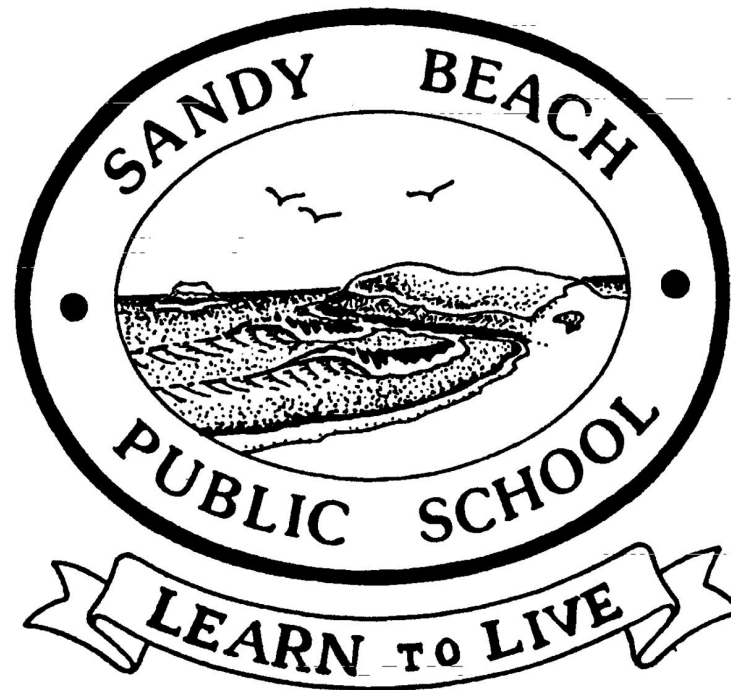


School plan 2018-2020

Sandy Beach Public School 4557



School background 2018–2020

School vision statement

Sandy Beach Public School is committed to providing quality education through dynamic programs, where all learners aspire to reach their full potential. A focus is placed on providing a solid foundation of literacy and numeracy, where students also become critical and creative thinkers.

Our school empowers all students to embrace learning, becoming confident, resilient and self-motivated.

We aspire to develop positive, respectful partnerships between students, staff and parents that promote the cognitive, emotional, social and physical wellbeing of students.

At Sandy Beach Public School we support a learning culture of high expectations where all students can meet the challenges in an ever-changing global society. Our school is a place where students have an opportunity to learn to live.

School context

Sandy Beach Public School is a K–6 school located 20 km north of Coffs Harbour on the NSW north coast. Our school is a proactive member of the Northern Beaches Community of Schools group. The school has a FOEI of 105 and student population of 360 students. 12% of our schools population consists of Aboriginal students.

Our school has a multi-categorical class that follows an inclusive model. At Sandy Beach Public school we also support students with a range of disabilities through various programs. There are links with external providers to also enhance the education provisions for individual students.

Our school enjoys strong parent and community support with a dedicated P&C, who actively involve themselves in decision-making and fund raising to benefit the education of their children. We are a member of the Healthy kids Association and implement Live Life Well @ School initiatives.

Student participation in sport is enthusiastic including Premier's Sporting Challenge, fundamental movement skills program, inter-school and PSSA competitions as well as a range of sports using government funding to utilize external coaches including surfing for Year 6. Performing Arts is a focus including biannual musical, guitar and ukulele tuition, choir, class performances at weekly Stage assemblies and dance groups performing at local eisteddfod and festivals. Our school has achieved success in public speaking and debating programs as well as providing a range of extension learning activities for students, including the use of digital technologies. In addition, sustainability initiatives are strongly supported with vegetable garden club, recycling program, projects to increase native vegetation and Water Wise accreditation.

The passionate and highly skilled staff includes an executive team consisting of one Principal, three assistant Principals, one Highly Accomplished Teacher and 35 staff members including Administration and School Learning Support Officers.

School planning process

Strategic team leaders attended planning workshops to inform future directions and broaden staff understanding of the planning process.

Ongoing discussions with executive team, whole staff and parents occur throughout the year regarding school data trends, the school excellence framework and milestones in the school plan.

Executive team oversee the planning of professional learning to meet the strategic directions. Planning and monitoring student data trends is completed at relevant points during the year, including PLAN2, literacy and numeracy progressions, NAPLAN growth and student assessments. In addition, whole school data is summarised for enrolments, attendance, suspensions, student negative incidents and learning support referrals.

