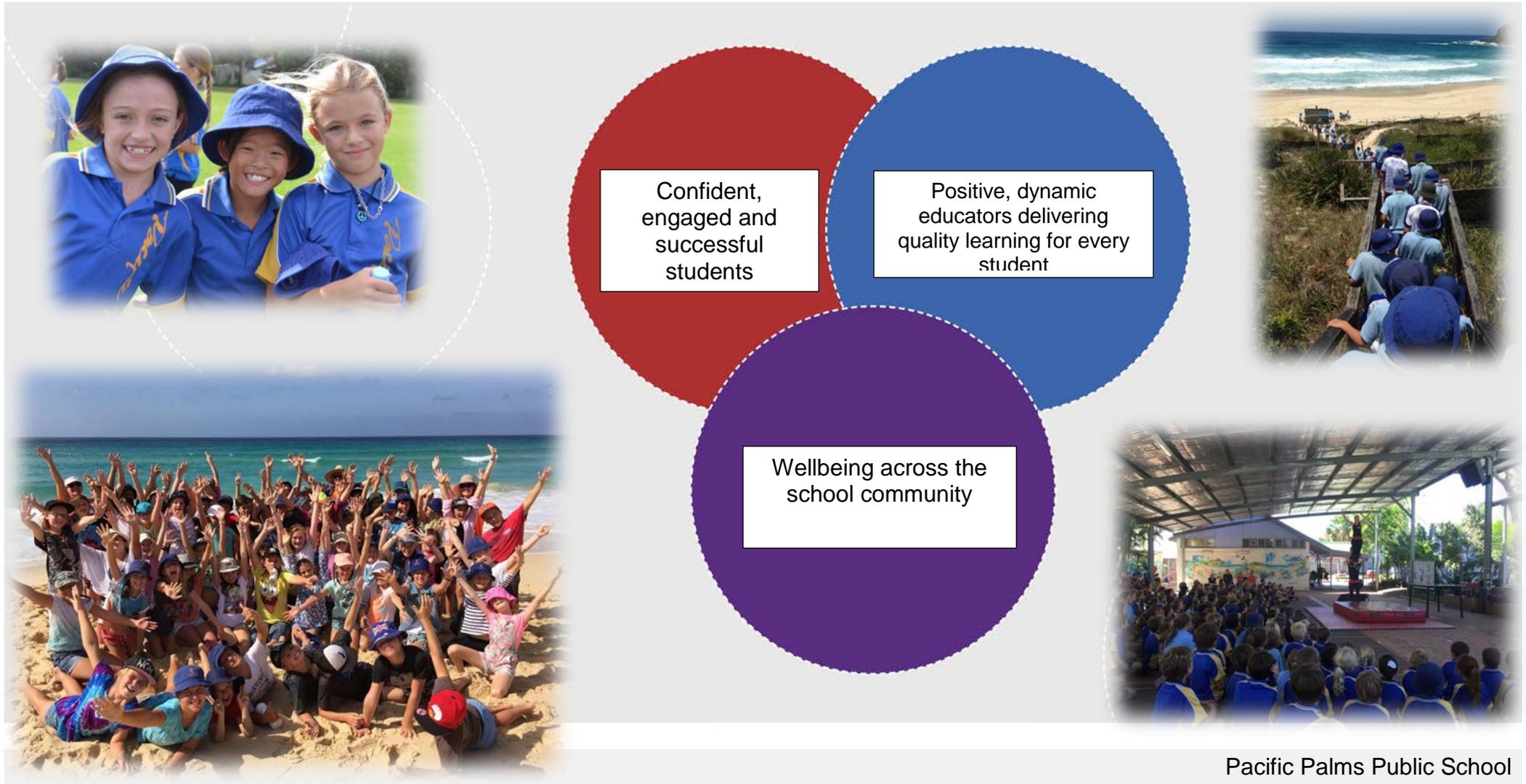


# School Plan 2015 – 2017

## Pacific Palms Public School 1551



Confident, engaged and successful students

Positive, dynamic educators delivering quality learning for every student

Wellbeing across the school community

Pacific Palms Public School

# School background 2015 - 2017

## SCHOOL VISION STATEMENT

Pacific Palms Public School provides a quality, inclusive environment where every member of the school community is valued, nurtured in growth and development, and encouraged to become a lifelong learner.

Positive and respectful relationships across the school community underpin a productive learning environment.

We educate the whole person, attending to academic, physical, emotional and social development.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

There is school wide collective responsibility for student learning and success with high levels of student, staff and community engagement.



