

***Public Schools NSW***

**SHELLHARBOUR PUBLIC SCHOOL**

**School Plan**

**2015 - 2017**

***Ensuring our students have choice, both now and in the future, through an academic focus on the enabling curriculum areas of English, Mathematics and Science whilst providing a holistic and memorable primary school experience with opportunities for re-creation through the creative and performing arts and sport.***

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| ***SCHOOL VISION***  ***Our primary focus is the maximisation of student performance in the enabling curriculum areas of English, Mathematics and Science. We consider these to be enabling because without a high degree of proficiency in these areas, lifelong learning is not possible. Acting both independently and interdependently, a high level of proficiency in these three subject areas are also guarantors of choice in later school experience and life. We aim to produce students who are not only highly literate and numerate but who also possess both the knowledge and skillset to be able to work scientifically and technologically to not only problem solve but satisfy their innate curiosity in the world around them.***  ***Secondly, we believe it is important to provide opportunities to apply and integrate the skills learned in these enabling subject areas to ensure their relevance and utility. The ultimate goal of schooling should be to help our students transfer what they have learned in school to a wide variety of contexts outside school. Over contextualised learning can hinder an individual’s ability to transfer it. We therefore aim to provide opportunities for students to use this enabling knowledge in multiple contexts so they can appreciate the utility of this knowledge and skillset. Implicit in this is the individual being able to recognise that they possess the knowledge and skills to be able to solve a problem or engage with an activity. With this being the case we aim to create students who can use a metacognitive disposition and ability to recognise situations where they can apply their knowledge and abilities****.*  **CORE**  **VALUES VALUES**  **ENABLING SKILLS AND KNOWLEDGE**  **APPLICATION AND INTEGRATION**  **RE-CREATION**  Fundamentals which we need to know and be able to do to guarantee choice: literacy, numeracy, inquiry skills, research, technology capability  A differentiated curriculum where skills and knowledge are used to create meaning and to build understanding.  Active and passive learning which allow us to re-create body, mind and spirit (CAPA PD/H/PE, welfare practices)  ***Thirdly, we believe in providing a memorable primary education through opportunities for re-creating the human body, mind and spirit. The development of new skills in the Creative and Performing Arts and Sport, will provide a catalyst for further exploration of individual talents in these areas. Our structured values program, and an approach to student welfare based on restitution that promotes the centrality of human relationships and views misbehaviour as opportunities for new learning will be central to this vision.***  ***Supporting our three focus areas described in our school’s Vision Statement are the values held by the staff, articulated in 2013 and enacted each day vis;***   * ***the potential for quality teaching to make a significant difference to the lives of our students*** * ***the importance of professional learning to improve our practice*** * ***the reputation of our school and the professionalism of the people who work in it*** * ***an equitable public education system that provides each child with the opportunity to excel.*** |

***At Shellharbour Public School we value ….***

**The potential for quality teaching to make a significant difference to the lives of our students**

**We**

* **plan, monitor and evaluate student learning**
* **tailor teaching programs to meet the needs of individuals and groups within our class**
* **engage students by using different modes of lesson delivery**
* **accept responsibility for student results**
* **provide effective and consistent oral and written feedback to ensure reflection and encouragement are integral to all students’ learning**
* **maintain effective and efficient record-keeping systems that monitor students’ learning progress**
* **apply a flexible repertoire of strategies for managing student behaviour and promote student responsibility for learning and behaviour**

**The importance of professional learning to improve our practice**

**We**

* **engage in professional development to extend and refine teaching and learning practices**
* **implement the understandings gained from professional learning in our classrooms**
* **collaborate with others to identify and address individual and shared learning needs**
* **keep abreast of our own professional learning needs and contribute to the professional learning of our colleagues**
* **accept and offer constructive feedback to support a professional learning community**

**The reputation of our school and the professionalism of the people who work in it**

**We**

* **talk positively about the school and the people who work in it**
* **demonstrate honesty and empathy in all communication including reporting student achievement to parents and caregivers**
* **present a professional image in all interactions with parents and the local community**
* **provide opportunities for parents and caregivers to be involved in the teaching program**

**An equitable school that provides each child with the opportunity to excel**

**We**

* **provide a differentiated curriculum to ensure all students are given the opportunity to achieve to their potential**
* **ensure all students are valued and treated with respect**
* **have an in-depth knowledge of the characteristics of our students and the implications of these for teaching and learning**
* **provide effective strategies for teaching students with special needs and students with challenging behaviours**