Curriculum focus teams meet to collaboratively plan and implement areas for school improvement. This process is flexible and groups are fluid. Key personnel are the drivers for each strategic direction and lead implementation of milestones to achieve the identified improvement measures.

Surveys and other forums for members of the whole school community are implemented each year to provide feedback to reflect on current practices and ideas to guide future planning.

Information collated using the School Excellence Framework and the Wellbeing Framework, assist the executive team to monitor the effectiveness of the programs in place to achieve the three strategic directions.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 LEARNING

Purpose:

Engaging students in rich learning experiences is achieved through dynamic programs using explicit instruction and effective teaching strategies. Our purpose is to embed school-wide practices based on collaborative planning and delivery, effective feedback, guided by consistent and reliable student assessment. This will ensure a focus on curriculum and the literacy skills for the future success of our students.



STRATEGIC DIRECTION 2 TEACHING

Purpose:

Highly skilled and committed teachers are an essential part of improving student outcomes. Our purpose is to create a professional learning environment where all staff strive to improve their practice through collaboration, modelling, specific feedback with priority given to evidence-based teaching strategies. This will drive ongoing school-wide improvement in program delivery and student numeracy results.



STRATEGIC DIRECTION 3 LEADING

Purpose:

In schools that excel, leadership is promoted, planned and shared. Our purpose is to promote educational leadership for staff and students to foster a school-wide culture of high expectations, community engagement and a shared sense of responsibility for student achievements. This will enhance our continuous efforts to deliver high quality service delivery.

Strategic Direction 1: LEARNING

Purpose

Engaging students in rich learning experiences is achieved through dynamic programs using explicit instruction and effective teaching strategies. Our purpose is to embed school-wide practices based on collaborative planning and delivery, effective feedback, guided by consistent and reliable student assessment. This will ensure a focus on curriculum and the literacy skills for the future success of our students.

Improvement Measures

- All teaching programs are aligned to whole school assessment schedules with 100% students plotted on PLAN2 using the Literacy Learning Progressions for all Writing sub-elements
- Improvement in Writing Years 3, 5 & 7 NAPLAN (At or above expected growth) from 41.3%Yr 5 / 55.2%Yr 7, 2016 to 60% in 2020.
- Improvement in Grammar & Punctuation Years 3, 5 & 7 NAPLAN (At or above expected growth) from 43.5%Yr 5 / 39.7%Yr 7, 2016 to 55% in 2020.

People

Students

Develop skills in writing and actively focus on stamina, engagement, self-regulation and creativity.

Staff

Work collaboratively across stages and schools to enable co-planning, co-teaching and co-reflecting.

Parents/Carers

Engage in learning activities and ongoing communication regarding how to support their child in literacy.

Community Partners

Involve interested community partners in authentic learning and assessment data across the school.

Leaders

Research, establish and support structures and feedback processes designed to ensure improved teacher practice and measurable student learning improvements.

Processes

Improving student outcomes in literacy:

- Implement high quality professional learning in literacy, focusing on writing, grammar & punctuation and spelling.
- engage students in opportunities to develop skills, knowledge and growth mindset in targeted aspects of literacy.

Whole school focus on assessment and reporting:

- Use assessment flexibly and responsively as an integral part of the daily classroom instruction.
- Implement whole school tracking and reporting processes for English strands.

Evaluation Plan

Student assessment: Literacy Learning Progressions – PLAN2 with a focus on Writing sub-elements

NAPLAN: item analysis and student growth

Teacher: Grade assessment schedules and data collection of school based assessments

Practices and Products

Practices

Using an instructional rounds that ensures teaching strategies are rigorous and relevant.

Create cross-stage project teams to support learning programs and assessment tasks at a whole-school level.

Explicit and engaging writing lessons planned and delivered as part of the English block.

Products

Developing easily accessible platforms to share teaching resources that include templates for how to differentiate lessons and assessments (e.g. shared drives).

Extensive student data is used to identify students' learning needs, develop learning targets and monitor progress.

Scope and sequences for English syllabus content are regularly used to track sequential learning experiences.

Strategic Direction 2: TEACHING

Purpose

Highly skilled and committed teachers are an essential part of improving student outcomes. Our purpose is to create a professional learning environment where all staff strive to improve their practice through collaboration, modelling, specific feedback with priority given to evidence-based teaching strategies. This will drive ongoing school-wide improvement in program delivery and student numeracy results.

Improvement Measures

To increase the number of students for the number, patterns & algebra strand in Bands 5 & 6 for Year 3 and Bands 6, 7 & 8 for Year 5 for NAPLAN.

