leading Dynamic Learning Community

Practices and Products

Increase parent usage of technology for information sharing