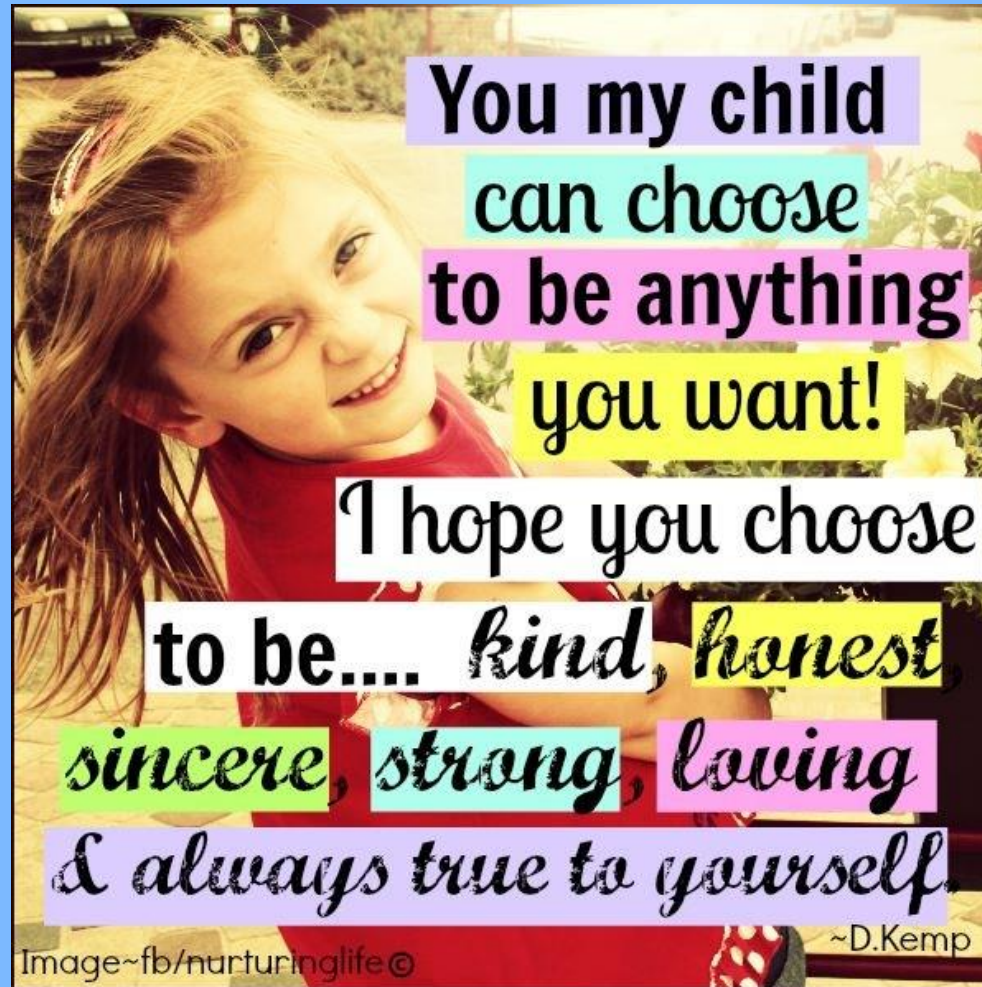


School Plan 2015 – 2017



School Background 2015 - 2017

SCHOOL VISION STATEMENT

Coal Point Public School, through excellence in teaching, strives to transform the lives of students and to inspire and nurture their development as learners, individuals, and citizens.

Achieving these educational goals is the collective responsibility of the whole school community.

We will provide excellence, innovation, opportunity, success!

SCHOOL CONTEXT

Coal Point Public School (CPPS) has a total enrolment of approximately 236 pupils across the Years K to 6, with 2.6% identifying as Aboriginal and 8% identifying as being students with a Language Background Other than English. Our students come from many varied backgrounds, where education is viewed as extremely important and is highly valued by all. We are privileged to be a school that enjoys strong family and community support.

Our school's 2014 Family Occupation and Education Index (FOEI) value is **55** compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. Our school's FOEI value is among the lowest 20 per cent of FOEI values across NSW government schools.

The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences.

Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricular opportunities we provide. Our school band, choir, drama, chess, dance and gymnastics programs provide outstanding teaching while supporting fun and a love of learning.

Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

SCHOOL PLANNING PROCESS

Throughout 2014, Coal Point Public School consulted with our entire school community and utilised a variety of measures to prepare for and complete the writing of our 2015-2017 School plan.

