

School plan 2018-2020

Sunshine Bay Public School 4562



School background 2018–2020

School vision statement

Sunshine Bay Public School is committed to inspiring and supporting students in reaching their full potential in a caring and dynamic learning environment which promotes excellence.

School context

Sunshine Bay Public School is a P3 school with a student population of 300. It draws students from the southern suburbs of Batemans Bay with 13 classes (including one Multi Categorical class). SBPS has a staffing number of 35 including executives, classroom teachers, support teachers, office administration a general assistant, and SLSO's. The teaching staff mix is one from very experienced through to those in their early years. The professional requirements for teaching in NSW public schools are met by all teaching staff. Quality educational programs provide for enrichment, encouraging success in academic endeavour, sport and the arts. The student population is largely from an English speaking background with 7% EALD students and 13% Aboriginal students. SBPS has a history of high mobility amongst the students. The school has an active P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy, numeracy, technology and student welfare. Sunshine Bay Public School is a keen and constructive participant in, and strong supporter of, the Batemans Bay Learning Community. This learning community includes Batemans Bay High school, Batemans Bay Public School and Broulee Public school. A commitment to ongoing school improvement in pedagogy, school management and professional learning acts as an umbrella for teaching and learning and the achievement of school priorities for student achievement. It provides a vehicle to build teachers' capacities to teach explicitly and students' capacities to be engaged as effective learners. The school is supported by the Resource Allocation Model (RAM) equity loading: Socio-economic and Aboriginal background.

School planning process

The writing of the school plan commenced in 2017 with the executive attending a one day workshop. As part of the Annual School Report process students, teachers and the community were surveyed on quality teacher and school leadership. Following on from the workshop and survey feedback through regular meetings involving staff, parents and students on the SRC we were able to identify the 3 strategic directions. . These directions articulate the school's priorities over the next three years for high expectations, teacher quality and quality leadership. The directions are future –focused and will drive a whole school culture of educational and organisational excellence. The directions set high expectations in all areas and are:

1. Learning
2. Wellbeing
3. Community Engagement

The strategic directions show how Sunshine Bay Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding. Underlying the Sunshine Bay Public School plan is the professional development of teachers. In providing teachers with the expertise to competently implement teaching practices we are preparing students for a future defined by academic ability, emotional wellbeing and a sense of belonging.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

To provide staff and students with the opportunities to be continuous learners through evidenced based curriculum programs implemented K–6 and effective professional learning strategies resulting in increased understanding of best practice and the ability to deliver flexible needs-based learning programs that meet the diverse needs of our students and ultimately, higher levels of student achievement.



STRATEGIC DIRECTION 2 Home School Community

Purpose:

A whole school community approach to meeting the needs of our students is underpinned by strategic partnerships with parents, carers, families, community groups, external agencies and the wider community to strengthen partnerships between the school and key community stakeholders.



STRATEGIC DIRECTION 3 Wellbeing

Purpose:

Consistent implementation and revision of policy and procedures as well as a continued effort to strengthen the social and emotional wellbeing of the school community by providing a safe and respectful learning environment which meets the needs of our school community.

Strategic Direction 1: Learning

Purpose

To provide staff and students with the opportunities to be continuous learners through evidenced based curriculum programs implemented K–6 and effective professional learning strategies resulting in increased understanding of best practice and the ability to deliver flexible needs-based learning programs that meet the diverse needs of our students and ultimately, higher levels of student achievement.

Improvement Measures

- Increase the proportion of students achieving proficiency in line with the Learning Progressions and EAfS data.
- Students will achieve their year appropriate expected growth in Literacy and Numeracy.

People

Leaders

Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of new learning and teaching programs to develop students' knowledge, understanding and skills.

Staff

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning with ongoing Professional Development and support from leaders and colleague.

Students

With support from teachers students will develop the skills and capacity to engage in a stimulated learning environment that caters to their individual needs.

Community Partners

Community of schools and larger networks will collaboratively work together to strengthen increased knowledge of curriculum and pedagogy.

Processes

Quality learning environment

Build on a quality learning environment which supports risk taking in learning, promotes student and parent engagement as well as acknowledging effort and achievement.

Curriculum and Learning

Using rigorous identification and monitoring processes students are engaged in differentiated and authentic learning experiences that cater for individual student needs.

Assessment

Develop a cycle of continuous improvement through the ongoing review of and implementation of curriculum, based on the systematic use of student data that informs teaching and learning to promote students growth.

Evaluation Plan

The Leadership Team will lead inquiry discussions around: Literacy and Numeracy Data, NAPLAN Data, Student Attendance, Student behaviour and engagement, Intervention Programs, Teaching and Learning Programs, Assessment and Reporting Processes, Learning Intentions and Success Criteria.

Practices and Products

Practices

Students and staff are involved in reflective assessment and reporting processes.

Every student is actively and consistently engaged in learning that is meaningful and developmental.

Leaders will ensure all staff support learning across the school to be driven by assessment data and differentiate their teaching to meet the needs of all students. This will be evident in classroom practice, programming and reporting.

Products

The school has evidence of a comprehensive and inclusive framework to support the whole child which measurably improves individual and collective wellbeing.

