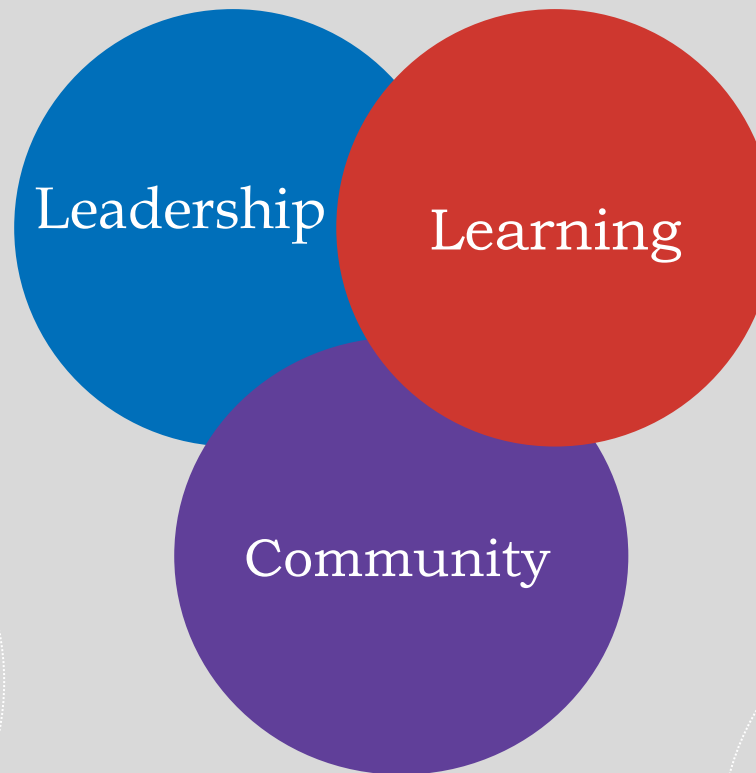


# School plan 2015 – 2017

## Coffs Harbour Public School 1584





## School vision statement

### Our vision statement

We are all independent lifelong learners and leaders in a safe, inclusive and challenging environment where there is collaboration between students, staff, parents and the community.

### We value

Respect  
Responsibility  
Excellence  
Safety

### We will do this by:

We trust, respect and care for each other.

We believe in providing a quality teaching and learning environment which is engaging and inclusive of all.

We will have high expectations and provide challenging, relevant and engaging learning.

We are responsible for our own actions and choices.

Consistent and fair expectations of behaviours for all.

All stakeholders work in partnership to provide a balanced and holistic education.

All children should be given equal opportunities to succeed.

We build positive relationships to ensure a safe and effective learning environment for all.

## School context

Coffs Harbour Public School has a student population of 421. We have 16 mainstream classes and 5 special education classes.

The school has a Family Occupation and Education Index FOEI of 150 indicating that many families come from low socio economic backgrounds. 26% of students are Aboriginal or Torres Strait Islander. 28% of our students are EALD and there are 16 languages spoken as first language across our school. This diversity is celebrated and valued across our school.

The school has seven new scheme teachers who have started at the school in 2014/ 15 and very few retiring staff. Each new scheme teacher is a part of the Great Teaching Inspired Learning reform and utilises time with their mentor.

Coffs Harbour Public School is a growing school. Student enrolments have jumped by 19% in 2014. We have a strong reputation for providing high quality, evidence based teaching for all students which is underpinned by ongoing and relevant professional learning for all staff.

The school is involved with the Early Action for Success strategy (EA4S) and will continue with this reform until the end of 2016. This reform is having huge benefits to the teaching and learning of students in Kindergarten, Year One and Year Two.

Coffs Harbour Public School is a pilot school for Learning Management and Business Reform (LMBR).

## School planning process

A comprehensive consultation process has been engaged with the entire school community to develop our school vision, strategic directions and improvement measures. An evaluation process has included a review of the school's strengths, opportunities and areas for development.

This has included:

Staff Development Day workshop with all 56 staff members to collaboratively develop a vision statement with values and belief statements. Then multiple staff meetings to form committees to work on the strategic directions and future planning projects.

Planning days with principals and executive staff from schools within the Lighthouse Community of Schools.

Parent Focus group meeting to determine parent feedback in all areas of school leadership, parent participation, student achievements and future planning.

Monthly P&C meeting discussions to further consolidate the school plan.

The Family School Action Team term meetings to have input from students, staff and parent representatives.

Wellbeing surveys through Survey monkey of staff, students, parents. Over 60 parents responded to this survey – making it our most comprehensive form of data collection. EALD support was provided for non-English speaking parents. A great number of students from Years 2 – 6 completed the survey at school.



