School plan 2015 – 2017

Pottsville Beach Public School

Strategic Direction 1
LEADERSHIP

Strategic Direction 2
LEARNING AND ENGAGEMENT

Strategic Direction 3
COMMUNITY RELATIONS
**School background 2015 - 2017**

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
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<td>The school’s vision is to provide excellence in educational learning experiences and opportunities for students within a caring environment. This is ensured by providing effective operations at all levels. The school prides itself on the provision of excellent programs ensuring students reach their potential and become confident, creative individuals.</td>
<td>Pottsville Beach Public School is a bright spacious school situated on the beautiful coastline of northern NSW. The school’s background is natural bush and with the Pacific Ocean at the school’s doorstep exciting hands on learning opportunities and experiences are enjoyed by students. Our students are delightful young people who take great pride in their school and who enthusiastically embrace and engage in their learning. A warm welcoming inclusive culture pervades the school with new students and their families being warmly welcomed to the Pottsville school community. Our staff are highly qualified educators who seek out innovative learning experiences for their students whilst ensuring that each student maximises their potential and enjoys their time at Pottsville Beach Public School. Our school is characterised by the pursuit of academic excellence; the fostering of students’ cultural and sporting talents and the promotion of personal growth through the development of confidence and positive self-esteem for all. The school provides quality learning opportunities that empower our students to live in and contribute to a changing society.</td>
<td>In 2014, the school sought the opinions of parents, students and staff in regard to the programs and activities the school implemented ie were they valued, if they wished to see them improved and/or continued/discontinued in the future. The survey results showed that students, staff and parents highly valued the range and quality of programs implemented. A small percentage of parents indicated that they wished to have additional parent teacher interviews. Student reporting was also evaluated with staff, students and parents ..... The evaluation process included; an analysis of SMART and PLAN data, and a review of the strengths, opportunities and areas for development across the school at a time of Departmental reforms and mandatory curriculum changes. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school community. These are: - Building and developing capacity through focused learning and development and - Students are literate, numerate, creative and productive users of technology and - Building strong relationships as an educational community.</td>
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School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
LEADERSHIP
Building & Developing Capacity

**Purpose:**
Build and develop staff capacity through focused professional learning and development. Staff engage in professional learning that is relevant and future focused. Students are an active voice in decision making. Students have opportunities to be creative, innovative and resourceful.

**STRATEGIC DIRECTION 2**
LEARNING & ENGAGEMENT

**Purpose:**
Students are literate, numerate, creative and productive users of technology. Students can think critically and logically. Students are socially, environmentally and culturally aware. Students that collaborate, work in teams and communicate ideas to make sense of their world.

**STRATEGIC DIRECTION 3**
COMMUNITY RELATIONSHIPS

**Purpose:**
Build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices. Aboriginal cultures are valued, respected and promoted thus maintaining students’ attendance engagement and achievement.
**Strategic Direction 1: LEADERSHIP Building & Developing Capacity**

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Build and develop staff capacity through focused professional learning and development. Staff engages in professional learning that is relevant and future focused. Students are an active voice in decision making. Students have opportunities to be creative, innovative and resourceful.</td>
<td><strong>Students</strong>: an active student voice is incorporated into whole school priorities and projects. <em>Students question, work with others, show initiative and are adventurous.</em> <strong>Staff</strong>: staff capabilities will be developed by: designing and implementing differentiated individualised learning, implementing and sustaining quality school wide options and organisational structures which support all staff in meeting the needs of students, <em>supporting a shared understanding of personal and collective efficacy that ensures staff have an alignment to the school plan and vision.</em> <em>creating and maintaining a learning environment of high expectations for all students.</em> <strong>Parents/Community</strong>: <em>establish proactive learning alliances with community members and groups.</em> <em>provide opportunities for parents to work collaboratively with teachers to: deliver programs, provide advice, expertise and direction.</em> <em>actively engage parents in and with their child’s education and have knowledge of school programs and strategies to support their child’s learning.</em></td>
<td><strong>YCDI! ambassador role developed, ambassadors selected and commence in their roles.</strong> <em>Develop, coordinate and formulate a plan for implementation of Eco Warriors</em> <em>Develop individual learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.</em> <em>Implement training in the AITSL leadership profile and Australian Standards for Leaders for executive and aspiring leaders.</em> <em>Implement staff professional learning and coaching on the implementation of the new Performance and Development Process.</em> <em>Focus on building our beginning teacher’s capacity through explicitmentoring by executive.</em> <em>Review reporting policy and practices develop a new student report format to reflect new English and Mathematics syllabus, provide consistency for students, teachers and parents. Feedback from staff and parents. Ensure information is authentic and relevant.</em></td>
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<td><strong>Students</strong> have clear knowledge of processes available to put forward new ideas and visions. <strong>Students</strong> engage in programs that build their capacity to problem solve and innovate. <strong>Students</strong> have an increased capacity to be resourceful, confident, resilient, and persistent, organised and get along with others. <strong>Students</strong> implement sustainable and environmental friendly practices at school and in the community. <strong>Teachers</strong> are creative and innovative in the creation and delivery of programs to meet the needs of future focused learners. <strong>All teachers</strong> have developed and accessed a differentiated professional learning plan targeted at improving individual pedagogy. <strong>All teachers</strong> are reflective in their professional growth in relation to the professional teaching standards <strong>Staff</strong> and <strong>students</strong> take responsibility for their ongoing learning: strive for motivation and improvement and make strong connections with and beyond the school. Proactive leadership learning teams across all levels of the school support quality educational and organisational practises.</td>
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**Improvement Measures**
- 100% of teaching staff have a Professional Development Plan and have undertaken targeted TPL.
- Recognition and appreciation for continued education and training among staff indicated by changes in Teaching and Learning programs.
- 100% of executive team is comprehensively trained in AITSL Leadership Profile and Aust. Standards.
- Student voices and opinions are valued and their ideas and decisions are implemented within the school evidenced by discussion at SRC meetings.
## Strategic Direction 2: LEARNING & ENGAGEMENT

### Purpose
Students are literate, numerate, creative and productive users of technology. Students can think critically and logically. Students are socially, environmentally and culturally aware. Students that collaborate work in teams and communicate ideas to make sense of their world.

