



School plan 2018-2020

Lake Cathie Public School 4654



School background 2018–2020

School vision statement

Through school spirit, inclusivity, innovation and opportunity, students collaboratively engage and are inspired to strive for excellence as life long learners, feeling a sense of belonging and connectedness with their world.

School context

Lake Cathie Public School was a new school built during 2014 ready for its first intake of students in 2015.

Significant planning and consultation engaged large numbers of interested parents and community members.

In 2018 there are 285 enrolments that are drawn from Lake Cathie and the north part of Bonny Hills. This drawing area will change in 2020 where the Bonny Hills area will return to the North Haven Public School zone. A strong collegial partnership already exists between Lake Cathie Public School and North Haven Public School.

In 2019–2020, a large scale capital works program will see the design and construction of seventeen new learning spaces. This continues the level of change that students, parents and staff are dealing with.

Students are inclusive, tolerant and supportive of each other. Creative arts, sporting and technology programs balance the strong academic and welfare programs within the school to cater for all students' needs and interests. The school enjoys a significant reputation within the community where Spirit, Opportunity and Excellence, the school's motto, is clearly embraced.

Professional staff work collaboratively to implement and sustain a quality learning environment rich with high expectations and nurturing support for all students. Targeted ongoing professional learning is linked to the School Plan, building capacity in staff to provide high quality learning experiences.

Highly involved parents are integral in the school's success with a large P&C adding to the spirit linking the school with its community. The P&C contributes to whole school planning, provides financial support and creates opportunities for students, parents and the community to take part in social activities that build strong and meaningful relationships and positive school spirit.

The school will continue to grow within the rapidly developing area of Lake Cathie with several new housing developments. This will be part of the continuing challenge

School planning process

This plan has been developed through collaboration and consultation between students, teaching and non-teaching staff, parents and community members interested in the success of Lake Cathie Public School.

The planning process has considered strategic Department of Education planning and initiatives to take successful education in Australia through significantly changing times and long term and sustainable reform. The Melbourne Declaration on Educational Goals for Students, Great Teaching Inspired Learning, Every Student Every School, Australian Professional Teaching Standards, Local Schools Local Decisions, Performance and Development Framework and the School Excellence Framework have been integral considerations in this plan.

Considerable collaboration to determine a local context from which the school will grow provides clear and informed decisions about the School's Strategic Directions:

- Learning Connect
- Wellbeing Connect
- Futures Connect

The implementation of the school plan will be monitored at regular intervals by the whole staff to measure and assess the progress and achievement of milestones. Community engagement will include P&C involvement in the reflection and review of this plan and the contribution to any adjustments where necessary.

School background 2018–2020

School vision statement

School context

for staff, to help the school and its families, grow with the community.

School planning process

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning Connect

Purpose:

In order to become life longer learners, staff enhance their capacity to implement effective teaching practice using evidence-based strategies that are differentiated, responsive, reflective and engaging. Students are inspired to strive for excellence and use a growth mindset to connect with their learning.



STRATEGIC DIRECTION 2 Wellbeing & Welfare Connect

Purpose:

To build a caring school community that supports and promotes a growth mindset where students and staff are engaged in their learning and challenged to become successful citizens who are resilient, caring, tolerant and inclusive of others.



STRATEGIC DIRECTION 3 Future Connect

Purpose:

In order to be successful in their future world our students will use a growth mindset to develop essential learning skills as well as being active, problem solvers who have an awareness of self as part of the broader world.

Learning must be visible, personalised and authentic, empowering students to communicate, collaborate, think critically and creatively whilst diving deeply into their learning.

Strategic Direction 1: Learning Connect

Purpose

In order to become life longer learners, staff enhance their capacity to implement effective teaching practice using evidence-based strategies that are differentiated, responsive, reflective and engaging. Students are inspired to strive for excellence and use a growth mindset to connect with their learning.

Improvement Measures

Increase students achieving at state proficiency in NAPLAN Year 3 Writing from 72% to 85% and Year 5 Writing from 23% to 50%.

Increase in students achieving Proficient standard in NAPLAN Year 3 Numeracy from 22% to 50% and Year 5 Numeracy from 41% to 60%.

