School plan 2015 – 2017

Point Clare Public School 4050
**School background 2015 - 2017**

### School vision statement

**Nurturing Inspiring Achieving**

Our vision for Point Clare Public School is to provide an inspiring and nurturing environment that encourages and values students achieving to their full potential.

This school vision is underpinned by our Student Wellbeing Program, You Can Do It (YCDI) and the Melbourne Declaration.

The school’s Student Wellbeing program, You Can Do It, is supported by staff, parents and the community to focus on identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school and beyond. It focuses on building the social, emotional and motivational capacity of students rather than focusing on deficits.

The five keys of YCDI are:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along
5. Resilience

The Melbourne Declaration states that Australian schooling promotes equity and excellence; that all young Australians become successful learners, confident and creative individuals and active and informed citizens.

### School context

Point Clare Public School services the West Gosford, Point Clare, Tascott and Koolewong communities. In 2015 the school enrolment is 519 a slight decrease from previous years. There are 14 Aboriginal students currently enrolled and the school is aiming to strengthen its connections with the Coonola Local Aboriginal Educational Consultative Group (AECG). The school is a proud member of the Gosford City Learning Community of schools. The school prides itself on promoting a caring, safe environment.

Teaching and learning programs are aligned to NSW curriculum statements with student progress being addressed through semester based written reports. Academic results demonstrate above average growth in reading and numeracy from Years 3 to 5, and from Years 5-7. The school is focusing on the improvement of growth in writing with specific criteria-based teaching aligned with greater student self-assessment using collaboratively designed rubrics.

To provide professional learning in evidence-based programs the school will be implementing Language, Learning and Literacy (L3) across Early Stage 1 and Stage 1 and Focus on Reading (FoR) for Stages 2 and 3, commencing in 2014.

The school provides a range of quality educational programs as well as an array of extra-curricular activities. Gifts and talents of students are catered for through differentiating the curriculum and academic enrichment programs. A strong environmental program focuses on sustainability and healthy eating.

The school is supported by an active P&C, School Council and student led initiatives including parliament, peer support and buddy groupings. The school enhances the educational opportunities afforded every student by building effective and productive relationships between the school and home. The school is currently undergoing significant major works including the construction of a number of flexible learning spaces which allow for collaborative and cooperative teaching.

### School planning process

The annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching staff, ancillary staff, students, parents, P&C, and Gosford City Learning Community. School self-evaluation team met as required. Input, updates and consultation was provided and sought from parents and community via the school newsletter, P & C meetings and School Council throughout the process.

In developing the 2015-17 School Plan, the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes:

- Surveys were conducted in Numeracy and Technology.
- Focus groups provided additional clarity around Literacy, Numeracy, School Culture, and Student Engagement as required.
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, and other documents seen by the school as informing the school self-evaluation.
- Formal and informal classroom lesson observations by executive staff and team leaders as part of the Professional Development Planning cycle.
- Analysis of student achievement data in Year 3-6 and Year 7 including detailed NAPLAN SMART analysis with a lens on trend data in Reading, Writing and Numeracy 2011 to 2014.
- Analysis of student achievement data across K, Years 1, and 2, including analysis of Best Start, Reading Recovery, school based data, LAST and Reading Texts

Key DEC reforms also considered in the shaping our plan were; Great Teaching Inspired Learning; Local School Local Decisions, Rural and Remote; Early Action for Success; Every School Every Student; Connected Communities; Literacy/Numeracy, and Melbourne Declaration.
Purpose:
To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which engenders the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Purpose:
To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; which allows for an alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provides feedback on current performance in order to enhance student outcomes.

Purpose:
To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.
Strategic Direction 1: Student learning is dynamic, personalised and connected in a purposeful way.

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**Improvement Measures**
- 21st Century learning principles and practices are embedded in teaching/learning programs, tasks and assessment across all Stages of learning and evident in student outcomes.
- Increased achievement in reading proficiency: Early Stage 1 and Stage 1 85% achievement of Reading Recovery levels. Kindergarten Level 8, Year 1 Level 18, Year 2, Level 28. Year 3 increase in average NAPLAN Reading proficiency from 46.7% in 2012-2014 to 55% 2015-2017; Year 5 from 31.6% in 2012-2014 to 45% 2015-2017
- Increased achievement in Numeracy proficiency: Year 3 increase average NAPLAN proficiency from 38.3% in 2012-2014 to 45% in 2014-2017. Year 5 increase in average NAPLAN Numeracy proficiency from 39.0% to 45% in 2014-2017
- Increased focus on student-centred learning as evidenced by classroom groupings based on differentiation and teaching/learning programs reflecting differentiation

**People**

**STUDENTS**
Focus on actively involving students in building skills to self-assess utilising writing rubrics and literacy and numeracy continuums. Skill building to focus on resilience, capabilities and competency for individual students.

**STAFF**
Professional learning planned and delivered to enable staff to deliver programs founded on the pedagogies, culture and principles of the 21st Century. Major focus on development of technology to enhance student participation and student-centred learning.

**Processes**

**DIFFERENTIATION**
Individual student needs are met through differentiation reflected in needs based groupings.

Teacher programs reflect tracking of outcomes based on literacy and numeracy continuums with plotting of student progress monitored on PLAN software

**PRODUCTS and Practices**

**PRODUCTS**
An increase in the percentage of students in the proficient bands in NAPLAN reading and numeracy in Year 3, 5 and Year 7.

All students demonstrate growth against their benchmark on their Reading and numeracy continuum.

Teaching programs show evidence of student friendly rubrics and proformas being used to allow students greater responsibility and ownership over their learning.