100% teachers implement a daily balanced numeracy program.

All teaching programs are aligned to whole school assessment schedules with 100% of students plotted on PLAN2 using the Numeracy Learning Progressions for all Number Sense and Algebra sub-elements.

People

Students

Self-motivated, reflective and can work mathematically to apply their learning to real life situations.

Staff

Work collaboratively to design explicit teaching and learning programs that incorporate learning intentions and success criteria. Effective student feedback is elicited by teachers and inform their teaching.

Leaders

Sustain a culture of effective, evidence based teaching and ongoing improvement to ensure measurable student learning improvements.

Parents/Carers

Have increased awareness of numeracy programs and ongoing communication regarding how to support their child.

Community Partners

Engage in a range of school related activities which help build the school as a cohesive educational community.

Processes

Improving student outcomes in numeracy:

- Implement professional learning for explicit teaching of number, patterns & algebra concepts.
- Lessons are systematically planned as part of coherent K-6 programs.

Whole school focus on assessment and reporting:

- A school-wide approach to the collection of data using formative and summative assessment.
- Teachers analyse and interpret data to inform planning, identify interventions and modify teaching practice.

Evaluation Plan

- Student assessment: Numeracy Learning Progressions and PLAN2 with a focus on Number Sense and Algebra sub-elements
- Staff surveys, Instructional Rounds and peer observations of lesson and program delivery
- NAPLAN: item analysis and student growth

Practices and Products

Practices

Plan strategic PL opportunities that provide tangible skills and materials that can be used in the classroom.

Teachers sharing work samples to ensure consistency in teacher judgement, including students exemplars of success.

Differentiation in Mathematics lessons are delivered to cater for a range of student needs.

Products

Assessment records show extensive use of pre- and post-testing to assess learning outcomes and to guide teaching practice.

Displaying explicit learning progressions in classrooms to show students what performance benchmarks are and to encourage them to pursue higher levels of achievement.

Digital programs and resources are utilised K-6 to ensure learning and teaching programs are aligned to Mathematics syllabus content.

Strategic Direction 3: LEADING

Purpose

In schools that excel, leadership is promoted, planned and shared. Our purpose is to promote educational leadership for staff and students to foster a school-wide culture of high expectations, community engagement and a shared sense of responsibility for student achievements. This will enhance our continuous efforts to deliver high quality service delivery.

Improvement Measures

Increased leadership opportunities for staff, expanding beyond executive team, and students with additional roles of responsibility K-6.

School is deemed to be excelling in at least 75% of the Leading Domain elements from the Schools Excellence Framework or external validation process.

Service delivery and customer experience indicates a high level of satisfaction with streamlined, effective processes in place.

People

Students

Understand that student leadership occurs in all contexts. Opportunities for leadership are willingly taken. School leadership is valued, purposeful and incorporates effective peer feedback.

Staff

Staff embrace leadership opportunities within the context of continual professional improvement. Effective processes create a common understanding and a culture of shared responsibility.

Leaders

Maintain a focus on instructional leadership that builds a strong group of leaders through opportunities within the school community.

Parents/Carers

Parents and stakeholders are able to identify and value educational leadership within the school.

Community Partners

Community partners are consulted and involved in educational leadership initiatives.

Processes

Embedded educational leadership:

- Promoting shared leadership at all levels of school planning, practices and reflection.
- Aspiring leaders are mentored through the allocation of roles and responsibilities.

Leading systems change:

- Management practices and processes reflect school needs and are implemented strategically ensuring that they deliver the anticipated benefits with evaluative processes as a focus.
- Increased use of digital platforms for all aspects of school management and education delivery.

Evaluation Plan

- Professional Development Plans with leadership goals and NESAs accreditation records maintained through MyPL
- Staff, student and community surveys such as TTFM (Tell Them From Me)
- Leadership role statements and descriptions
- School Excellence Framework and 2018 External Validation

Practices and Products

Practices

Mentor and mentee processes in place for individual staff learning goals with the focus on quality teaching and learning.

Technology is used to provide engaging lessons, innovative teaching techniques and improved administration practices.

Resource the school strategically through collaborative decision making and consultation processes.

Products

Identify aspiring leaders, building their capacity through peer coaching, PL opportunities and support programs.

Professional learning has a strong focus on student outcomes and consistency of school-wide quality teaching programs.

Annual staff Professional Development Plans are aligned to whole school strategic directions.