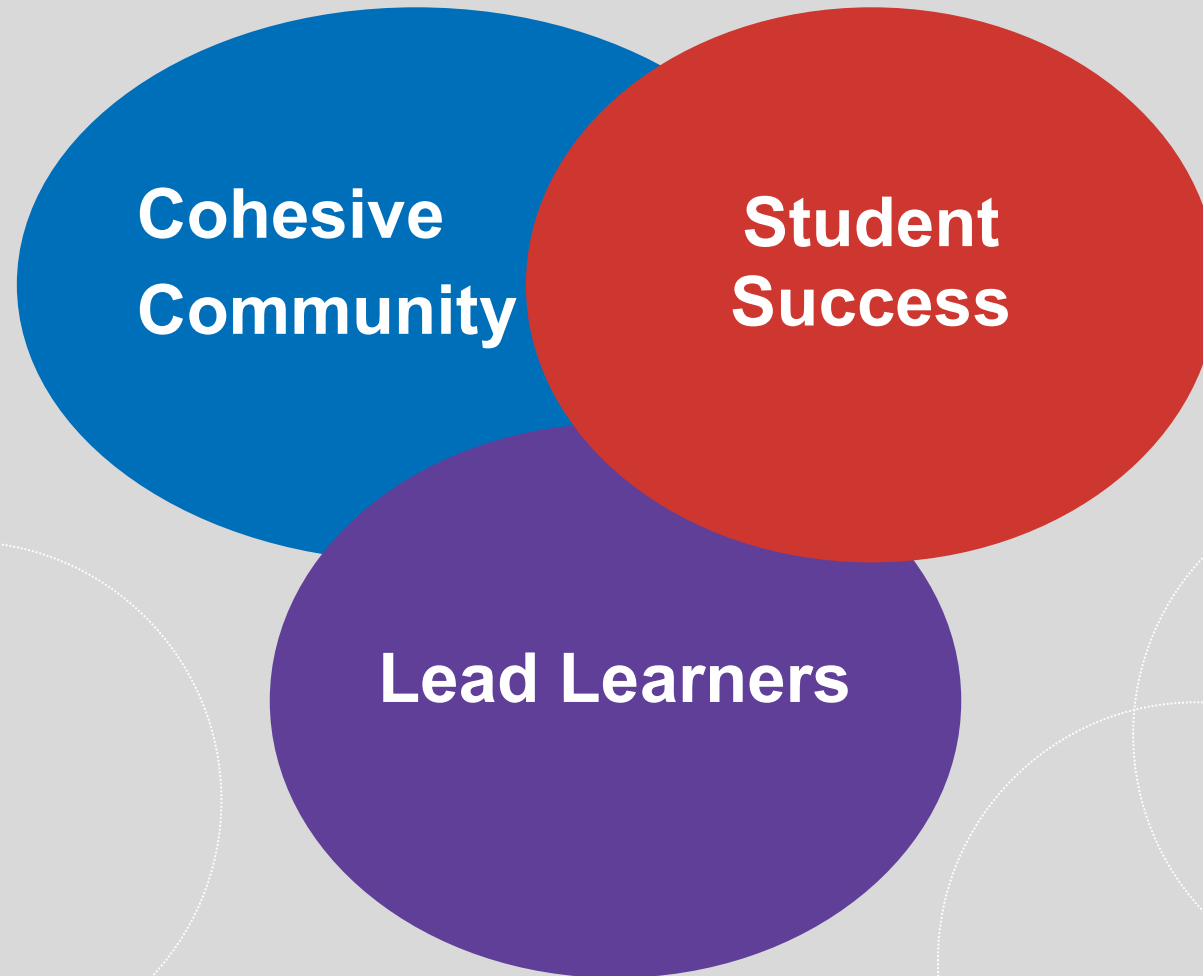


School plan 2015 – 2017

South Coogee Public School 3703





School vision statement

Our vision at South Coogee Public School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practise the core values of: respect, tolerance & inclusion, and excellence.