**PRACTICES**
Teaching and learning programs reflect explicit teaching of skills critical thinking, reflection, problem solving, collaborative learning, self-assessment, self-directed learning, higher order thinking and questioning including pedagogical change through technology

Increased understanding and engagement in the learning partnership with students highlighted by increased well-being and social and emotional resilience.

Teaching practice demonstrates a thorough understanding of the elements leading to improvements in reading and numeracy outcomes. Teachers utilise literacy and numeracy continuums to monitor and reflect on individual student progress.

Teachers and students have an understanding of "how students learn" and this is reflected in flexible teaching and the appropriate use of inclusive learning spaces.
**Strategic Direction 2: Teaching and learning reflects best practice and an engaged professional culture.**

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<td>To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; which allows for an alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provides feedback on current performance in order to enhance student outcomes.</td>
<td><strong>STUDENTS</strong> Engaged and actively participate in student centred learning programs.</td>
<td><strong>CURRICULUM</strong> Engage in training for the implementation of National Curriculum. Key personnel as curriculum drivers to facilitate professional learning and manage resource allocation leading to the implementation of key initiatives. Teachers make adjustments to their teaching and learning programs based on the analysis of internal data such as National Consistent Collection of Data. <strong>TEACHER QUALITY</strong> Develop individualised professional learning plans explicitly targeted at developing teacher capacity including leadership capability aligned to the Performance and Development Framework and the Australian Teaching Standards. <strong>All staff are accredited with BOSTES against the National Professional Standards for teachers and take an active responsibility for maintenance of accreditation.</strong> <strong>BUILDING TEACHER CAPACITY</strong> Implement the Tell Them From Me survey for staff. Staff share understandings and expertise in a supportive environment to build the capacity of colleagues and develop highly accomplished and lead teachers. These staff act as drivers for change. <strong>PARENTS / CARERS</strong> Implement Tell Them From Me survey for parents.</td>
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<td><strong>STAFF</strong> Engage in personalised professional development using a range of innovative strategies that reflect the National Standards. <strong>Executive assist teachers to develop individual learning goals for teachers to align with the Performance and Development Framework</strong></td>
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<td><strong>PARENTS</strong> Participate in planned forums related to literacy, numeracy and technology implementation to ensure understandings surrounding current pedagogies and curriculum requirements. <strong>LEARNING COMMUNITY</strong> Work together to establish effective partnerships to engage our students in real world authentic learning.</td>
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<td><strong>PRODUCTS</strong> All teachers have professional growth plans demonstrated through the Performance and Development Framework and aligned to the Australian Teaching Standards. An increase in the perceived level of competency and satisfaction with their teaching as measured by Tell Them From Me survey. <strong>PRACTICES</strong> Teaching practice aligns to the school vision, school plan, department policy and curriculum requirements. Teaching and learning practice is based on professional growth plans integrated with performance and development process and linked to professional needs based on the assessment of their performance. Mentoring and coaching builds staff capacity and leads to a sharing of expertise and collegial support.</td>
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**Improvement Measures**

- Teaching practice is integral to a strong, dynamic and articulated learning culture across the school.
- All staff actively involved in professional learning to develop 21st Century pedagogy:
  - 2015 – Critical Thinking, Creative Thinking
  - 2016: Complex Thinking, Comprehensive Thinking, Collaborative Thinking
  - 2017 – Communicative Thinking, Cognitive Transfer Evaluation
- Knowledge gained through professional learning is collaboratively shared and reviewed to ensure all teachers have access. (Staff and Stage meetings)
Strategic Direction 3: Developing strategic community learning partnerships.

### Purpose
To build inclusive collaborative teams and school community networks, through quality community partnerships which contribute to making learning core school and community business; which has students’ engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

### Improvement Measures
- Increased parent participation in the P&C and school-home partnerships with average attendance at P & C from 5 parents to 10 parents per meeting
- Class teachers communicate with at least one parent weekly per class with ‘good news’ story
- Increase parent partnerships through a shared understanding of 21st Century Learning through adoption of 1:1 i-pad classes
- Increased collaborative participation in the Gosford City Learning Community.

### People

| STUDENTS | Engage students in our You Can Do It program to improve and embed resilience, organisation, getting along, confidence and persistence. |
| STAFF | Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation. |
| PARENTS/CARERS | Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and wellbeing. |

### Processes

| COMMUNICATION AND CONSULTATIVE DECISION MAKING | To create communication processes and opportunities which support active, frequent and culturally sensitive collaboration between school, parents and community. |
| To increase the number of parents engaging in curriculum learning sessions, information sessions and P&C events including fundraising. |
| PARTICIPATION AND COMMUNITY CONNECTIONS | Strong partnerships with local pre-schools leading to effective transition from pre-school to school. |
| Developing educational links with local universities and online learning activities. |
| Supportive partnerships with Cooinda Local AECG. |
| GOSFORD CITY LEARNING COMMUNITY | Close links with our partner high school to ensure effective continuity of learning and smooth transition from Stage 3 to Stage 4. |
| To create jointly planned professional learning activities for staff, students and parents across Gosford City Learning Community. |

### Products and Practices

| PRODUCTS | Increased percentage of parents attending and actively supporting the P&C and other community events and fundraisers. |
| Sustained high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment being > 85%. (Tell Them From Me) |
| PRACTICES | A positive culture of learning exists across the school among students, staff and parents. |
| Regular combined Gosford City Learning Community professional learning and capacity building meetings and networks for leaders, students, teachers and parents. |
| Quality early intervention and transition programs operating within a strategic community learning partnerships. |
| A proactive annual strategic communications plan centred on the Gosford City Learning Community ensures a strong community and media profile. |