

School plan 2018-2020

Copacabana Public School 4548



School background 2018–2020

School vision statement

To provide high quality teaching and learning through an inclusive, challenging and balanced curriculum. Developing students as lifelong learners, with exceptional literacy, numeracy and technological skills, prepared to lead rewarding and productive lives in a dynamic and changing world.

School context

Copacabana PS is a high achieving K–6 primary school located on the Central Coast of NSW. Our school population of 356 students, including 11 students of Aboriginal and Torres Strait Islander descent, is accommodated in 14 classes and supported by a Principal, 3 Assistant Principals and 21 teaching and support staff.

The students and staff enjoy an attractive physical environment of many gardens, trees and wide open play areas. Parents are engaged in their children's learning and actively participate in our range of school activities. The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents.

In 2017, we began our involvement in the Focus on Reading (FoR) and Language, Learning and Literacy (L3) professional learning programs. A culture of ongoing improvement and an explicit focus on quality professional learning will ensure the application of best practice to every student learning experience.

Copacabana PS has a strong commitment to future focused technology teaching and learning and strives to provide a range of enrichment opportunities for all students in this area. Our positive student welfare program allows students to be rewarded for individual achievements and our Values Education program creates an atmosphere of mutual respect, acceptance and responsibility, with senior students participating in mentoring and leadership programs.

Copacabana PS prides itself on providing a balanced curriculum, including a large variety of extra-curricular activities such as PSSA school sport competitions, dance, public speaking, debating, photography, choir, music, creative and performing arts and specialised enrichment groups.

We have a valued, consultative partnership with the Tjudibaring local Aboriginal Education Consultative Group (AECG) and we are an active member of the 'Kincumba' Learning Community.

School planning process

The school planning process involved consultation with students, teachers, P&C representatives and the general parent body. Extensive evaluation was completed throughout 2017. Analysis of NAPLAN and school based data was also undertaken.

In 2017 staff, students and community members were consulted in the development of the School's vision and school plan priorities through online surveys, surveys through the school newsletter and planning forums and parent information sessions.

The three strategic directions of this school plan have been developed through this process and rigorous analysis of school data has informed the key improvement measures. Staff evaluated existing programs and practices and determined future directions across our three strategic directions, using the School Excellence Framework. The finance team then allocated funding to support the directions of the school.

Students, parents and staff were also surveyed through the 360 Reflection tool at the end of the year, which enabled the school to ensure that all stakeholders had various opportunities to contribute to the overall development of the plan.

Furthermore, consultation has been undertaken with the Tjudibaring local AECG to establish a partnership agreement for improved engagement and outcomes for Aboriginal students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Personalised and Inspired
Learning

Purpose:

A strong partnership in learning is essential for all students to achieve their personal best. Every child brings a different set of experiences, knowledge and skills to school and as such, will all have different learning paths. Our purpose is to work closely with parents to provide individual learning paths for each child and equip them with the skills to continue with a committed and positive attitude to learning and adapt into the future.

STRATEGIC DIRECTION 2

Informed and Collaborative
Teaching

Purpose:

To improve student outcomes, high quality teaching is vital. Our purpose is to develop engaging, expert teachers, who understand the complexities of every student and strive to continually improve their practice to cater for individual needs, within a highly collaborative learning culture.

STRATEGIC DIRECTION 3

Systematic and Supportive
Leadership

Purpose:

Clearly communicated systems and a culture of support are two attributes of transformational leadership. Through strategic leadership and strong organisation practices, our purpose is to further develop a nurturing and positive environment to ensure long term student success in life.

Strategic Direction 1: Personalised and Inspired Learning

Purpose

A strong partnership in learning is essential for all students to achieve their personal best. Every child brings a different set of experiences, knowledge and skills to school and as such, will all have different learning paths. Our purpose is to work closely with parents to provide individual learning paths for each child and equip them with the skills to continue with a committed and positive attitude to learning and adapt into the future.