People

Students

Develop skills in understanding the purpose of assessment who value, reflect on and utilise feedback to make improvements to their learning outcomes.

Staff

Refine their understanding of evidence based teaching practices, including best practice for explicit teaching and differentiated instruction. Develop skills in providing effective and timely feedback, using data to develop learning intentions and success criteria. .

Leaders

Design needs based professional learning packages based on evidence based teaching practices.

Develop school wide processes for effective feedback practices in class to drive student learning success.

Model the use of data to drive explicit, differentiated teaching and learning programs.

Parents/Carers

Have an understanding of how student learning progress and achievement is assessed and tracked. Develop an understanding of how this is used to determine next steps for learning growth.

Processes

Researched Informed Pedagogy

School protocols, practices and professional learning enables teachers to investigate, understand and implement evidenced based teaching practices to provide explicit, differentiated learning in literacy and numeracy working towards growth in student learning outcomes.

Collaborative practices allow teachers the opportunity to reflect on their teaching practice and refine their practice based on collegial feedback and personal reflection aligned to evidence based best practice.

Using Effective Assessment and Data Analyses to improve Literacy and Numeracy

Teachers increase knowledge and implementation of syllabus, including embedding learning progressions.

Teachers increase knowledge and skills in order to implement a consistent approach to gathering, analysing and interpreting student data from external and internal sources.

Evaluation Plan

- Continuum/Learning Progressions data
- Classroom observations
- Teaching and Learning Programs
- Student work samples
- Focus groups
- Performance Development Plans
- NAPLAN data

Practices and Products

Practices

Researched Informed Pedagogy

- A whole school approach which ensures the most effective evidence-based teaching methods optimise learning progress for all students.
- Using evidence-based and researched practices, teachers engage in professional learning and successfully implement student-led assessment strategies.
- Teachers are supported by school leaders to set, reflect upon and refine teaching practice goals.
- Teachers regularly collaborate to reflect on the impact of their teaching and learning.
- Students use learnt strategies in order to reflect on their learning and improve.

Using Effective Assessment and Data Analyses to improve Literacy and Numeracy

- Teachers routinely use evidence of student learning including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of all students.
- Teachers collaborate across K-6 and within stage teams to share knowledge, data, feedback and relevant information about student progress and achievement in literacy and numeracy.

Products

Strategic Direction 1: Learning Connect

Processes

- SCOUT data
- Self assessment against the SEF
- Student, teacher and parent voice through surveys
- Participation and feedback from mentoring, collegial conversations and collaborative planning sessions

Practices and Products

Researched Informed Pedagogy

- Teaching and learning programs include evidenced based teaching practice.
- Teaching and learning programs are dynamic showing evidence of differentiation, informed by feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Student learning samples reflect explicit learning intentions and set criteria.
- Students show performance and growth in learning.

Using Effective Assessment and Data Analyses to improve Literacy and Numeracy

- Consistent school– wide practices for assessment are used to monitor, plan and report on student learning.

Additional measurement considerations

Increase in students achieving grade appropriate levels in Literacy and Numeracy Learning Progressions.

School self assessment against the SEF indicates a movement from Delivery to Sustaining and Growing in the Learning Domain element of Curriculum and the Teaching Domain element Effective Classroom Practice and Data Skills and Use.

Strategic Direction 2: Wellbeing & Welfare Connect

Purpose

To build a caring school community that supports and promotes a growth mindset where students and staff are engaged in their learning and challenged to become successful citizens who are resilient, caring, tolerant and inclusive of others.

Improvement Measures

Improvement in all aspects of the 'Tell Them From Me' survey.

The explicit teaching of a growth mindset and social and emotional wellbeing are incorporated into teaching and learning programs.

People

Students

Actively engage in teaching and learning that promotes social and emotional wellbeing through a growth mindset.

Understand that engagement, effort and resilience are required to be successful and they actively contribute to the class and school community.

Staff

Implement a whole school approach to wellbeing and welfare.

Actively promote and demonstrate a growth mindset in order to build a positive school culture.

Leaders

Provide support and professional learning about growth mindset and resilience.

Develop the capacity to analyse and communicate whole school data.

Parents/Carers

Are active partners in fostering a positive school culture.

Demonstrate support for the school's wellbeing processes and programs.