Our Mission is to enable all learners' access to learning through the provision of:-

- ❖ differentiated, in-depth and cohesive learning programs aligned to year level content and achievement standards informed by the New South Wales curriculum
- ❖ highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence based practices, mentoring and collaboration
- ❖ an inclusive learning environment that is responsive to student voice
- ❖ engaging high quality educational resources to enhance future focused pedagogies
- ❖ opportunities for community and parents to participate in learning and decision making partnerships.

School context

South Coogee Public School provides a nurturing and welcoming environment for students from diverse cultural and socio-economic communities, accommodating 21 classes. The school population is made up with 35% of students from language backgrounds other than English, 10% of students come from Australian Defence Force families (supported by a part time Defence School Transition Aide) and 3% identify as indigenous Australians. The school has a focus on continuous improvement in the areas of literacy, numeracy, student wellbeing, technology, sustainability, performance & development, new curriculum and PDHPE; in a restorative and resilient school environment. All classrooms are equipped with interactive whiteboards and computers with an increasing emphasis on Technology for Learning. There are high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs. There is also provision of programs for gifted and talented students, combined with learning support assistance that ensures individual student learning needs are met. A strong Parents and Citizens association supports a dedicated staff in providing high quality teaching and learning programs for all students. Also on site is a committee led OOSH facility and a community based full time day care centre for 2 to 5 year olds.

School planning process

In 2014 a reflective process was undertaken across the school to analyse current school plan practices and strategies and collect evidence, including student results along with survey data from staff, students and parents.

Meetings were held in Term 4 of 2014 which sought feedback from parental and staff input to evaluate current practices and identify future directions in order to attain a holistic community product that would reflect this combined approach.

As a result, three key strategic directions were identified. These are:

- Cohesive Communities - Creating a sense of belonging through strong partnerships and open communication to engage all school members in a safe, challenging and supportive learning environment.
- Student Success - Developing the capability of all students to achieve academic, social and emotional success through access to a broad and differentiated curriculum as knowledgeable, self-directed and thoughtful global citizens.
- Lead Learners - Building individual and collective capabilities through a positive collegial culture to engage future-focused pedagogies.

The South Coogee School Plan flows from these strategic directions and sets clear improvement measures.

It forms the basis for the school's improvement and development effort for the next three years together with our parents and community. Each strategic direction provides details of the purpose, people and process, and products and practices that are to be realised through the implementation of the plan.



SOUTH COOGEE PUBLIC SCHOOL

STRATEGIC
DIRECTION 1

**Cohesive
Community**

STRATEGIC
DIRECTION 2

**Student
Success**

STRATEGIC
DIRECTION 3

**Lead
Learners**

Purpose:

Creating a sense of belonging through strong partnerships and open communication to engage all school members in a safe, challenging and supportive learning environment.

Purpose:

Developing the capability of all students to achieve academic, social and emotional success through access to a broad and differentiated curriculum as knowledgeable, self-directed and thoughtful global citizens.

Purpose:

Building individual and collective capabilities through a positive collegial culture to engage future-focused pedagogies

Strategic Direction 1: Cohesive Communities

Purpose

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

Creating a sense of belonging through strong partnerships and open communication to engage all school members in a safe, challenging and supportive learning environment.

Improvement Measures

Community survey results indicate that parents are satisfied with communication practices at school and they support and understand current school initiatives.

Student survey results indicate that students feel safe, supported and challenged at school.

Improved participation rates in parent workshops, school events, working bees, classroom and identified student assistance programs.

Partnerships with community organisations are established to provide access to experiences and support for the benefit of students.

People

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

Students: Students will feel supported in a safe, challenging and supportive learning environment.

Staff: Staff will build respectful relationships with parents and community members to engage them as partners in student learning.

Parents/Carers: Parents and Carers will be supported to become active participants in student learning and school initiatives.

Community Partners: The Learning Centre, OOSH and Defence School Transition Aide as well as local community business will be involved in supporting school initiatives to support student learning and grow a cohesive community culture.

