School Plan 2015 – 2017

0 South West Rocks Public School (3083)
## 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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</table>
| **Our Vision**          | Situated in a popular area of the NSW mid-north coast, the town of South West Rocks contains a mixture of retired people and younger working families. The school aims to achieve academic excellence in a caring, cooperative and courteous environment. We aim to provide quality teaching of an expanded curriculum that ensures equitable access for all students. Whilst the teaching of literacy and numeracy are chief priorities, we provide many opportunities for children to excel in all key learning areas. As a member of the Macleay Educational Community of Schools (MECS) we aim to promote the virtues of the public education system in NSW. At South West Rocks Public School we continue to work closely with community groups and provide students and parents with outstanding transition programs from pre-school to Kindergarten and Year 6 to Year 7. We are proud of the positive student welfare programs such as QUEST (Quality Environment for Students and Teachers) and Positive Behaviour for Learning (PBL). These programs build self-esteem and leadership skills. South West Rocks Public School has energetic and engaged parents plus teachers and students who are highly active in many community projects making the school a great part of our local community. | **The school planning process has been an extensive consultation process involving all stakeholders including students, staff, parents, carers and wider community groups.** Planning has involved:  
• Consultation with the community on the achievement of improved student outcomes, targets and strategic priorities  
• Confirming the school’s vision that describes what the school aspires to and what the school community wants the school to be like  
• Using the outcomes of teaching and learning audit to inform strategic change  
• Consultation with the Director Public Schools on the achievement of improved student outcomes, targets and strategic directions  
• Determining the school’s strategic directions which relate to DEC priorities, the school context and student and community needs  
• Identifying financial, human and physical resource requirements to implement the school plan  
• Synthesising the findings and recommendations of the above  
• Preparing the school plan |
| Our vision at South West Rocks Public School is to facilitate students to develop, demonstrate, articulate and value the knowledge and skills that will support them as life-long learners, to participate as responsible members of society and practise the core school values of care, co-operation and courtesy. | Our vision at South West Rocks Public School is to facilitate students to develop, demonstrate, articulate and value the knowledge and skills that will support them as life-long learners, to participate as responsible members of society and practise the core school values of care, co-operation and courtesy. | **The school planning process has been an extensive consultation process involving all stakeholders including students, staff, parents, carers and wider community groups.** Planning has involved:  
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Purpose:
Numeracy and literacy skills are crucial in helping our students develop fully as individuals and live satisfying and rewarding lives. We want the best education possible for our students, and we want them to leave school with choices and the confidence to pursue them.

Purpose:
A coherent, sequenced plan for curriculum delivery ensures teaching and learning expectations and a clear reference for monitoring learning across all year levels. A collaborative whole school culture ensures there will be a common approach to these tasks.

Purpose:
To further develop a positive school culture where staff, students and parents work together to achieve improved outcomes. The active engagement and communication with parents, community members, other schools, businesses and local organisations is essential to improving levels of student engagement and learning outcomes.
# Strategic Direction 1: Literacy and Numeracy

## Purpose
Numeracy and literacy skills are crucial in helping our students develop fully as individuals and live satisfying and rewarding lives. We want the best education possible for our students, and we want them to leave school with choices - and the confidence to pursue them.

## People
### Students:
Students will develop and utilise new skills and demonstrate their learning in a variety of ways and contexts. Students will engage fully and progress through the curriculum building upon their achievements K-6.

### Staff:
Develop effective strategies for explicit instruction of literacy and numeracy across the curriculum. Engage, monitor and provide appropriate curriculum adjustments for students at risk of not achieving their potential. Implement a data informed approach and embed this into school practice through assessment and monitoring of student performance.

### Parents:
Engage in supportive partnerships between home and school by participating in opportunities to make contact with their children’s class teacher through meetings, workshops and information sessions to further enhance their understanding of their children’s learning abilities and needs.

### Leaders:
Build positive cultures and high expectations. Collaboratively set targets for improving literacy and numeracy performance of students and put plans in place to achieve these targets.

## Processes
Staff will have access to professional learning that builds teachers’ depth of knowledge and skills for teaching literacy and numeracy. Major professional learning areas include L3, Focus on Reading phase 1 & 2 and TEN

Whole school planning with high input from the LAST to address the identified needs of all students through differentiated class based practice. Build upon school entry PLAN data to implement timely and effective support programs that establish basic competencies in the first three years of schooling.

School project teams to focus on data analysis and tracking of student assessment.

### Evaluation Plan:
Regular reporting against milestones from all staff, focus groups, surveys, stage meetings and reflection on areas of greatest need.