*Quality learning in a safe and happy community.*

## SCHOOL CONTEXT

Our school is a growing and dynamic school located in the Great Lakes area of the NSW North Coast, and is only metres away from the beautiful Boomerang Beach. It draws in students from a wide range of socio economic backgrounds. The school population has grown from 230 to 305 over the past 3 years.

The school values personal wellbeing within a safe and caring environment. Our teaching staff are highly motivated, experienced and dedicated to providing rich and varied programs to ensure that all of our students receive a quality education. We foster positive relationships, personal effort and a positive attitude to learning and resilience.

Wellbeing is a priority for all staff members with the additional support of our Student Wellbeing worker.

Parent/community partnerships are valued and supported by the Community Liaison Officer and our P & C.

Our curriculum caters for a broad range of interests and needs with a variety of sporting, cultural, creative arts programs and opportunities for students to show case their talents. An active Learning Support Team ensures that all of our students have the support needed to reach their full potential. We have outstanding community support through our volunteer tutor program, ensuring that all children are provided with an opportunity to achieve success.

The school is welcoming and friendly; we work in close partnership with parents and the wider community. We encourage parents to be active participants in school activities and we value their input into their child's education.

## SCHOOL PLANNING PROCESS

This school plan is the result of a rigorous process of whole school communication, collaboration and collection of data.

Parents, staff and students were surveyed using 'Survey Monkey'. Parents were asked to grade statements about student wellbeing, teaching and learning programs and then were asked specific questions to gauge general satisfaction or dissatisfaction with current school practices. Teachers were surveyed about current school programs and practices and asked how the delivery of the curriculum could be improved over the next 3 years. Ongoing input was sought at P&C meetings. Students and parents also took part in focus groups.

All staff were involved in identifying common areas that led to the formation of our vision, strategic directions, purposes, practices, processes and people. Staff were involved in several planning meetings and forums where information was gathered on the future directions of the school, our priority areas, our vision, and what our data (such as PLAN, attendance, NAPLAN and the School Excellence Framework) indicated in terms of 'where to next'. Data analysis indicates strong literacy and numeracy foundations, identifying future directions to embed new syllabus and 21st century learning.

Our journey involved the input of parents, community members, staff members and students. As a result of these processes, three strategic directions were identified as a basis for a shared commitment for future developments across the school community. Analysis of data has informed the key improvement measures.



## Strategic Direction 1

**Positive and dynamic educators delivering quality learning for every student**

To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality.

Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

The leadership team regularly collects, analyses and responds to student outcome data to inform decision making.

The leadership team builds a culture of collaboration enhanced by quality planning and decision making processes.

## Strategic Direction 2

**Self-motivated, engaged and successful students**

Our school community holds high expectations for the educational outcomes of our students.

As twenty first century learners, our students will learn to collaborate with others, solve problems, think creatively and connect through technology to ensure success in work and in life.

Enhanced student engagement and increased student outcomes will be achieved through strategic, accountable and thoughtful planning and delivery of quality classroom experiences must take into account individual students strength and challenges.

## Strategic Direction 3

**Wellbeing across the school community.**

We are committed to creating quality learning opportunities, including strengthening their physical, social, emotional and spiritual development.

Supporting students at each stage of their development through quality teaching, learning and engagement. This work is underpinned by high standards, clear expectations and counselling and wellbeing resources.

Out programs enable us to build on the individual strengths of students and positions them to succeed and thrive throughout life.