Leaders: Develop capacity to analyse and communicate school data to inform school strategic direction; focused on monitoring and processing whole school growth and performance through transparency and consistency. Develop opportunities to support families to be engaged in South Coogee PS.

All staff promote and publicise student achievement across the full range of academic, sporting, cultural and musical, leadership and co-curricular areas to recognise excellence.

Processes

How do we do it and how will we know?

Improve community understanding and support for current initiatives proposed by the Professional Learning Teams through parent workshops, open days and clear communication via Skoolbag, the Swell, School newsletter, School website and P & C avenues.

As a Kids Matter Primary School we will undertake actions to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion.

Create literacy and numeracy support programs that are parent and community led, catering for the differentiated needs of all students.

Evaluation Plan

Analysis of survey data pertaining to community support and understanding of current initiatives.

Student feedback on learning.

In addition, staff will utilise the National School Improvement Tool to undertake evaluation in the domains of:

- School – Community Partnerships

This evaluation enables the school to make judgements about where we are on the improvement journey, to set goals and design future strategies for improvement, and to monitor and demonstrate school improvement over time.

Products and Practices

What is achieved and how do we measure?

Products:

Improved parent involvement in Professional Learning Team initiatives.

Creating a sustainable school setting through the establishment of environmental school programs.

Increased community involvement to support literacy and numeracy programs as well as current academic school initiatives.

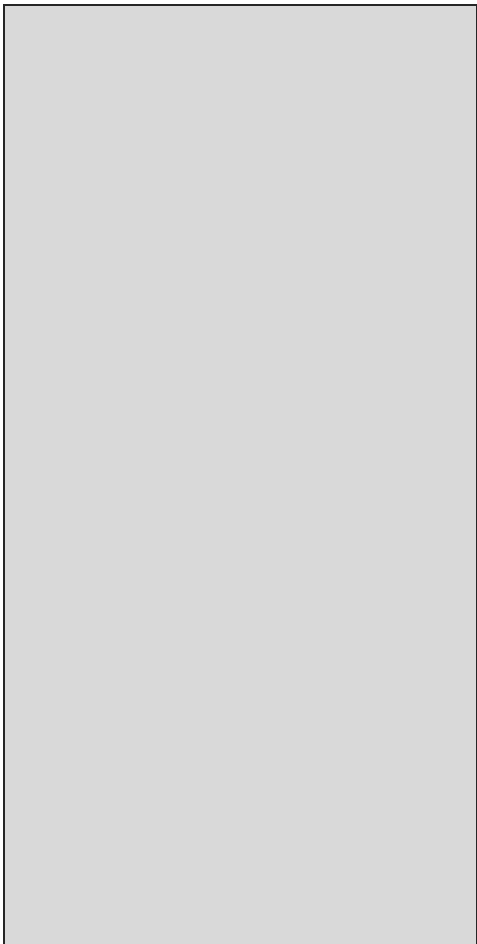
The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

Improved community understanding of how the school is addressing future focused pedagogies.

Continued community support of the implementation of ICT use in the classroom to enhance technology as a tool for learning, T4L programs and digital citizenship.

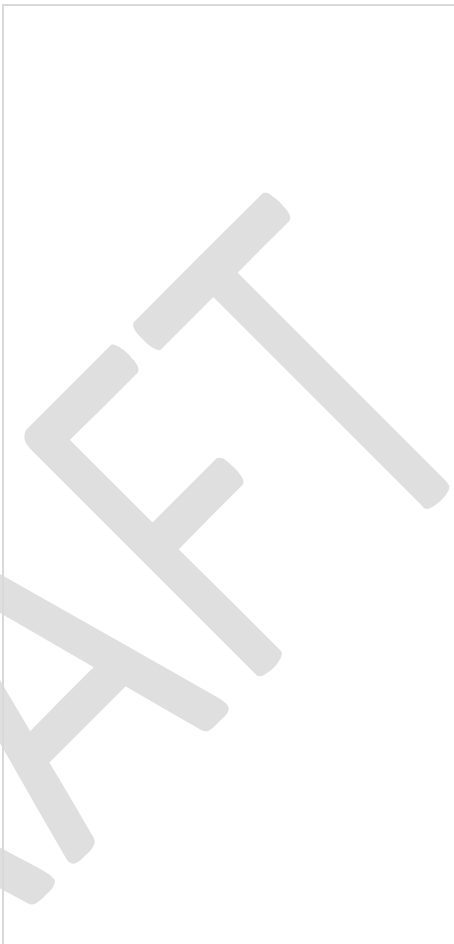
Improved community support of the implementation of the School Wellbeing Policy and Initiatives (Kids Matter)