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|  | **Shellharbour School Plan** **2015 – 2017** | | | |
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| School Background 2015 – 2017 | | | | | | | | | | | | | | | | | | |
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| **SCHOOL VISION STATEMENT** | | | |  | **SCHOOL CONTEXT** | | | | | | |  | **SCHOOL PLANNING PROCESS** | | | | | |
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| Our primary focus is the maximisation of student performance in the *enabling* curriculum areas of English, Mathematics and Science. We consider these to be *enabling* because without a high degree of proficiency in these areas, lifelong learning is not possible. Acting both independently and interdependently, a high level of proficiency in these three subject areas are also guarantors of choice in later school experience and life. We aim to produce students who are highly literate and numerate; who possess both the knowledge and skillset to be able to work both scientifically and technologically, to not only problem solve but satisfy their innate curiosity in the world around them.  Secondly, to ensure their relevance and utility, we believe it is important to provide opportunities to apply and integrate the skills learned in these enabling subject areas. The ultimate goal of schooling should be to help our students transfer what they have learned in school to a wide variety of contexts outside school. Over contextualised learning can hinder an individual’s ability to transfer that learning. We therefore aim to provide opportunities for students to use this *enabling* knowledge in multiple contexts so they can appreciate the utility of this knowledge and skillset. Implicit in this is the individual being able to recognise that they possess the knowledge and skills to be able to solve a problem or engage with an activity. With this being the case we aim to create students who can use a metacognitive disposition and ability to recognise situations where they can apply their knowledge and abilities.  Thirdly, we believe in providing a memorable primary education through opportunities for re-creating the human body, mind and spirit. The development of new skills in the Creative and Performing Arts and Sport, will provide a catalyst for further exploration of individual talents in these areas. Our structured values program, and an approach to student welfare based on restitution that promotes the centrality of human relationships and views misbehaviour as opportunities for new learning will be central to this vision. | | | |  | Shellharbour Public School serves an aspirational community with high expectations of its school and students. Our school has been a feature of this community for 156 years. The association between our school and its community has been characterised by high levels of community involvement in the life of the school.  Whilst the school had a reputation for strong academic achievement prior to the establishment of national testing, the transparency offered through NAPLAN data has further increased the reputation of the school in the broader community. At the same time however, our community still expects a divergent and interesting total curriculum offering. We also believe that schools should offer social as well as intellectual leadership. An acceptance of this role means we base our day to day dealings with students and parents on a set of values characterised by integrity, excellence, respect, responsibility, cooperation and care.  We are fortunate to have a creative, imaginative and knowledgeable group of teachers committed to professional learning. They have been responsible for the development of organic solutions to school identified issues. Vigilance in ensuring that these policies and programs are meeting their original needs and being implemented consistent with their original intent is a priority. As such, major evaluations which value and therefore seek the contributions and opinions of all our stakeholders are conducted regularly. Supporting our three focus areas described in our school’s Vision Statement are the values held by the staff, articulated in 2014 and enacted each day vis;   * the potential for quality teaching to make a significant difference to the lives of our students * the importance of professional learning to improve our practice * the reputation of our school and the professionalism of the people who work in it * an equitable public education system that provides each child with the opportunity to excel through a differentiated and engaging curriculum. | | | | | | |  | **Enabling Lifelong Learning**  In 2012, our school identified the primacy of Literacy, Numeracy, and Science, the later including inquiry skills and technology. The priority attached to these three areas by our community was confirmed again in 2014. We will continue to use school generated summative assessment including objective assessments of scientific knowledge and NAPLAN data to identify the learning needs of our students and subsequent professional learning requirements of our teachers.  **Evidence Based Pedagogy**  Our school embraced the work of Hattie in 2012 and developed from this work our *‘What Matters’* priority order of essential teaching strategies and behaviours. These have infiltrated every classroom and support/extension program. All teachers completed the *‘Tell Them From Me’* teacher survey which ascertained the prevalence and utility of much of Hattie’s original work, and also assessed the traditional aspects of classroom and school effectiveness for which there is strong evidence on student achievement. Resultant data was used to develop our strategic directions and key improvement measures around classroom practice. We will ensure these teaching strategies and behaviours are embedded into our school through consistent mentoring and provision of feedback which will be provided to each teacher. An evidence based strategic direction, this will be a dynamic and inclusive approach to implementing contemporary and emerging best practice in pedagogy.  **Quality Curriculum and Support Structures**  Our school identified the importance of national priorities around curriculum and equity, and the importance of implementing these in an effective manner. To achieve these things, students and teachers both require quality support structures to be in place. Students in Years 4 – 6 completed the *‘Tell Them From Me’* student survey to ascertain levels of student engagement. They will be provided with a quality curriculum, supported through extension and welfare processes where required and the provision and appropriate use of emerging technologies. Teachers will be provided with support in delivering emerging curriculum and DEC priorities including the utilisation of emerging technologies. | | | | | |