## Products and Practices
### Product:
- Increase in the number of students (Years 1-6) that perform at sound level or above to 90% in literacy and numeracy according to school based assessment data
- 80% of students in Kindergarten show a two cluster growth from one reporting period to the next using the K-6 numeracy continuum

### Practices:
- L3 as part of culture of the school. L3 data used to track and support student learning. L3 able to be sustained 2016-2017.
- Stage based resources and common practices developed and shared to support student learning. These resources are specific to Focus on Reading and TEN
- Regular LAST meetings scheduled to support identification and monitoring of student needs. All students requiring adjustments have ILP and entered on National collection of Data.
- NAPLAN data reflects positive growth from year 3 to year 5 in identified aspects of literacy and numeracy as per school plan

## Improvement Measures
- Increase in the number of students (Years 1-6) that perform at sound level or above to 90% in literacy and numeracy according to school based assessment data
- 80% of students in Kindergarten show a two cluster growth from one reporting period to the next using the K-6 numeracy continuum
## Strategic Direction 2: Quality teaching, learning and assessment

### Purpose
A coherent, sequenced plan for curriculum delivery ensures teaching and learning expectations and a clear reference for monitoring learning across all year levels. A collaborative whole school culture ensures there will be a common approach to these tasks.

### People

**Students**: Will have a greater understanding of expectations regarding the quality of their work, what is required to achieve proficiency in a particular piece of work and how to achieve this.

**Staff**: Understand that enhanced student learning outcomes can only be achieved with accompanying changes and improvements in classroom pedagogy. Staff develop a deeper knowledge and understanding of the quality teaching framework and its effect on student learning.

**Parents**: Engage in supportive partnerships between home and school by participating in opportunities to make contact with their children’s class teacher through meetings, workshops and information sessions to further enhance their understanding of their children’s learning abilities and needs.

**Leaders**: Understand the importance of developing a K-6 planning and assessment process, where teachers build a professional repertoire to engage students effectively in learning, irrespective of their learning background and challenges. Clearly articulate the expectations of all staff who are aware of each other’s responsibilities in relation to a shared plan for curriculum delivery.

### Processes

School project teams develop whole school processes to systematically collect record and analyse data. Qualitative and quantitative evidence will be gathered at the classroom and whole school level relating to student achievement and whole school effectiveness.

Staff engage in short term and long term planning of their career path through Performance Development Framework. Teacher knowledge and skills are constantly refreshed and refined in a meaningful way.

ICT team develop 1 – 3 year plan to improve technology infrastructure and TPL supporting quality teaching and learning programs across all KLAs.

Project teams develop scope and sequence documents across KLAs.

SLSOs and SASS participate in targeted professional learning aligned to student needs and school goals.

### Products and Practices

**Product**: The average scaled score growth for NAPLAN numeracy from Year 3 to Year 5 will be above that of the state

**Product**: The average scaled score growth for NAPLAN reading from Year 3 to Year 5 will be above that of the state

**Practices**: Team meeting notes reflecting analysis and discussion of data is a key prerequisite for ensuring that teachers make informed planning decisions for effective pedagogy. Whole school tracking of student data is established.

Tailored professional learning opportunities for all members of the school community based on Performance Development Plan. Regular exchange of teaching practices, lesson study and CTJ.

Modern, relevant technology being used by staff and students in a meaningful way throughout the KLAs.

School wide syllabus guides being used by all staff supporting improved student learning outcomes.

SLSOs timetabled to targeted students determined by LAST. SASS implementing new DEC reforms.

### Improvement Measures
- The average scaled score growth for NAPLAN numeracy from Year 3 to Year 5 will be above that of the state
- The average scaled score growth for NAPLAN reading from Year 3 to Year 5 will be above that of the state

### Evaluation Plan
Regular reporting against milestones from all staff, focus groups, surveys, stage meetings and reflection on areas of greatest need.
Strategic Direction 3: Building a positive school culture.

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<td>❖ All staff involved in team meeting and grade planning sessions and are effectively using PLAN data for programming and assessment</td>
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<td><strong>Students:</strong> Actively engage in their learning with a willingness to use new technologies and resources and demonstrate this in a range of contexts.</td>
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<td><strong>Staff:</strong> Share their expertise and knowledge with colleagues. Seek support and advice from others when appropriate. Demonstrate a deep understanding of the national professional teaching standards.</td>
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<td><strong>Parents:</strong> Have the opportunity to share their expertise and skills within the school setting. Have the opportunity to develop their children's learning through workshops and information sessions.</td>
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<td><strong>Leaders:</strong> School leaders given the opportunity to develop skills through leading syllabus and wider KLA projects.</td>
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<td>Staffing together with physical and technological resources are applied through school wide practices that are aligned to system and local priorities addressing the well – being and learning needs of the students.</td>
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<td>Structured timetable of professional learning and exchange of ideas including study of exemplar models. Main focus areas include, Grade planning days, team meeting days and stage meetings with neighbouring schools.</td>
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<td>School teams make meaningful links with parents and wider community through formal and informal processes such as P&amp;C meetings, fundraising events, volunteer programs, parent educational workshops, community service programs and participation in charitable events.</td>
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| Evaluation Plan: |
| Regular reporting against milestones from all staff, focus groups, surveys, stage meetings and reflection on areas of greatest need. |

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| **Practices:** |
| School plan indicates allocation of LAST resources and other major projects to be funded. Resources (human and physical) are timetabled and purchased to maximise the learning impact for students |
| Performance Development Plans in place for each staff member. Scope and sequence documents developed and implemented. |
| School community actively participate in and are committed to the common purpose of enhanced student outcomes. Feedback gathered via surveys, workshops and meetings. |
| PBL data reflects successful student well-being systems throughout school. Systems reviewed on a regular basis by PBL team. |