# Strategic direction 1: Positive and dynamic educators delivering quality learning for every student

PURPOSE	PEOPLE	PROCESSES	PRODUCT AND PRACTICES
<p>To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality.</p> <p>Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.</p> <p>The leadership team regularly collects, analyses and responds to student outcome data to inform decision making.</p> <p>The leadership team builds a culture of collaboration enhanced by quality planning and decision making processes.</p>	<p><b>Students:</b> engage enthusiastically in learning with clear expectations of what is required to achieve excellence.</p> <p><b>Staff</b> will understand and use the teaching standards to reflect on performance.</p> <p>There will be a shared commitment to collaboration at a grade, stage and whole school level.</p> <p>There will be positive engagement in collaborative reflective practice.</p>	<p>Teachers work collaboratively to share best practice in curriculum delivery.</p> <p>Regular opportunities for collaborative planning, structured observation of lesson delivery and provision of feedback are provided. (PLCs)</p> <p>Professional learning related to professional goals and the school plan is accessible for all staff members.</p> <p>Teachers engage in performance and developed processes aligned to the NSW DEC Performance and Development Framework.</p>	<p><b>Practice:</b> Staff under-take a self-assessment review to reflect on teaching practice and achievement towards goals.</p> <p><b>Practice:</b> Strategic professional learning reflective of school and individual goals.</p> <p><b>Practice:</b> Lesson observations providing opportunities for staff to reflect on their own practice and receive feedback from colleagues around best practice.</p> <p><b>Practice:</b> A rich culture of learning and achieving personal best that is enriched by the exchange of knowledge within and across school communities.</p>
IMPROVEMENT MEASURE/S	<p>Plan and implement quality teaching and learning experiences with a focus on high expectations.</p> <p><b>Parents/community:</b> establish and maintain respectful, collaborative relationships with staff regarding our approach to teaching and learning.</p> <p><b>Leaders</b> will model best practice based on the teaching standards at the leadership levels. They will collaborate with their teams to lead stage planning and assessment and encourage staff to be innovative in their teaching.</p>	<p>Teachers engage in accreditation processes and Australian Teaching Standards. Consolidate the teacher induction program for new and early career teachers.</p> <p>School improvement is informed by engagement with reflective tools.</p> <p>Systems leadership is enhanced by engagement with networks in the education community.</p> <p><b>Evaluation Plan:</b></p> <p>All teachers will have a PDP.</p> <p>All teachers to be involved in Quality Teaching Rounds (peer classroom observations).</p> <p>Teachers actively participate in one-on-one meetings to reflect on PDPs.</p> <p>All staff engage in professional learning.</p>	<p><b>Practice:</b> Collegial programming linked to new curriculum documents for all KLA's as evidenced in stage meetings.</p> <p><b>Practice:</b> Highly skilled teachers demonstrating innovative practice linked to contemporary pedagogy.</p> <p><b>Practice:</b> Student data informs programming and curriculum differentiation.</p> <p><b>Product:</b> 100% of staff will have a performance and development document that will be regularly reviewed and updated.</p> <p><b>Product:</b> 100% of staff indicate that their professional goals were met due to strategically planned and implemented professional learning opportunities.</p>

## Strategic direction 2: Self-motivated, engaged and successful students

PURPOSE	PEOPLE	PROCESSES	PRODUCT AND PRACTICES
<p>Our school community holds high expectations for the educational outcomes of our students.</p> <p>As twenty first century learners, our students will learn to collaborate with others, solve problems, think creatively and connect through technology to ensure success in work and in life.</p> <p>Enhanced student engagement and increased student outcomes will be achieved through strategic, accountable and thoughtful planning and delivery of quality classroom experiences must take into account individual students strength and challenges.</p>	<p><b>Students</b> will develop the skills needed to be collaborative, creative learners who are critical thinkers and be able to reflect on their learning.</p> <p><b>Staff</b> will have a thorough understanding of all curriculum documents.</p> <p>Collaboratively, deliver and review the effectiveness of teaching and learning programs.</p>	<p>Provision of opportunities for students to develop <b>21<sup>st</sup> century learning skills</b> and capacities across all KLAs using a variety of technologies.</p> <p>A whole school approach to the analysis of <b>student data</b> to inform the teaching and learning cycle.</p> <p>All students access a balanced literacy program including reading, spelling, vocabulary, writing, comprehension and grammar.</p> <p>All K-2 teachers explicitly teach reading skills in a small group setting (4 mornings per week, 30 minutes), with the support of a trained SLSO.</p> <p><b>Evaluation Plan:</b></p>	<p><b>Practice:</b> Analysis and effective tracking of student performance to drive evidence based teaching as indicated by continuum markers.</p> <p><b>Practice:</b> Teaching and learning programs reflect evidence of feedback from Quality Teaching Rounds and 21<sup>st</sup> Century Learning.</p> <p><b>Practice:</b> High quality differentiated teaching and learning demonstrated across the school through high levels of teachers and student support.</p> <p><b>Practice:</b> Students are creative and productive users of technology and confident communicators.</p>
IMPROVEMENT MEASURE/S	<p>Implement quality assessment practices.</p> <p>Understand and address 21<sup>st</sup> century skills.</p> <p>Address the learning needs of all students.</p> <p><b>Parents/Community</b> will engage in opportunities where they are provided with verbal and written feedback on student progress.</p> <p>Participate in information sessions to enable a deeper understanding of curriculum content and pedagogy.</p>	<p>Student pre/post results on standardised tests (PAT, CARS, Waddington, South Australian Spelling, Benchmarking, Phonemic Awareness, Best Start, PLAN) recorded to monitor student progress.</p> <p>NAPLAN data analysed each year to track improvements.</p> <p>Student surveys, Tell Them From Me survey and forums to evaluate student engagement.</p> <p>Collaboration around consistent teacher judgement of student work samples, analysis of student data, monitoring learning and support team data.</p>	<p><b>Product:</b> To increase the number of students performing in the top band in Year 5 NAPLAN Literacy and Numeracy by 10%.</p> <p><b>Product:</b> To achieve a minimum of 65% of students achieving expected growth in Numeracy Year 3 to 5 and 5 to 7.</p> <p><b>Product:</b> To achieve a minimum of 85% of students K-2 reading at or above their expected reading level.</p> <p><b>Product:</b> corporate stage programs providing evidence of collaborative, innovative planning incorporating 21st century pedagogies.</p>
<p>To increase the number of students performing in the top band in Year 5 NAPLAN Literacy and Numeracy by 10%.</p> <p>To achieve a minimum of 65% of students achieving expected growth in Numeracy Year 3 to 5 and 5 to 7.</p> <p>To achieve a minimum of 85% of students K-2 reading at or above their expected reading level.</p>			