Positive and respectful relationships across the school community are visible and underpin a productive learning environment, positive behaviour and effective engagement.

Evidence of learning will be demonstrated through classroom practice, programming and reporting.

Strategic Direction 2: Home School Community

Purpose

A whole school community approach to meeting the needs of our students is underpinned by strategic partnerships with parents, carers, families, community groups, external agencies and the wider community to strengthen partnerships between the school and key community stakeholders.

Improvement Measures

- An overall improvement in school representation in the wider community.
- Increase participation from the community in all events.
- Monitor students success in transitioning

People

Leaders

Adopt a coordinated approach to providing the link to establishing and improving community as well as interschool relationships through leadership and network meetings as well as delivering opportunities within the scope of the curriculum and school year for these activities to occur.

Staff

Are provided with opportunities to encourage wider and ongoing parent and community participation within the school environment and heighten the perception of the school within the community.

Students

Are given the encouragement and skills to participate in a variety of activities which are supported and /or led by community members and staff.

Value the contributions of parents and community members to their learning by embracing all opportunities offered.

Parents/Carers

Supported to participate and be proactive partners with the school in all aspects of their child's education through learning sessions and school events. With all staff and students appreciating that their input into students' learning is a highly valued resource by the school community.

Community Partners

Work together with the school to engage in

Processes

Engagement and Creativity:

Students will be provided with opportunities to develop their interests through participation in programs on a regular basis utilising community and school member skills and talents.

Enhanced Communication Channels:

Provide parents and students with opportunities through clearer communication to participate and attend a wider selection of activities to support school and community involvement.

School and Community Partnerships

Reinvigorate and extend collaborative programs and continue to monitor inter school connections.

Evaluation Plan

Monitoring and analysis of a range of data sources including surveys, technology use (website, app, Facebook) and as attendance of community members to events as well as the successful transition of students in transition time focusing on Kindergarten students who were involved in transition program compared to those who didn't – what are the differences? As well as Feedback from High School re regular visits in term one to support year 7 students.

Practices and Products

Practices

Staff find and utilise opportunities to increase the number of extra curricula activities offered to students within the community as well as offer a wider variety of school opportunities for parents and community members to participate in.

Kindergarten, Year 6 teachers, Local pre-schools centres and High schools develop effective transition programs.

All staff promote strategic school and community partnerships focusing on student learning and wellbeing.

Products

Increased student and community involvement in school and extra curricula activities and events.

Increase the networking between our local pre schools, Public Primary and High Schools, (Community of Schools) and Far South Coast Network.

Students and the community are recognised a key stakeholders and important members of the school environment.

Strategic Direction 2: Home School Community

People

community based organised activities that will continue to improve student outcomes and community relationships

Strategic Direction 3: Wellbeing

Purpose

Consistent implementation and revision of policy and procedures as well as a continued effort to strengthen the social and emotional wellbeing of the school community by providing a safe and respectful learning environment which meets the needs of our school community.

Improvement Measures

- Improved behaviour records through analysis of Sentral data.
- Increase of student attendance with clear communication between school and home.
- Enhanced students Social and Emotional wellbeing through reaching goal outcomes in SEL lessons as well as analysis of Sentral wellbeing data.

People

Leaders

Adopt a coordinated approach and are committed to our school vision and model the values of SBPS to enable the implementation of key programs and initiatives through training and supporting wellbeing within the school.

Staff

With support from leaders and professional development will model the vision and values of SBPS and understand and consistently implement the student welfare policy and key initiatives to support student wellbeing.

Students

Through strategic lessons, learnt values and models as well as with supportive teachers and school staff, students are provided with the knowledge and understanding of the importance of their wellbeing.

Parents/Carers

Are actively supporting their child/rens' health and wellbeing through clear communication, reinforcement of high expectations and participation in key school initiatives.

Consistent consultation in regards to managing their children's wellbeing which will develop a clear pathway so all stakeholders in every child's wellbeing are supported.

Community Partners

Processes

Students

Develop resilience, responsibility and emotional intelligence by engaging in discussions, targeted lessons based on a review of data and great leadership from staff and students.

Staff

Create a safe and caring environment with the school and the wider community through the Wellbeing Framework and school policies to ensure all stakeholders have a shared approach to connect, succeed and thrive.

Evaluation Plan

Survey results from staff, students and community.

Welfare and behaviour records analysed.

Interventions from outside agencies recorded and reviewed.

Practices and Products

Practices

Leaders drive the understanding that wellbeing of our staff and students is a priority for learning and ensure that staff and students consistently follow the schools wellbeing policy.

Students strive for the SBPS vision, model the values of our school and willingly follow our Safety Respect Learning motto with the understanding that they will learn to take responsibility for their behaviours.

Staff establishment of a stronger school and community understanding of the importance of student wellbeing.

Products

Consultative decision making to set up sustainable systems to implement a whole school wellbeing framework linked closely to the NSW DET model.

Evidence based research showing improvements in student wellbeing across the school and community.

Evidence of strengthened community links through the evaluation and self assessment of the Wellbeing Framework.

Strategic Direction 3: Wellbeing

People

Support a shared responsibility to nurturing successful students in all areas to promote increased student wellbeing both inside and outside of school.