### People
| Students | Engage in genuine mathematical activity and develop the skills to become flexible and creative users of Mathematics. *Develop an appreciation of and an interest in the contribution of science and technology to finding solutions to personal, social and global issues relevant to their lives now and in the future.* *Build capacity for student learning by developing their digital literacy capabilities through the use of multimodal investigation and experimentation with information.*
| Staff  | Work collaboratively to further develop, implement and assess planned strategic and systematic future focused teaching and learning. Build capacity for staff learning by promotion/sharing of relevant and appropriate resources integrating digital technologies for effective teaching and learning strategies.
| Parents | Continue to strengthen community partnerships to develop an understanding of the intent and purpose of new syllabus.

### Processes
| Strengthen staff understanding of the intent of the Mathematics and English syllabus. Further develop the collaborative nature of planning and implementation for future focused learning. Teachers will analysis a variety of data to make informed teacher judgements. TPL for all staff in gaining an understanding of the new science syllabus. Science and Technology team created to develop a scope and sequence based on science and technology outcomes. Reflection and evaluation of teaching practice in stage teams Design an effective library for the needs of future users that reflect multimodal technology to access information. Develop a physical and virtual environment to enhance collaboration and creativity Create flexible and varied learning spaces to allow students to have access to information anywhere anytime. Whole school approach to scope and sequencing, planning and assessment.

### Products and Practices
| *Implementation of SMART and PLAN activities and strategies within classes and with the LaST teacher.* *Teachers collaboratively develop tasks that allow students to demonstrate achievement of outcomes.* *ITC incorporated into lessons.* *Collaboratively programming in stages to ensure balanced numeracy and literacy sessions K – 6.* *Provide Professional Learning in PLAN.* *Parents provided with information to develop their understanding of new syllabus.* *To build the capacity within the school to reflect current syllabus and best practice to develop independent and self-directed skills in students reflecting future focused learning.* *Whole school S & S of units of work in Science and Technology.* *Engaged and inquisitive learners.* *Learning environments that reflect technologies and science.* *Sustained and authentic conversation that use the metalinguage of the science syllabus by both staff and students.* *Assessment and reporting that reflect identified values, attitudes & skills.*

### Improvement Measures
| *100% of staff implement stage scope and sequence in teaching and learning programs (Evidence identified in teaching and learning programs)*
| *100% of staff teach the Science and Technology unit (Evidence identified in teaching and learning programs)*
| *100% of staff will implement the Science and Technology syllabus*
| *All teachers have knowledge and expertise in PLAN as evidenced in Teaching and Learning Programs.*
| *Quality teaching is each KLA is explicit, integrated and differentiated to support student learning*
| *NAPLAN & PLAN data analysed & evidence of explicit teaching in identified areas.*
| *75% of K-6 students’ borrow 17 books per semester.*

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Pottsville Beach Public School 3578

Page 5

Planning template – V2.0 [11/11/14]
## Strategic Direction 3: COMMUNITY RELATIONSHIPS

### Purpose
Build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices. Aboriginal cultures are valued, respected and promoted thus maintaining students attendance engagement and achievement.

### People
**Students:** Creating future focused students that demonstrate their deep knowledge and deep understanding in a variety of imaginative, creative, collaborative and reflective ways.

*Students engage in purposeful, strategic and authentic assessment tasks linked to teaching and learning.*

*Students are aware of the purpose, time frame and criteria of these assessments.*

*Students are given opportunities to provide quality feedback to their peers about their performance.*

*Students feel valued and respected through the celebration of Aboriginal culture within the school community.*

**Staff:** Work collaboratively to develop enhanced understanding of the need for timely, valid and authentic assessment.

*Teachers collect and record assessment data.*

*Ensure that all Indigenous students are valued, engaged and challenged.*

*Authentic conversations held with parents and students through the PLP process.*

**Parents:** Are provided with opportunities to provide feedback about assessment and reporting via surveys and interviews.

*Engage with staff to plan education goals/aspirations for their children.*

### Processes
**Strengthen student engagement through involvement in a variety of assessment tasks.**

**Strengthen staff professional learning and understanding of assessment ‘for, and of learning’.**

**Build capacity of staff to implement effective, systematic and strategic assessment reflecting future focused learning.**

**Develop a process to create a new semester one and semester two report that values input from all stakeholders.**

**Acknowledgement and importance of Aboriginal culture within the school and wider community.**

**High expectations for academic achievement, engagement and attendance of our Indigenous students.**

### Products and Practices
**Students participate in diverse assessment opportunities including providing feedback to peers and reflecting on their performance.**

**Effective assessment tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.**

**Parents surveyed on new report. Teachers design opportunities to provide assessment and reporting information to the school community.**

**Product**

100% of teaching and learning programs contain the current K-6 assessment schedule.

100% of teachers utilising the new report format.

98% of indigenous students above state average in NAPLAN.

100% of PLPs completed in consultation with parent, students and teachers with a shared understanding of student outcomes.

100% Aboriginal students successfully transition from Year 6 to Year 7 evidenced by feedback from Year 7 advisor.

**Improvement Measures**

100% of teaching and learning programs contain the newly developed K-6 assessment schedule.

100% of teachers utilising the new report format.

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