School plan 2018-2020

Caringbah Public School 1508

School background 2018–2020

School vision statement

Statement of purpose:

Caringbah Public School provides quality education in an innovative, inclusive and nurturing teaching and learning environment. A culture of high expectations and purposeful collaboration between the school, students and community ensures effective partnerships enhance the pursuit of excellence for all students.
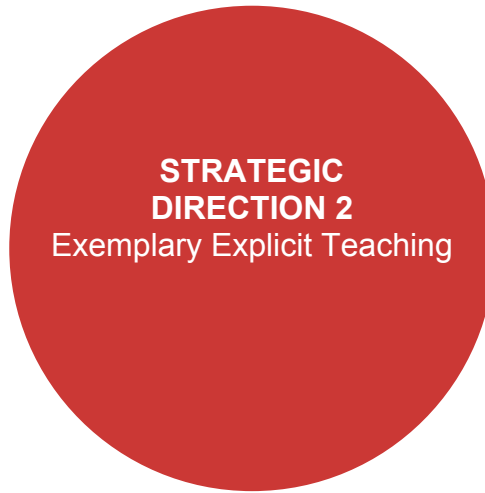
School context

Caringbah Public School is situated in the Sutherland Shire,near the Royal National Park and the Hacking River. The school has large grassed playing fields, functional classrooms and modern facilities that include an extensive computer lab, classroom technology and robotics. There is a culture of high expectations and academic excellence across all learning areas and the literacy and numeracy programs are delivered through effective evidence–based teaching methods. The highly qualified and dedicated staff undertake ongoing professional learning, ensuring their capabilities are continually enhanced to ensure every student experiences high quality teaching.The specialist programs offered include the Learning and Support Teacher program, supported by a strong Learning and Support Team. The extracurricular activities offered include choir, guitar group, chess, dance, debating, sport, public speaking, Spanish language lessons and sustainability groups. Student wellbeing is promoted through positive, respectful relationships and well being programs including Mindfulness, Growth Mindset and Caringbah Kids and the promotion of the school values of Excellence, Respect,Responsibility, Care, Integrity.

School planning process

Caringbah PS staff and community have come together to undertake an extensive planning process in developing the 2018–2020 school plan. Research on best practice within our current context has driven the strategic directions, as well as the notion of doing what works best and doing it very well. Our core priority is the quality teaching of literacy and numeracy which is evident throughout the plan. Staff consultation and community involvement has been central to the development of a plan for our school which is relevant and in line with the needs of our students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Engaging Empowering Learning

STRATEGIC DIRECTION 2
Exemplary Explicit Teaching

STRATEGIC DIRECTION 3
Effective Educational Leading

Purpose:

To provide innovative, inclusive and nurturing learning programs and environments which engage and empower students, are informed by sound holistic wellbeing and learning information (data), and which ensure optimum conditions for student learning across the variety of curriculum areas.

Purpose:

To provide an innovative, inclusive and nurturing learning environment through exemplary explicit teaching and programs underpinned by high expectations, evidenced based pedagogy and dynamic practices, providing continuous improvements for all students across the full range of abilities.

Purpose:

To provide an innovative, inclusive and nurturing learning environment driven by effective educational leadership that is responsive tocommunity consultation, monitors a range of data indicators and is committed to the pursuit of excellence, resulting in all students fulfilling their potential.

Strategic Direction 1: Engaging Empowering Learning

Purpose

To provide innovative, inclusive and nurturing learning programs and environments which engage and empower students, are informed by sound holistic wellbeing and learning information (data), and which ensure optimum conditions for student learning across the variety of curriculum areas.

Improvement Measures

By the end of the school planning cycle, there will be an increase in the proportion of students demonstrating active engagement with their learning and increased levels of achievement in literacy and numeracy as measured through the use of Tell Them From Me and other data such as PAT test results, NAPLAN results, in school program results and class data.