What are our newly embedded practices and how are they integrated and in sync with our purpose?



Promote teacher Performance and Development methodologies that acknowledge strategies to strengthen student learning outcomes.

Promote and publicise whole school initiatives to encourage community inclusivity and effective communication to build a culture of collaboration.



Practices:

Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.

Practices are embedded for parents to be engaged and understand the learning process of their children and how to effectively support them to learn.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the schools standing within the local community and improving student outcomes.

Home school community communication will be optimised through the development of the school communication strategy.

Strengthen the school culture to reflect an environment where equity is inclusive and people feel valued, respected and considered.

DRAFT

Strategic Direction 2: Student Success

Purpose

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

Developing the capability of all students to achieve academic, social and emotional success through access to a broad and differentiated curriculum as knowledgeable, self-directed and thoughtful global citizens.

Improvement Measures

Reading

In Year 3, 92% of children will be in the top 3 Bands in NAPLAN over the next 3 years min below 2%

In Year 5, 80% of children will be in the top 3 Bands in NAPLAN over the next 3 years min below 2%

Writing

In Year 3, 85% of children will be in the top 3 Bands in NAPLAN with a focus on moving 10% of students from Band 5 to Band 6, over the next 3 years, min below 2%

In Year 5, 65% of children will be in the top 3 Bands in NAPLAN with a focus on moving 20% of students from Band 5 to Band 6 and 10% of students from Band 6 to Band 7, over the next 3 years - min below 2%

Numeracy

In Year 3, 85% of children will be in the top 3 Bands in NAPLAN over the next 3 years min below 2%

In Year 5, 70% of children will be in the top 3 Bands in NAPLAN with a focus on moving 20% of students from Band 5 to Band 6, over the next 3 years min below 2%

People

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

Students: Students will engage in setting realistic learning goals and understanding their role in achieving these goals.

Students will be supported in accessing extra curricula activities together with quality academic programs to achieve high educational outcomes in all areas of the NSW curriculum and beyond.

Staff: Teachers will evaluate the effectiveness of their teaching pedagogy, student engagement, learning growth and student outcomes to inform teaching & learning.

Teachers will engage with Teacher Performance and Development initiatives to create high quality learning environments.

Parents/Carers: The school will communicate with parents regularly to provide information related to curriculum, educational reforms and school initiatives. There will be a focus on providing feedback in relation to individual student achievement, as well as teacher Performance and Development.

Leaders: Leaders will provide opportunities to build staff and student capacities through school professional learning initiatives.

Processes

How do we do it and how will we know?

Identification and building of school based initiatives that provide opportunities for students to engage with a range of school-based and extra curricula activities.

Develop a Senior school program to cater for students in Year 5 & 6. In developing differentiate programs in Literacy and Numeracy as well as independent skills in preparation for high school.

Engage students with Future focus pedagogies to enhance learning activities.

Develop and employ high quality Literacy and numeracy programs to improve student academic growth.

Build whole school leadership opportunities to create a resilient and respectful school environment.

Encourage students to participate in whole school sustainability practices for educational understanding, school aesthetics and environmental prospects

Assessment & Reporting

Staff processes and school systems are aligned for collecting, analysing and reporting local and external data on student and school performance.