## To continually and effectively enhance the education and learning outcomes for all students



Our purpose is to develop quality leadership management and professional learning practices. We'll ensure everyone has opportunity to achieve their potential and participate fully in society. We'll develop our staff and support them in delivering excellence through focussed, evidence based and relevant professional learning.

Students reflect change and lead change. Leaders enact and enable innovation, improvement and change. We need to further develop individual skills. We are building the capacity of all – developing their collaboration resilience, team work, communication and creativity.



To create learners who are valued and have self direction. All students will get the teaching and support they need to learn, achieve and become responsible productive citizens. Wellbeing of students and staff is valued and enhanced. Teachers take a shared responsibility for student engagement improvements, developments and success.

Students to be informed and contributing citizens in our global community; priority is given to student voice. Emphasis on staff to provide quality learning environments to prepare students for an ever changing environment.



We'll form strong partnerships with others including parents and families, hand over agencies, local business and service providers. We'll be accountable in day to day business. Build on the community spirit in a diligent and sustainable way to promote a dynamic school that values a social conscience and a culture of success.

Students know the purpose of learning and feel supported. Students are more successful if they are supported by the community as values are aligned. Home school literacy is aligned and valued.

# Strategic Direction 1: Leadership – Every person in our school community is a leader

## Purpose

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

To improve student leadership, social and emotional wellbeing within a positive school climate. To establish more positive partnerships with families and to develop confident and self-aware students.

To develop the mindset that everybody is a leader in line with our school vision and values statement. Parents, staff, students and community will have input into the decision making and take ownership for their choices and learning. This input will assist in attaining our overall goal of excellence in all areas across the school.

## Improvement Measures

- Have an increase in student attendance – both partial and full days comparative to state average.
- Improved suspension data
- Evidence of teacher's aligned professional goals with their Performance and Development Plan.
- Moving the school culture from High to Outstanding as evidenced in Domain 8 – *Effective Pedagogical Practices* in the National School improvement Tool.
- Opportunities for parents to have ongoing input through surveys and focus groups.
- Analysis from Tell them from Me survey

## People

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

### Students:

Increase student skills, knowledge and capabilities in personal leadership, peer support and self-management.

### Staff:

Staff will develop and further consolidate skills, knowledge and professional capabilities in managing student behaviour that promote self-awareness and leadership. An increased repertoire of engaging classroom personal development activities will be delivered in classrooms reflective of the school vision.

### Parents:

Consultation and liaison with the parents will continue at CHPS gains valuable knowledge and insightful feedback from the parents. The information will assist in goal setting and will be communicated in an ongoing consultative manner thereby increasing parents knowledge with a forum for input and increased awareness of school programs

### Community Partners:

Community partners will be informed of new initiatives and school practices and policies. They will be invited to share feedback and attend school forums where such initiatives are being discussed.

### Leaders:

Staff will receive additional training in welfare and personal development programs that promote leadership for students. Selected staff will deliver leadership courses to students and professional learning during staff meetings.

## Processes

How do we do it and how will we know?

Embed the vision statement in all areas of student management. All students, staff, community and parents will have input into new school rules and related policies and practices. This will guide the scope and sequence of Personal Development lessons across the school.

Staff and students to participate in peer support training with full implementation to be completed K-6.

Welfare and management policies to be realigned to school vision and values statement. School and class rules are consistent K-6 and are visible, consistently and explicitly taught and reviewed annually.

### Evaluation Plan

- Analysis from Tell them From Me surveys.
- Attendance data, Resolution room data and suspension data will be analysed as evidence to indicate levels of student wellbeing and engagement.

## Products and Practices

What is achieved and how do we know?

### Products

Staff, students, parents and community members have clear understandings of policies and practices in place at CHPS that support student wellbeing.

Students will be taking on a more active role with decision making throughout the school. They will be equipped with the skills to be effective leaders.

Information updated and shared regularly. There will be one newsletter per term that specifically updates welfare and well-being issues.

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

### Practices

All student wellbeing areas such as class and school management plans, peer support and personal development programs are all clearly linked to our 'Vision and Values Statement'.

Maintain consistency across the school for students and teachers ensuring syllabus standards are being addressed.

All stakeholders will display understandings of changes through articulating the rules, survey completion and changes in teaching practice and management.

# Strategic Direction 2: Learning – Our school community promotes a culture of lifelong learning

## Purpose

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

To build the capacity of staff and students to individually and collectively evaluate the effectiveness of their teaching and learning practices in English and Mathematics through providing clear learning intentions, explicit teaching and feedback.

## Improvement Measures

- 
- Timetabled time for looking at data and how this can be utilised in the classroom
- Reflection time to look at impact of explicit teaching of markers
- Looking at tracking system and PLAN
- Classroom visits to look at students verbalising (feedback to teacher) for the ongoing learning of each student in their care
- Instructional Rounds will provide the data to determine actual impact of classroom teaching

## People

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

### Students

Will learn to understand the purpose of Visible Learning strategies and how these can direct their own learning.