All staff have participated in the writing of our plan through collegial discussion, workshops, stage team meetings and through attendance at the Community Forum evening held on 15th October 2014. Staff have also worked through a number of professional learning sessions around John Hattie's Visible Learning for Teachers text and have also completed the 'Checklist For Visible Learning Inside' from Hattie's text. Teachers also completed the online survey, - Tell them from Me 'Focus On Learning' teacher survey in Term 3 2014. All ideas, proposals and innovations suggested by teachers or results found through our professional learning and survey work have been considered and incorporated into our plan where appropriate.

Coal Point Public School students have shared their ideas and visions for our school through participating in a wellbeing survey, completion of a student checklist regarding visible learning and have been asked survey questions by the Student Executive Team. Students were asked to share their visions for Literacy, Numeracy, KLA's, Technology, Student Opportunities and Community Engagement. All ideas, responses and suggestions were considered and added to our School Plan where appropriate.

Parents and Caregivers have participated in the writing of our plan through discussion at P&C meetings, workshops on the new planning processes and Simon Sinek's golden circle model and 'Start with Why' ideology, and through attendance at the Community Forum evening held on 15th October 2014. P&C members have also worked through a number of discussion sessions around John Hattie's Visible Learning for Teachers text.

School Strategic Directions 2015 - 2017



Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences through excellence in teaching practice to achieve and thrive as learners.



We will build the capacity of all staff through focused professional learning, collaboration and collegiality that creates a culture of ongoing excellence in practice.



Social and emotional wellbeing underpins the ability of all to engage, inspire and contribute to personal and collaborative learning and growth to achieve their full potential.

Strategic direction 1: Excellence in Teaching and Learning

PURPOSE

Why do we need this particular strategic direction and why is it important?

Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences through excellence in teaching practice to achieve and thrive as learners.

IMPROVEMENT MEASURE/S

Increased percentage of students in Years 5 and 7 attaining at or above NAPLAN state targets for expected growth.

100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuum.

100% of students demonstrate personal learning growth as measured by school identified assessment.

Improvement in identified areas of Hattie Checklists and Tell Them From Me surveys regarding teaching and learning.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: Students will engage in learning about self-reflection, feedback techniques and self-assessment and use these activities to become active in designing and developing their own and peer learning.

Staff: Staff will develop capacity to implement new curriculum models and will develop the ability to engage students in critically analysing their own learning.

Staff: Staff will engage with professional learning to develop and implement their understanding of 21st century thinking skills and utilise this within a framework of increased technological capability.

Leaders: School Executive will utilise current and relevant educational theory and pedagogical research to increase their knowledge and capabilities to lead professional learning and to mentor teams, ensuring excellence in teaching and learning.

PROCESSES

DATA ANALYSIS –

Use qualitative and quantitative student assessment data to inform and improve school teaching and learning and assessment practices.

Staff implement appropriate strategies to track / monitor student learning on the continuums.

Implement teacher training to ensure consistency when implementing and analysing all forms of data.
Staff complete Hattie survey and utilise Hattie's checklist data to identify areas of classroom practice in need of improvement.

Analyse data from the Tell Them from Me student & staff survey and implement strategies to address areas identified as weaknesses.

ESES / NCCD identify specific needs of students. Teachers participate in professional learning to ensure they have the capacity to make appropriate adjustments to teaching and learning practices and programs.

CREATIVE ENGAGED LEARNERS -

Teachers and students have multiple strategies for learning as demonstrated through teaching and learning programs.

Implementation of KAGAN scope and sequence for cooperative learning strategies. Implementation of higher order thinking strategies. Staff will be trained in the use of Pirozzo grids.

CURRICULUM IMPLEMENTATION -

Teachers participate in professional learning for the new syllabus documents and are supported in the implementation of English, Maths, Science and History curriculums.

PRODUCTS AND PRACTICES

PRODUCTS

Increased percentage of students in Years 5 and 7 attaining at or above NAPLAN state targets for expected growth.

100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuum.

100% of students demonstrate personal learning growth as measured by school identified assessment.

Improvement in identified areas of Hattie Checklists and Tell Them From Me surveys regarding teaching and learning.

PRACTICES

All teaching programs will demonstrate the inclusion and teaching of 21st century teaching skills and the incorporation of the Quality Teaching Framework into all curriculum areas.

All teaching programs will demonstrate quality teaching and learning practices demonstrated through high expectations and programs meeting the needs of individual students.

All staff reflect on student data from specific, appropriate assessment tools utilised throughout the school to maximise individual teaching and learning for personal learning growth for all students.

Students will be plotted on the continuum and lessons will be differentiated to cater for individual learners and to achieve syllabus outcomes.