## Strategic direction 3: Wellbeing across the school community.

PURPOSE	PEOPLE	PROCESSES	PRODUCT AND PRACTICES
<p>To support students at each stage of their development through quality teaching, learning and engagement. This work is underpinned by high standards, clear expectations and counselling and wellbeing resources.</p> <p>To develop an environment where students, their families and teachers understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.</p> <p>Create programs to enable us to build on the individual strengths of students and position them to succeed and thrive throughout life.</p>	<p><b>Students:</b> understand behaviour expectations aligned to the student discipline policy. They are able to care for themselves and contribute to the wellbeing of others in the community.</p> <p><b>Staff:</b> explicitly teach and model school core values to enhance resilience, attitude and emotional wellbeing of students.</p> <p><b>Parents:</b> involved with policy design creating clearly defined behavioural expectations. They provide support and constructive feedback through a process of continuous collaboration.</p> <p><b>Community partners:</b> strong links are maintained with the many community and sporting groups contributing to the wellbeing of students. Respect for cultural diversity and identity is paramount.</p> <p><b>Leaders:</b> facilitate the implementation of Positive Behaviour for Learning, promote and model new pedagogies and provide feedback to staff and the wider community</p>	<p><b>Students:</b> participate in all aspects of PBL to establish positive, respectful relationships with peers and adults. They learn to make appropriate behaviour choices, accept responsibility for their actions and understand the concept of consequences.</p> <p><b>Staff:</b> engage in professional learning to develop a new wellbeing policy based on PBL guidelines. This includes updating recording, monitoring and reporting processes.</p> <p><b>Parents:</b> develop a good understanding of PBL strategies and encourage their children to demonstrate our core values.</p> <p><b>Leaders:</b> sustain the collective vision through creating a whole staff culture based on positive language encouraging excellence in students and teachers.</p>	<p><b>Practice:</b> All staff ensuring departmental and school policies are being followed, including syllabus expectations.</p> <p><b>Practice:</b> The school wide implementation of Positive Behaviour for Learning (PBL).</p> <p><b>Practice:</b> there is evidence of strong parent/community input into school policy and decision making.</p> <p><b>Practice:</b> Student wellbeing data is monitored and analysed to evaluate student behaviour and ensure the safety and wellbeing of all students.</p> <p><b>Product:</b> Improved student behaviour as measured by a 50% reduction in 'aggressive' and 'fighting' referrals to the planning room for Stage 2 and 3 boys.</p> <p><b>Practice:</b> Data is used consistently across the school to identify gaps in student learning, monitor improvement over time and monitor growth across the years of school.</p> <p><b>Practice:</b> Adjustments for students with additional needs identified and monitored through the school's systematic learning support processes.</p> <p><b>Product:</b> All students on a PLP will achieve their 3 goals, as measured at the Term 4 parent meeting.</p> <p><b>Product:</b> ATSI students on an IEP will achieve their 3 goals, as measured at the Term 4 evaluation.</p> <p><b>Product:</b> There will be an increase in students in the top 2 bands.</p>
IMPROVEMENT MEASURE/S			
<p>Positive Behaviour for Learning (PBL) in place in the school.</p> <p>100% of students are aware of school core values and are consistently practising skills taught through PBL.</p> <p>PBL strategies are embedded across the school. Student wellbeing is recognised by staff and parents as being integral to effective learning and positive outcomes for students.</p> <p>100% of teachers are using the Wellbeing Framework.</p> <p>Respectful, timely and informative communication occurs between students, staff and community.</p>			