Will participate in reflection opportunities to verbalise own learning

### Staff

We will link Hattie's research (Visible Learning) to practical classroom implementation through the practice of teaching.

Provide guidance to colleagues in lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up

Will develop critical evaluation skills relating to the effect that they are having on their students.

Will learn the new Australian Standards process and be involved in training practices

Engage in professional learning

### Parents

Transparent data for discussions with parents

Parents are informed of visible learning processes and learn how they can help at home.

## Processes

How do we do it and how will we know?

### Through Visible Learning:

Working collaboratively in stage groups, to have data discussions in teaching and learning in English and Mathematics. Looking at trends in PLAN data and where the need is for explicit teaching practices

Building the skills, knowledge and capabilities of teachers through PL to:

- Collect student work samples to share with colleagues, analyse and look at Consistency of Teacher Judgement. Discussion of 'Where to next?' for students
- Use EAFS resources to provide PL and collaborative planning sessions for teachers (K-2) undertaking L3 and L1(abridged) and TEN
- Professional learning for staff on the new Performance and Development Framework
- Extend upon established support networks – CLN, LaST, LMBR, EALD, SLISO to work more collegially.

### Through Teacher Accreditation:

Accreditation support and guidance provided by in-school committee

### Evaluation Plan

Improvement in collaborative planning and consistency of teacher judgement  
Observed lessons will allow peers to engage in professional discourse on explicit teaching strategies and feedback.

## Products and Practices

What is achieved and how do we know?

### Products:

50% Growth in PLAN data compared to previous years at CHPS in K-2. All students K-6 will be on all aspects of PLAN each term

Teaching programs show evidence of explicit teaching, differentiation to cater to all students' needs, learning intentions are clear and success criteria is present

### Practices:

Teachers giving explicit feedback to students relating to specific markers/explicit teaching/success criteria

Regular updates and communication to parents on teaching and learning strategies

Teaching and learning practices across the school driven by assessment data

Collaborative stage discussions embedded into timetable/staff meetings relating to data and understating of PLAN, Visible Learning initiatives and accreditation processes

# Strategic Direction 3: Community - Our school community values collaboration

## Purpose

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

To form genuine partnerships within and across our community to deeply engage and offer a wide range of avenues to communicate. To build capacity to broaden the range of community agencies involved in meeting the needs of every student.

## Improvement Measures

- Increased knowledge and confidence by staff and students through cultural activities, public performance and community based activities.
- Moving the school culture from High to Outstanding as evidenced in Domain 9 – School- Community partnerships in the National School improvement Tool.

## People

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

### Students:

To be recognised and accepted as proud members of CHPS.

To be confident to showcase the values, skills and knowledge at CHPS.

Students are given a voice and opportunity to engage in the wider community.

### Staff:

Staff value the role that families, school and community organisations each play in the upbringing of each child.

Communication is open, honest and two-way.

Utilising the skills and knowledge of staff to ensure students are supported in their interactions within the community.

Together with the community of schools, allow staff opportunities to lead and showcase a diverse range of students in showcasing our school and students in the broader community.

### Parents:

Parents will be offered opportunities to engage in consultation about their child.

Parents will be provided with regular information about their child's learning, education reforms and school news.

### Community:

Partnerships between local businesses and community organisations along with families are built on to improve opportunities and outcomes for students.

## Processes

How do we do it and how will we know?

### Students:

Students will be offered opportunities across a diverse range of activities to share knowledge and skills through visits to nursing homes, CAPA performances, preschools etc

### Staff:

Staff interests and willingness to lead activities showcasing the diversity of the school will be identified.

### Community:

The diversity of the school community is encouraged and visible in all aspects of the school.

Community links will be established and maintained for continued support of the staff and students to enable the showcasing of the school.

Creating opportunities between partnership schools to collaboratively develop combined initiatives.

### Evaluation Plan:

Increased community involvement and communication is established and maintained.

Quality performances and inclusive activities occur across a diverse range of areas

Annual school community online survey data is analysed to indicate the achievement of an outstanding culture in Domain 9 - School- Community partnerships in the National School improvement Tool.

## Products and Practices

What is achieved and how do we know?

### Products:

Quality performances and cultural activities delivered by students and staff within the wider community and reciprocated within the school environment by community members.

Implementation of PLPs, OOH plans, health care plans, risk assessments to meet the needs of students.

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

### Practices:

Open communication and feedback on community performances and activities are aligned with school vision and values to continue supporting the diverse school community.

Continuing with maintaining and broadening community contacts to promote and advocate our school within the wider community.