Strategic direction 2: Fostering quality teaching and leadership

PURPOSE

Why do we need this particular strategic direction and why is it important?

We will build and support the capacity of all staff through focused professional learning, collaboration and collegiality that creates a culture of ongoing excellence in practice.

IMPROVEMENT MEASURE/S

Teaching practice demonstrates (documented) evidence of quality teaching strategies as evidenced through lesson observations, teaching programs and student work samples.

Every staff member has a Performance and Development plan (PDP) which identifies their professional goals and is based upon self-reflection, self-assessment and attaining professional growth.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: Students will be active learners in all KLA's who develop personal learning goals and focus on achieving their personal potential.

Staff: Staff will utilise their Performance Development Plan (PDP) to guide and improve their practice through achievement of their goals.

Parents: Parents will become further engaged in student learning through communicating directly with staff in relation to student achievement.

Community partners: The school leadership team builds the collective capacity of the school community to understand our school vision and purpose through our school website.

Leaders: The school uses collaborative feedback and reflection from all stakeholders to promote and generate learning and innovation.

PROCESSES

PROFESSIONAL LEARNING

Professional learning for all staff around changing practice through Hattie's Visible Learning research and evidence of new practices in staff teaching programs.

Enhance staff understanding of AITSL Professional Teaching Standards and accreditation processes at all levels to develop individual teacher Performance and Development Document (PDP).

MENTORING

Introduction of Quality Teaching Rounds (based on the Quality Teaching Framework) to ensure outstanding classroom practice.

Community will engage in parent forums to discuss future directions in teaching and learning.

PRODUCTS AND PRACTICES

PRODUCTS

Teaching practice demonstrates (documented) evidence of quality teaching strategies as evidenced through lesson observations, teaching programs and student work samples.

Every staff member has a Performance and Development plan (PDP) which identifies their professional goals and is based upon self-reflection, self-assessment and attaining professional growth.

PRACTICES

Ongoing meaningful evidence based teacher professional learning is embedded into the culture of the school.

Quality Teaching Rounds improve capacity of staff in lesson planning, delivery and evaluation.

All teaching staff are reflective in their professional growth in relation to the professional teaching standards and school strategic directions.

All staff will utilise the online tools available to improve and guide their personal professional development.

Strategic direction 3: Social and Emotional Wellbeing for All

PURPOSE

Why do we need this particular strategic direction and why is it important?

Social and emotional wellbeing underpins the ability of all to engage, inspire and contribute to personal and collaborative learning and growth. This enables students to achieve their full potential and to grow as responsible and productive citizens and leaders.

IMPROVEMENT MEASURE/S

An increased percentage of students demonstrate a positive self-image as a learner, and as an individual through responses to student wellbeing survey.

100% of students have Personalised Keys to Success (You Can Do It!) profiles based around rubrics to identify individual student wellbeing and personal goal setting priorities.

An increase in the percentage of students responding positively to the quality of school life as evidenced in Tell Them From Me survey.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: Students understand the behaviours, attitudes and expectations that enhance wellbeing and learning achievement.

Staff: Staff consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Parents: Parents support the school to implement school wellbeing initiatives and are supported when accessing specialised staff and agencies when appropriate.

Leaders: School leaders support and monitor the implementation of effective behaviour management strategies, mentor and support classroom teachers and ensure high expectations of all.

PROCESSES

Students engage in lessons that explicitly teach the keys to success and engage in self-reflection to ensure high expectations are met.

Mandatory policies and reporting guidelines are implemented and training regularly updated.

Support the delivery and implementation of positive wellbeing strategies.

Tell Them From Me student survey.

Completed TTFM student survey to arrive at original evidence base

Improving the social competencies of identified students to support playground wellbeing.

Students have a positive self-image as a learner, and as an individual through improved responses to student wellbeing survey.

Personalised Keys to Success (You Can Do It!) profiles based around rubrics to identify individual student wellbeing and personal goal setting priorities.

Staff professional development regarding anxiety and stress in children.

PRODUCTS AND PRACTICES

PRODUCTS

An increased percentage of students demonstrate a positive self-image as a learner, and as an individual through responses to student wellbeing survey.

100% of students have Personalised Keys to Success (You Can Do It!) profiles based around rubrics to identify individual student wellbeing and personal goal setting priorities.

An increase in the percentage of students responding positively to the quality of school life as evidenced in Tell Them From Me survey.

PRACTICES

Creation and implementation of personalised You Can Do It! profiles to ensure we are catering for student individual needs.

Time provided for data analysis of results from Hattie's checklists allowing staff to reflect on and adapt teaching and learning and practices

You Can Do It! Self-reflection, survey and values checklists demonstrate student wellbeing.