| Shellharbour Public School Strategic Directions 2015 – 2017 | | | | | | | | | | | | | | | | | | |
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| This strategic direction is underpinned by two beliefs.   1. Teacher quality is the single most important variable in an education system. 2. There is an evidence base articulating what highly effective teachers do, and our teaching should reflect this.   This strategic direction will ensure that our teachers continue to be exposed to best practice in primary education by identifying specific behaviours of highly effective teachers and, through an established mentoring and growth coaching approach, supporting them in implementing these in the classroom. It will be a dynamic and inclusive approach to implementing contemporary and emerging best practice in pedagogy. | | | |  | This strategic direction is underpinned by our belief that a high level of competence in the enabling subject areas of English, Mathematics and Science is essential. We consider these to be enabling because without a high degree of proficiency in these areas, lifelong learning is not possible. Acting both independently and interdependently, a high level of proficiency in these three subject areas are also guarantors of choice in later school experience and life. We will produce students who are not only highly literate and numerate but who also possess both the knowledge and skillset to be able to work scientifically and technologically to not only problem solve but satisfy their innate curiosity in the world around them. | | | | | | |  | This strategic direction is underpinned by the development of support structures, which facilitate two imperatives emanating from the Melbourne Declaration on Educational Goals for Young Australians (2008). The first is the *provision of a world class national curriculum* which the school will continue to translate and implement. The second is equity – *that all young Australians will become confident, creative learners and active and informed citizens.* We will ensure students experience high levels of social, institutional and intellectual engagement, through the provision of timely welfare and support initiatives, the extension of those students who are capable of higher levels of achievement and the integration of emerging technologies. We will support all teachers in their engagement with the new curriculum through effective localised implementation structures, professional learning, a supportive performance and development framework and support in accreditation. | | | | | |
| Strategic Direction 1: **Evidence Based Pedagogy** | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
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| This strategic direction is underpinned by two beliefs   * teacher quality is the single most important variable in an education system * there is an evidence base articulating what highly effective teachers do, and our teaching should reflect this.   This strategic direction will ensure that our teachers continue to be exposed to best practice in primary education by identifying specific behaviours of highly effective teachers and, through an established mentoring and growth coaching approach, supporting them in implementing these in the classroom. It will be a dynamic and inclusive approach to implementing contemporary and emerging best practice in pedagogy. |  | **Staff**   * Staff will participate in a coordinated and sequenced professional learning program which will * identify effective teaching behaviours identified in the research * provide discrete comprehensive professional learning in these behaviours on an individual basis * provide follow up and mentoring for each teacher until these behaviours are grounded in classroom practice * develop self monitoring strategies and self reflection to improve and consolidate best practice. * All staff will complete Quality Teaching: An Introduction to the NSW Model of Pedagogy 151HPD014. * Assistant Principals will complete *Growth Coaching* training and *Classroom Observation* (151HPD006) from the Classroom teacher program in order to better support their teachers. * External consultants will be employed to lead training and offer mentoring support for backward mapping and differentiation.   **Students**   * Students will be the active participants in an improved pedagogy that better meets their needs and encourages habits of learning that will sustain them in later years. * Staff will broaden their understanding of K-6 practice through cross stage meetings, held each term and focussing on aspects of pedagogy and curriculum. | | | | |  | | * All staff will complete *Quality Teaching: An Introduction to the NSW Model of Pedagogy 151HPD014.* The QTM will provide an inclusive framework for professional learning in specific teaching behaviours. After initial training in this model, staff will be responsible on a rotational basis for presenting a lesson they have recently taught and describe how it relates to the model. * The following repertoire of teaching behaviours will be identified, articulated and demonstrated to all teachers at K-6 meetings based on a spiral approach to teacher development. Each teacher will then be supported on an individual basis through a mentoring model to implement and refine these strategies vis; * Quality Teaching Model * Learning intentions / Explicit Quality Criteria * backward mapping * formative assessment * feedback * differentiation * metacognition * Assistant Principals and identified peers will observe debrief/discuss with each class teacher their implementation of each strategy. Assistant Principals will utilise pool of release days provided to further support individual teachers if required.   **Evaluation Plan**   * Student performance on school based (summative) assessment points in June and December will be monitored. As a criterion referenced assessment process is implemented, improved student performance will be visible. | | | | | | |  | | **Product**   * Improved student performance in English, Mathematics and Science in school based criterion referenced (summative) assessment tasks in June and December, measured by an increase in the number of students achieving at grade level or above. * Teaching practice incorporates identified drivers of improved student learning, as evident in teacher observation reports annotated by supervisors.   **Practices**   * Teachers are supported by Assistant Principals through a mentoring role based on reciprocal observation and teacher reflection and dialogue. * Teachers identify colleagues who can provide demonstrations of and support for the development of desired teaching practices. * Quality teaching practices across the school including differentiated expectations, the use of learning continuums to identify learning intentions that are articulated to all students and the promotion of explicit quality criteria. * Formative assessment and feedback are provided throughout the teaching/learning cycle to drive teaching. |
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| **IMPROVEMENT MEASURE/S** |
| * Improved student performance in English, Mathematics and Science in school based criterion referenced (summative) assessment tasks in June and December, measured by an increase in the number of students achieving at grade level or above. * Teaching practice incorporates identified drivers of improved student learning, as evident in teacher observation reports annotated by supervisors. |
| Strategic Direction 2: **Enabling Lifelong Learning** | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
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| This strategic direction is underpinned by our belief that a high level of competence in the enabling subject areas of English, Mathematics and Science is essential. We consider these to be enabling because without a high degree of proficiency in these areas, lifelong learning is not possible. Acting both independently and interdependently, a high level of proficiency in these three subject areas are also guarantors of choice in later school experience and life. We will produce students who are not only highly literate and numerate but who also possess both the knowledge and skillset to be able to work scientifically and technologically to not only problem solve but satisfy their innate curiosity in the world around them. |  | **Staff**   * Develop capacities in using PLAN to monitor student progress in literacy and numeracy. * Training staff members to deliver professional development in Focus on Reading, Writing for the Middle Years. * Prioritise and enhance discussion about student learning in literacy, numeracy and science during allocated stage meetings. * Develop monitoring strategies and self-reflection to improve and consolidate best practice.   **Students**   * Through discussion with staff, peers and parents, students learn and reflect on their learning through their study of English, Mathematics and Science.   **Parents**   * Empower parents through enhancing their knowledge of the skills and strategies learned at school so they can better support their children at home. * Parent meetings on Literacy (2015) Numeracy (2016) and Science (2017) to complement schools emphasis on these subject areas. | | | | |  | | * Sustain and further develop high quality teaching practise, resourcing and student understanding in English K-6 with a focus on reading comprehension strategies and writing. * Sustain and further develop high quality teaching practise in Mathematics K-6 to track and differentiate the new NSW Curriculum for all strands. * Sustain and further develop high quality teaching practise, resourcing and student understanding in relation to scientific instruction K-6, focusing on Working Scientifically, Working Technologically and monitoring scientific content knowledge.   **Evaluation Plan**   * Analysis of school based summative assessment and teacher formative assessment to ensure students are meeting Stage based outcomes. * Observation of teacher classroom practise, programming, assessment and student work samples reflects quality teaching practise and priorities in English, Mathematics and Science. | | | | | | |  | | **Product**   * Students K-6 meet state expectations in reading, writing, spelling and numeracy using the following measurement tools: * Year 3 and Year 5 students maintain state mean performance or above in Reading, Writing, Spelling and Numeracy. (Baseline average of 2012-2014) * K-2 students meet the desired outcomes associated with reading strategies and comprehension on the continuum, attaining: * Cluster 4 – Kindergarten * Cluster 6 – Year 1 * Cluster 8 – Year 2 * Students meet the grade requirements following EAS on the mathematics continuum. * School based summative assessment shows increasing student knowledge of Science content and control of scientific processes.   **Practices – English and Mathematics**   * Monitoring student progress using PLAN for both literacy and numeracy. * Planning and programming to differentiate student work to match students’ needs as identified on PLAN.   **Practices – Science**   * Planning and programming of Science units to incorporate the skills of Working Scientifically and Working Technologically to develop identified scientific knowledge. * Summative assessment measures student skill in Working Scientifically, Working Technologically and level of scientific understanding. |