Improvement Measures

- The percentage of Year 3, 5 and 7 Aboriginal students in the top 2 NAPLAN bands for reading and numeracy matches or exceeds the broader population, contributing towards an increase of 35% by 2020 (where data is statistically significant).
- Parents have an increased understanding of the link between attendance and student performance as evidenced by an increase of the annual attendance rate, from 92.7%, to meet or exceed the state average for attendance.
- There is an increase from a combined average of 59%, to 65% of students achieving 'equal to or greater than expected growth' for the Year 3 cohort in their Year 5 and the Year 5 cohort in their Year 7 NAPLAN results in reading, writing and numeracy. (Baseline average 2013 to 2017)

People

Students

Actively participate in a range of curricular and extra-curricular activities. Monitor and track their own learning through a process of goal setting, reflection and self-assessment against success criteria.

Staff

Develop their capacity to deliver differentiated programs that provide clear learning intentions, opportunities for creative thinking and feedback. Commit to taking on extra-curricular roles outside the classroom.

Leaders

Monitor learning practices and programs and provide support to teachers.

Parents/Carers

Promote the importance of regular attendance, support school programs and initiatives and develop learning goals with their child and the teacher.

Community Partners

Engage in learning on a variety of levels, from participation in school activities, to supporting classroom lessons utilising their specific area of expertise.

Processes

Catering for Individual Needs

Develop systems to identify individual learning needs and support staff, through professional learning, to create personalised learning opportunities and provide a balanced curriculum to meet the needs of all learners.

Strong Learning Culture

Implement school wide systems to monitor and follow up attendance and promote high learning expectations.

Provide opportunities for parents to use their area of expertise to support and engage in learning across the school curriculum.

Life Long Learners

Empower students with critical and creative thinking skills through inquiry based learning, opportunities for self-assessment and effective feedback.

Evaluation Plan

All staff will work together to analyse data from:

- Teaching programs reviewed against specific teaching standards
- Attendance information
- Value-added results and NAPLAN data from SCOUT
- Extra-curricular programs school survey

Practices and Products

Practices

- Quality differentiated instruction with fluid and flexible groupings and support structures for intervention and extension evident in all teaching and learning programs.
- Use expertise in the school and community to provide innovative learning opportunities.
- Clear learning intentions, success criteria, self-assessment and specific feedback visible in inquiry learning activities.

Products

- Mathematics and English lessons will be differentiated to support individual learning needs, leading to maximising achievement and each student attaining their personal best.
- Increased opportunities for talented students to be involved in enrichment programs.
- Individual learning plans and Personalised Learning and Support Plans evident in all class programs.