There is a collective responsibility for success and learning shared by the parents and students as measured by attendance at community forums eg parent pop ins, parent information sessions and P&C events and increased completion of Tell Them From Me Surveys and other feedback measures such as parent online surveys and paper feedback forms.

There will be an increased proportion of students in the top two NAPLAN bands for reading, spelling and numeracy in years 3 and 5..

People

Students

Provide timely and respectful feedback to teachers on the learning experiences, are actively engaged with their learning.

Staff

Actively engage in professional learning and the PDP process while being responsible for their own development and as a result are flexible in their teaching style.

Leaders

Establish and improve processes to ensure awareness and understanding of the use of data driven programs and pedagogy.

Parents/Carers

Actively engage in literacy and numeracy information activities around learning environments and teaching strategies.

Processes

Project: Implement whole school integrated approaches to the teaching of literacy and numeracy which are research based and explicit in nature in which students :

B – are numerate with the acquisition of a progression of skills in accordance with the current numeracy continuum with a focus on the learning progressions late 2018 and into 2019 as they become available.

Project: Implement whole school integrated approaches to the teaching of literacy and numeracy which are research based and explicit in nature in which students :

A– are literate and read, comprehend, spell, write and speak with confidence using the current literacy continuum with a focus on the learning progressions in late 2018 and into 2019 as they become available.

Evaluation Plan

All data will be analysed collaboratively:

What Works Best reflection Guide (Week 4)

PLAN data (Term 1 and Term 4)

CARS data (Term 1 and Term 4)

NAPLAN data (Term 3)

WORDUP data – Years 3–6 (Term 1 and Term 3)

PAT data (Term 1 and Term 4)

L3 data – K–2 (every 5 weeks)

Practices and Products

Practices

Every teacher differentiates learning for all students in their engaging programs and through appropriate use of individual learning plans and other support services such as learning and support staff.

Every teacher provides an environment where all students feel safe and secure through careful and thorough understanding and awareness of student background and individual social/emotional/academic learning needs.

Teachers use learning programs which are dynamic and engaging. Students will be engaged with their learning programs as they will be provided with stimulating learning experiences which focus on the fundamental, core skills as well as having critical and creative components.

Products

All teaching and learning programs are differentiated for individual student learning needs and demonstrate achievement of curriculum outcomes as evidenced through accurate assessment data which demonstrates student learning and achievement.

All staff provide caring and supported learning environments where students feel confident and able to achieve to their best ability.

Strategic Direction 1: Engaging Empowering Learning

Processes
Teaching Programs (Each term)
Individual / Personalised Learning Plan goals being met (Each Term)
SEF – Value Added Data
TTFM teacher, parent and student surveys T1 and T3

Strategic Direction 2: Exemplary Explicit Teaching

Purpose

To provide an innovative, inclusive and nurturing learning environment through exemplary explicit teaching and programs underpinned by high expectations, evidenced based pedagogy and dynamic practices, providing continuous improvements for all students across the full range of abilities.

Improvement Measures

An increase in the proportion of teachers demonstrating active engagement with their own professional learning as members of their stage teams in relation to day to day teaching practice, effective pedagogy and the teaching standards.

A shared responsibility for success and learning in the area of STEM, involving critical and creative thinking skills, from all of the teaching staff. Teacher reflections / focus groups will show a shared responsibility for success

Increased confidence in the instructional leadership program as a result of feedback received and reflections undertaken when involved in the program and feedback on the program as a whole.

People

Students

Provide timely and respectful feedback to teachers on the learning experiences and their metacognitive processes.

Staff

Proactively engage in professional learning and enhance their mindset in order to equip students to use critical and creative thinking to solve problems and design and produce products.

Leaders

Establish and improve processes to ensure awareness and understanding of the use of explicit and timely feedback as well as critical and creative thinking skills. Engage in PL and be flexible in their learning style and be forward thinking in their engagement with current research in pedagogy and best practice.

Parents/Carers

Be invested in understanding school practices and engaged in opportunities to learn through open classrooms and lesson studies.