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| **IMPROVEMENT MEASURE/S** |
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| * Students K-6 meet state expectations in reading, writing, spelling and numeracy using the following measurement tools: * Year 3 and Year 5 students maintain state mean performance or above in Reading, Writing, Spelling and Numeracy. (Baseline average of 2012-2014) * K-2 students meet the desired outcomes associated with reading strategies and comprehension on the continuum, attaining: * Cluster 4 – Kindergarten * Cluster 6 – Year 1 * Cluster 8 – Year 2 * Students meet the grade requirements following EAS on the mathematics continuum. * School based summative assessment shows increasing student knowledge of Science content and control of scientific processes. |
| Strategic Direction 3: Quality **Curriculum and Support Structures** | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
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| This strategic direction is underpinned by the development of support structures, which facilitate two imperatives emanating from the Melbourne Declaration on Educational Goals for Young Australians (2008). The first is the *provision of a world class national curriculum* which the school will continue to translate and implement. The second is equity – *that all young Australians will become confident, creative learners and active and informed citizens.* We will ensure students experience high levels of social, institutional and intellectual engagement, through the provision of timely welfare and support initiatives, the extension of those students who are capable of higher levels of achievement and the integration of emerging technologies. We will support all teachers in their engagement with the new curriculum through effective localised implementation structures, professional learning, a supportive performance and development framework and support in accreditation. |  | **Staff**   * Staff will complete professional learning to better engage and support those students whose needs aren’t met by conventional pedagogies, including training in autism and dyslexia. * Staff will negotiate a program of personalised professional learning that reflects school priorities, accreditation at higher levels and personal aspirations. * Staff will continue to use the SMART/BEST START packages as well as school based summative assessment information to identify student learning needs and appropriate strategies to satisfy these needs.   **Students**   * Students will be provided with opportunities to be extended outside the classroom through school based interest groups and participation in external activities and competitions including Tournament of Minds and da Vinci Decathlon. * Students will access and utilise emerging technologies that enhance their engagement with, and maximise their success in, existing end emerging curriculum areas.   **Parents**   * Parents will be informed of learning adjustments made for their children and contribute to these through an annual review meeting. * Parents will be informed of all equity based interventions to better support their child, and assessment information that details student growth as a result of these interventions. | | | | |  | | * Support students in engaging with a quality K-6 curriculum, ensuring structures are in place to simultaneously assist students who require support and extend those students capable of higher levels of achievement. * Support staff in implementing a quality K-6 curriculum through the provision of targeted professional learning, effective localised implementation structures of new curriculum documents and assistance in further accreditation. * Identify emerging trends and capacities of technology to enhance learning, ensuring our students are confident in its use and that its use is accessed equitably.   **Evaluation Plan**   * Documentation and monitoring of the support being provided to students through a tracking mechanism that follows each student through the school. * Development of high quality, school based interpretations and support programs for new syllabus documents. * Collaborative development of Professional Learning Plans for each teacher, dedicated funding to support these plans and details on achievement. * The documented collection of teaching programs and assessment records during Week 5 of each term, to ensure curriculum implementation and student growth. | | | | | | |  | | **Products**  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]   * Increase in the number of students who access support or extension opportunities provided by the school. * Maintain above state mean levels of student social, institutional and intellectual engagement as measured by the *‘Tell Them From Me’* survey tool. * All teaching programs will reflect emerging curriculum expectations and detail appropriate support and extension opportunities where required.   **Practices**   * Learning and engagement team monitors identified students who require support or extension and acts accordingly. * All teachers use the SMART/BEST START packages and school based assessment information to identify student learning needs and appropriate strategies to satisfy these needs. * Teaching programs will include increasing use of available technologies where it enhances student learning. * All students engaged with a challenging curriculum through * appropriate and effective pedagogy * provision of a differentiated program driven by * sustained and timely formative assessment. |
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| **IMPROVEMENT MEASURE/S** |
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| * Increase in the number of students who access support or extension opportunities provided by the school. * Maintain above state mean levels of student social, institutional and intellectual engagement as measured by the *‘Tell Them From Me’* survey tool. * All teaching programs will reflect emerging curriculum expectations and detail appropriate support and extension opportunities where required. |