Strategic Direction 2: Informed and Collaborative Teaching

Purpose	People	Processes	Practices and Products
<p>To improve student outcomes, high quality teaching is vital. Our purpose is to develop engaging, expert teachers, who understand the complexities of every student and strive to continually improve their practice to cater for individual needs, within a highly collaborative learning culture.</p>	<p>Students</p> <p>Will engage in learning targeted to their specific strengths and areas for development.</p> <p>Staff</p> <p>Individually and collaboratively demonstrate responsibility for improving their practice through professional learning and improving student outcomes through evidence-based teaching.</p> <p>Leaders</p> <p>Identify and support mentors and aspirants to become instructional leaders. Model high levels of professionalism and commitment.</p> <p>Parents/Carers</p> <p>Develop an increased understanding of the school's direction in relation to teaching and learning.</p>	<p>Evidence-Based Teaching</p> <p>Develop a whole school approach to improving explicit teaching methods, with targeted professional learning and implementation of specific evidence-based teaching programs.</p> <p>Data Driven Planning</p> <p>Use a range of school-based and external assessment data to evaluate student achievement, identify progress, reflect on the effectiveness of teaching and guide future learning.</p> <p>Collaborative Practice</p> <p>Develop mentoring structures to build teacher capacity and implement collaborative processes to establish consistency in programming, assessing and reporting.</p> <p>Evaluation Plan</p> <p>All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> • NAPLAN data (Term 3) • Mentoring timetable • Lesson observation feedback (each Semester) • PLAN data, leading to Learning Progressions (every 5 weeks) • Staff survey (measuring the impact of teaching and implementing technology into classroom practice) 	<p>Practices</p> <ul style="list-style-type: none"> • Teachers provide balanced, systematic and explicit instruction in literacy and numeracy lessons. • Teachers engage in ongoing professional learning to enhance their ability to use assessment data and learning progressions to inform planning and practice. • Regular whole staff, executive and stage team meetings with targeted professional learning agendas and expert teachers supporting others to integrate technology into classroom practice. <p>Products</p> <ul style="list-style-type: none"> • Elements of a quality literacy and numeracy lesson are embedded into everyday classroom practice. • Every teacher routinely records targeted assessment data and shares this with colleagues to evaluate and continually improve student learning outcomes. • Structures and processes are in place to support teachers at each stage of their career.
Improvement Measures			
<ul style="list-style-type: none"> • The average percentage of Year 3 and Year 5 students, in the top two bands for reading, increases from 45% to 55%, in the 2020 NAPLAN results. (Baseline 2017 NAPLAN) 			
<ul style="list-style-type: none"> • The average percentage of Year 3 and Year 5 students, in the top two bands for numeracy, increases from 39% to 49%, in the 2020 NAPLAN results. (Baseline 2017 NAPLAN) 			
<ul style="list-style-type: none"> • Increase the percentage of staff from 28% to 84%, reporting a high level of confidence to integrate technology into effective classroom practice and across all Key Learning Areas, as measured by school surveys at the beginning of 2018 and at the end of 2020. 			

Strategic Direction 3: Systematic and Supportive Leadership

Purpose

Clearly communicated systems and a culture of support are two attributes of transformational leadership. Through strategic leadership and strong organisation practices, our purpose is to further develop a nurturing and positive environment to ensure long term student success in life.

Improvement Measures

- Increase in the percentage of students from 85% to 90%, with enough resilience to self-manage their own social and emotional wellbeing in response to school wellbeing programs. (Baseline 2017 Learning Support Team referrals)
- Parents report increased understanding of and involvement in school practices, showing growth from an average competency score of 2.6 to a competency score of 3.0 or above, reflecting the school is meeting or exceeding community expectations. (Baseline 360 Reflection Tool survey 2017)

People

Students

Engage in opportunities to build their capacity to become active, informed and healthy citizens.

Staff

Feel supported to cater for the range of needs for the students in our school.

Leaders

Develop sustainable and embedded systems that will foster a school wide culture of shared responsibility for student wellbeing.

Parents/Carers

Develop understanding of the process for supporting student wellbeing and engage with the school to support the holistic development of their child.

Community Partners

Provide services to the school and liaise with teachers and parents to support student and school needs.

Processes

Balanced and Integrated Student Wellbeing

Implement a consistent whole school approach to student wellbeing, to ensure every student can connect, succeed, thrive and learn in a safe and supportive environment.

School Systems and Structures

Review and develop consistent procedures for learning support, promoting positive and respectful relationships and addressing the social, emotional and physical needs of all students.

Evaluation Plan

Data will be collectively analysed using the following sources:

- Sentral wellbeing
- teaching programs showing adjustments, Personalised Learning Pathways and Personalised Learning and Support Plans, each term
- Learning Support Team referrals and meeting minutes
- 360 Reflection Tool

Practices and Products

Practices

- Staff work together to develop whole school and small group programs and processes to engage and support all students emotionally, behaviourally and intellectually.
- Teachers will use consistent Learning Support Team systems for referring student learning needs, managing student behaviour and documenting wellbeing data.

Products

- The school is an environment where the students feel safe, supported and nurtured by every staff member.
- Teachers, students and parents have a consistent understanding of expectations and the school leadership team will regularly track and monitor wellbeing data.
- A nurturing and positive environment exists in the school.