Products and Practices

Product:

All teaching and learning programs have embedded Literacy strategies that are directed at improving students spelling strategies, reading comprehension and extended writing responses.

All teaching and learning programs have embedded Numeracy strategies that develop students understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

Differentiated teaching strategies are embedded into programs to cater for the needs of Gifted and Talented students and students requiring extra assistance.

Many opportunities will be sort in providing student access to extra curricula activities ensuring all students feel success in some avenue at school.

Product:

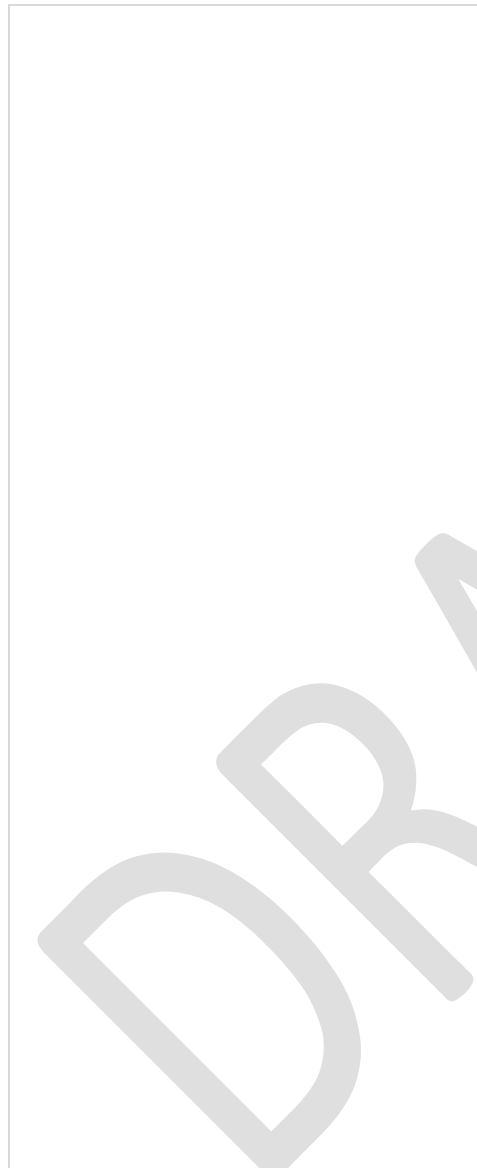
Assessment & Reporting

Data analysis informs school programing and student achievement consistently

Teachers will use 'Visible Learning' strategies to engage, support and explicitly teach students how to achieve their personal best.

Systematic feedback from teachers to students is evident.

Clear and transparent communication



Assessment data to monitor progress in student learning is used to inform planning for individuals and student groups.

Data analysis is used to inform whole school strategic directions.

Evaluation Plan

Surveys of staff, students and parents will be used to determine assessment and reporting success

Schedule implementation for the analysis of student assessment data to also include student tracking milestones

Staff observation and reporting procedures used in line with effective feedback strategies.

Student feedback on learning goals

Staff will also utilise the National School Improvement Tool to undertake evaluation in the domains of:

- An Explicit Improvement Agenda
- Differentiated teaching and learning

This evaluation enable the school to make judgements about where we are on the improvement journey, to set goals and design future strategies for improvement, and to monitor and demonstrate school improvement over time.

frameworks are in place.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Systematic collection of data used to monitor achievements and gaps in student learning and to inform planning for particular student groups and individual students.

Teachers regularly set realistic high expectations and use student data to provide quality feedback to evaluate student learning and the effectiveness of teaching practices.

Strategic Direction 3: Lead Learners

Purpose

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

Building individual and collective capabilities through a positive collegial culture to engage future-focused pedagogies

Improvement Measures

Increased student growth and achievement as measured by assessment results. (Average growth greater than 0.4 -0.6 effect size)

Embed the effective use of 'Visible Learning' Strategies in their teaching practice as measured through data collected in survey results, reflective journals, and interviews during lesson observations and instructional rounds.