Processes

FUTURE FOCUSED LEARNING

Develop a whole school focus on the balanced integration of ICT in project based teaching and learning experiences within science and other curriculum areas where there are high expectations for student achievement within a framework of developing critical and creative thinking skills across the years.

INSTRUCTIONAL LEADERSHIP

Implement an Instructional Leadership program to develop whole school mentoring and coaching relationships as well as collaboration and regular classroom observation and feedback experiences to ensure the ongoing professional development and improvement of all teachers, particularly in the delivery of high quality literacy and numeracy lessons.

Evaluation Plan

All data will be analysed collaboratively:

Science assessment rubrics and criteria

Lesson Observations (Each Term)

Classroom Walkthrough (Each Term)

Teacher Reflections (Each term)

Mentoring meeting minutes

Instructional leadership PL sessions (Week 6, Week 9 Term 1)

Tell Them From Me Teacher survey

Practices and Products

Practices

Continuous collaboration among staff and stage teams in active learning which results in an explicit, progressive and thorough approach to the teaching of all learning areas.

Products

Structures are in place to enable targeted professional learning, regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Caringbah Public School 1508 (2018-2020)

Strategic Direction 3: Effective Educational Leading

Purpose

To provide an innovative, inclusive and nurturing learning environment driven by effective educational leadership that is responsive tocommunity consultation, monitors a range of data indicators and is committed to the pursuit of excellence, resulting in all students fulfilling their potential.

Improvement Measures

An increase in the proportion of students demonstrating active engagement with their own learning and their school as a community, achieving to their personal best and being responsible for their behaviour at all times as evidenced through a decrease in the recording of negative incidents on SENTRAL and in increase in students achieving the level certificates.

Increase in support for the school through the evidence of positive, respectful relationships within the community as evidenced from face to face feedback, social media reports as well as Tell Them From Me survey data and an increase in the intake of in area enrolments.

Executive staff will have an increased confidence in their ability to support and guide their stage teams in terms of goal setting and future planning.

People

Students

Provide timely and respectful feedback to teachers on the the welfare and discipline system and engage with their peers in ways which demonstrate the school values of excellence, care, respect, integrity and responsibility.

Staff

Maintain regular contact with parents and students through meetings, postcards and open classrooms to build positive and productive partnerships.

Leaders

Establish and improve processes to facilitate awareness and understanding of the community thoughts and needs.

Parents/Carers

Engage in a respectful manner with the staff and school and contribute to feedback opportunities.

Community Partners

Interact with the school community through support of the sustainability and environmental programs.

Processes

WELLBEING

Implement a program to revise the current behaviour and discipline / wellbeing policy to ensure there is consistency in approaches to student welfare through the awards system and other support programs to enable all students to connect, succeed and thrive at each stage of their schooling.

SCHOOL CULTURE

Implement a series of community events aimed at promoting a positive school culture and high levels of community engagement and support including school rebranding, positive partners, ongoing parent feedback forums, The Fathering Project.

BETA GROUP

Collaborate in professional learning across a community of practice group of schools. Executive in a group of schools will increase their skills in growth coaching when working with stage teams to build the capacity of those they guide and support.

Evaluation Plan

All data will be analysed collaboratively:

Attendance rates at school events including Open Classrooms, Information nights, P&C meetings, open day and various other events will show an increase

Social media platforms including followers, comments, likes.

School wellbeing and dicsipline awards system data

Practices and Products

Practices

There is excellence in leadership through ongoing collaborative practices and sustained positive relationships between the staff and community.

Products

Regular practices are embedded into the culture of the school to ensure community involvement and the ongoing pursuit of excellence by all for the benefit of students.

Strategic Direction 3: Effective Educational Leading

Processes

Tell Them From Me survey data – parents, students and teachers

Fundraising events participation rates

Staff retention rates and leave data

SENTRAL student wellbeing data – records of positive and negative incidents

Caringbah Kids program data – teacher and student reflections