Processes

Curriculum

Students participate in regular, growth mindset programs providing feedback via surveys on content and using learnt strategies to self-regulate behaviour as evidenced by an increase in reward day participants.

Policy and Assessment

The school's policies, practices and processes are further developed through visible learning opportunities staff and students are differentiating learning focusing on confidence, resilience and tolerance for others that will lead to an increase in peer support.

Evaluation Plan

- Parent, student and staff satisfaction surveys
- Tell Them From Me survey data
- Sentral wellbeing data
- Participation in Reward Day
- Self-presentation to the Fix It Room
- SCOUT data and reports
- Whole school approach to awards and recognition
- Focus group data
- Photographs and observations of the school environment

Practices and Products

Practices

Curriculum

Teachers are delivering differentiated content to support the diverse needs of students in a timely and responsive manner which is evidenced in the number of students engaging in the 'Fix It Room' and term planning for Reward Day activities.

Policy and Assessment

Staff and students regularly practice and adapt their social and emotional skills to new situations in the classroom, school and wider community. School-based evidence is utilised to inform teaching and learning opportunities in response to the social and emotional needs of all students and staff.

Products

Curriculum

Students participate in regular growth mindset programs and are using learnt strategies to self-regulate and successfully engage positively with others.

The school environment projects a positive, welcoming and inclusive vibe.

The language of a growth mindset is evident in all interactions between students, staff and parents/carers.

Policy and Assessment

Policies and processes have been implemented so that students, staff and the broader community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved

Strategic Direction 2: Wellbeing & Welfare Connect

Practices and Products
student outcomes.
Additional measurement considerations All students participate in activities relating to the care for self and contribution to the wellbeing of others. 100% of students attend Reward Day activities each term.

Strategic Direction 3: Future Connect

Purpose

In order to be successful in their future world our students will use a growth mindset to develop essential learning skills as well as being active, problem solvers who have an awareness of self as part of the broader world.

Learning must be visible, personalised and authentic, empowering students to communicate, collaborate, think critically and creatively whilst diving deeply into their learning.

Improvement Measures

All teaching and learning programs reflect the implementation of a range of future focused teaching strategies.

Teachers and students effectively use technology to enhance learning and learning opportunities.

People

Students

Build their skills and confidence in becoming successful and independent self-directed learners.

Students utilise a range of digital tools to connect, communicate, modify, enhance and transform learning.

Students make appropriate decisions when considering spaces to learn effectively.

Staff

Through professional learning, staff develop and expand their knowledge to implement changes and to create a positive supportive and collaborative futures learning environment.

Leaders

Systematically and regularly monitor the impact of implementation to ensure and promote sustained student learning progress.

Parents/Carers

Actively support the future focused direction of the school through participation and feedback.

Processes

Empowering Learners

Regular collaboration involves teachers implementing contemporary pedagogy using a repertoire of strategies to empower and engage learners.

Teaching practice reflects professional learning that is evidence-based to improve learning and to encourage innovative collaboration.

Technology is used to facilitate effective communication and collaboration.

Engaging Learning Environments

A creative approach is taken to optimise learning within the physical environments of the school.

Staff engage in contemporary pedagogy to empower learners within future learning spaces.

Evaluation Plan

- Collegial conversations
- Performance Development Plans
- Staff surveys
- Observations of students confidently and successfully demonstrating the skills to collaborate, communicate and think creatively and critically about their learning.
- Focus groups, surveys and school events that are centred on future focussed teaching and learning
- Before and after photographs that demonstrate the impact of future-focused learning environments

Practices and Products

Practices

Empowering Learners

Regular collaboration involves teachers implementing contemporary pedagogy using a repertoire of strategies to empower and engage learners.

Teaching practice reflects professional learning that is evidence-based to improve learning and to encourage innovative collaboration.

Teachers are confident and creative users of technology.

Engaging Learning Environments

Teachers develop pedagogical practices aligned to the physical make-up of the environment.

Products

Empowering Learners

Teaching and learning programs show effective, contemporary, evidence based practices.

Engaging Learning Environments

Learning spaces are designed for creativity and collaboration promoting visible, personalised and authentic learning.

Additional measurement considerations

The school's SEF S-aS demonstrates growth in the 'Teaching' domain.