All teachers achieve professional competence level, and above if chosen, in the Australian Professional Standards for Teachers accreditation strategy.

People

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

Students: Students will develop the skills to become self-directed knowledgeable, thoughtful global citizens through the support of teachers as lifelong learners.

Staff: Teachers will develop a deep understanding of the Australian Professional Standards for Teachers, and are actively engaged in refining their skills and progressing through the stages of these standards.

Teachers participate in research-based teaching practise to ensure engaged, challenged and successful learning outcomes for students.

Develop a culture a continuous professional improvement that includes class-based learning mentoring and coaching arrangements.

Continue building sense of ownership, collegial practise and professional respect for all teachers as Leaders in our school.

Parents/Carers and Community Partners:

Parents and community partners will have the opportunity to provide expertise, guidance and support in the development and implementation of the strategic directions of the Professional Learning Teams.

Leaders: Leaders encouraged to take on

Processes

How do we do it and how will we know?

A wide range of targeted programs are developed and supported by staff.

Professional Learning Teams focussed on Literacy, Numeracy, Technology and Student Wellbeing will:

- meet regularly to develop and implement whole school initiatives.
- regularly monitor and evaluate progress of programs.

Encourage teacher's collaboration to support second-levelled Professional Learning Teams; Sustainability, Performance & Development, New Curriculum, PDHPE to further build student learning capacity.

Ongoing professional learning that specifically meets the needs of staff linked to identified strategic directions:

- Using 'Visible Learning' strategies supported by theoretical background understandings of Hattie, focusing on consistent goal setting and the use of learning intensions and lesson success criteria.
- Developing quality assessment Tasks that inform classroom teaching and learning; as well as student tracking strategies to inform school data
- Effective feedback.
- Professional learning models such as classroom observations and instructional rounds, developed through Performance and Development initiatives.
- Technology teams provide practical

Products and Practices

What is achieved and how do we measure?

Product:

School wide collective responsibility for setting realistic high expectations for student learning & success, with high levels of student, staff and community engagement

Students strongly identify as successful learners

Visible learning practices are evident in all classrooms

Technology is used as a tool to support future focused pedagogies in all classrooms

Individual teacher professional learning plans align to the School Management Plan and the Australian Professional Standards for Teachers.

High level of teacher satisfaction and sense of value and support working in an environment of collegial respect.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

Collaboratively design and implement teaching programs consistently across stages.

Implement evidenced-based best practices (Visible Learning) in lesson planning and delivery.

leadership opportunities within the Professional Learning Teams through the development of programs to ensure all teachers are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.

Team leaders will assist teachers to devise dynamic professional learning plans that align professional growth to the Australian Standards for Teachers.

support and model best practice in engaging students with technology.

Provide opportunities for share best practice and showcase student achievement at stage and staff meetings.

Evaluation Plan

Regular reporting against milestones by the Executive team; feedback from target teams; focus group sessions and a staff, student and community surveys.

Analysis of data pertaining to the effect size achieved for students in benchmarked literacy and numeracy assessments K-6 and the data collected in classroom observations and instructional rounds.

Staff utilise the National School Improvement Tool to undertake evaluation in the domains of:

- An expert teaching team

This evaluation enables the school to make judgements about where we are on the improvement journey, to set goals and design future strategies for improvement, and to monitor and demonstrate school improvement over time.

Actively involved in school-based initiatives as part of the Professional Learning Teams and Performance and Development strategies.

Develop a dynamic professional learning plan, which is revisited regularly and reviewed with executive staff.

Establish a deep understanding of the Australian Professional Standards for Teachers and the Performance Management Framework; to ensure teachers are actively engaged in refining their skills and progressing through the stages of these standards.

Effectively use technology (IWBs, iPads, web based applications) as a tool for learning to support future focused pedagogies.

Embed Bounce Back and Restorative Practices in all classrooms to support the building of a resilient and positive school culture.

Confidently implement, assess and report on new Australian Curriculum outcomes.