

Charlestown South Public School – School Plan 2015-2017



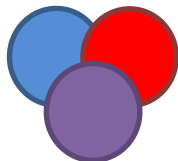
School Vision Statement - Charlestown South Public School (CSPS) is an active, caring community of learners who demonstrate tolerance and respect for others and embrace excellence. We have a professional and highly motivated staff who nurtures the social, emotional, physical and intellectual development of each child. Our mission is to inspire lifelong learning. We empower our students to become innovative, creative, intellectually curious and socially responsible citizens, who are prepared for and can respond to the demands and opportunities of the 21st century.

School Context - CSPS is located in a suburban area in the Newcastle and Lake Macquarie region, serving a diverse population within a mid-socio-economic context. There are currently 186 students who attend the school which includes 17 Aboriginal students. Charlestown South is a close knit community with extremely high parental involvement and a wide range of extra curricula programs, some of which include; Concert Band, Choir, Vocal Ensemble, Dance, Debating, Fishing, Media, Gardening, Chickens and many sporting pursuits. The school is renowned for its cultural arts, academic, technology and sporting achievements which are highlighted by successes in many regional competitions and consistently above regional averages in NAPLAN. The staff at Charlestown South has a blend of highly experienced and newly accredited teachers who demonstrate passion and expertise across all curriculum areas. The 2012-2014 School Plan, had as major priorities the Focus on Reading (FoR) Program and the development of music based performing arts. The FoR program altered pedagogy around the delivery of teaching reading and comprehension practices resulting in a growth in reading comprehension K to 6. The Concert Band and music program has grown significantly realising great success in via public performances and regional competitions. Although operating as an individual school, Charlestown South is part of the Whitebridge Community of Schools (WCoS). The seven local schools work in a close, highly professional and strategic partnership delivering innovative and inspirational student educational and social opportunity, as well as focused, collaboratively designed, professional learning for all staff members K-12.

School Planning Process - In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence and survey data from all key stakeholders including staff, students and parents and community. The initial community feedback surveys collected data from 100% of staff, 96% of students and 37% of families connected to CSPS. Some of these surveys looked at school satisfaction, the use and priorities around current and future technologies and curriculum and program priorities. The results from reviews and surveys formed part of the discussion at a variety of-: parent forums, P&C Meetings, Parent Advisory Committee Meetings inclusive of ATSI parents, Staff and Executive Meetings, SRC and Class meetings. The process also included introductory workshops around the new planning approach as well as an event which involved in excess of 100 teachers from all WCoS schools identifying the highest priority needs for staff in relation to professional development. This event was the first step in formulating a collaborative WCoS 2015-2017 School Plan Strategic Direction (CSPS Strategic Direction 3) which is common to almost all of the WCoS Primary Schools. As a result of the extensive planning process, including P&C and Minimbah AECG consultation and endorsement, three key strategic directions were identified as a basis for a shared commitment to future developments at CSPS. These directions, which reflect the priorities and directions of the State Plan are:

- Enhancing the quality and raising the expectations of student learning
- Fostering inspirational and innovative teaching and leadership
- Continuing to cultivate the collaborative process within the Whitebridge Community of Schools so as to enhance the quality of teaching, learning and leadership.

The CSPS School Plan 2015-2017 reflects the School Excellence Framework and forms the basis for the school's improvement and development efforts for the next three years with clear improvement measures. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.



Charlestown South Public School – School Plan 2015-2017

Enhancing the quality and raising the expectations of student learning

Building Student Capacity

Fostering inspirational and innovative teaching and leadership

Building Staff Capacity

Cultivating the collaborative processes within the Whitebridge Community of Schools so as to enhance the quality of teaching, learning and leadership

Building WCoS Capacity

Purpose

- To provide a learning environment which is purposeful, challenging, engaging and caters for the learning needs and points of entry into education for all students.
- To improve student learning experiences which results in students' development of the abilities to think critically, creatively and ethically and who are socially, environmentally and culturally aware.

Purpose

- To provide a highly collaborative and communicative teaching environment that promotes and celebrates innovation.
- To promote and enhance a culture of teaching that passionately engages and inspires students to aim for excellence and make a difference.
- To provide individualised professional learning for all staff that enhances teaching and enriches student learning.

Purpose

- To ensure learning for all students across the WCoS is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices.
- To engage in meaningful shared learning experiences through a collaborative approach.

Goal 1 – Enhancing the quality and raising the expectations of student learning - *Building Student Capacity*

PURPOSE	PEOPLE	PROCESSES	PRODUCTS & PRACTICES
<p>To provide a learning environment which is purposeful, challenging, engaging and caters and differentiates for the learning needs and points of entry into education for all students.</p> <p>To improve student learning experiences which results in students' development of the abilities to think critically, creatively and ethically and who are socially, environmentally and culturally aware.</p>	<p>Students will engage in being quality learners focusing on high expectations and achievement.</p> <p>Students will engage in feedback from teachers and grow in their ownership of their learning and learning experiences.</p> <p>Staff will increase the level of formal and informal student feedback.</p> <p>Staff will develop personalised learning systems in their classrooms to ensure all students are engaged and achieving negotiated outcomes.</p> <p>Staff will continue training in Focus on Reading and integrate FoR super 6 comprehension strategies throughout all KLAs.</p>	<p>Facilitate teacher mentor programs around explicit teaching/student engagement.</p> <p>Develop PLPs for all Aboriginal students and for identified students with specific learning needs</p> <p>Expose staff to innovative and creative educational practices, so as to enhance their own capacities to provide engaging learning experiences for every student.</p> <p>Implement innovative resourcing to engage students and develop their abilities in creative writing, science, comprehension, use of multi-modal texts, researching and mathematical problem solving and reasoning.</p> <p>Review, assess and improve Learning Support Team processes and practices.</p> <p>LASTs and SLSOs liaise, review and plan with class teachers to determine specific individualised interventions required.</p>	<p>Practice Introduce and implement Explicit Direct Instruction (EDI) warm up activities to consolidate prior learning and promote engagement</p> <p>Product All classes commencing every Literacy and Numeracy sessions with 'warm up' activities reinforcing concepts</p> <p>Practice In Term 1 all PLPs developed and continually evaluated and adjusted for all Aboriginal and identified students</p> <p>Product !00% of PLPs to be completed by the end of Term 1</p> <p>Practice Regular collection of benchmark levels at 5 week intervals and analysis of data to assess student growth. Termly K-6 plotting on Literacy & Numeracy continuums.</p> <p>Product # All Kindergarten students to be reading at a Level 8 by the end of Term 4. # 90% of Year 1 students to be reading at level 18 or above by the end of Term 4 # 90% of Year 2 students to be reading at level 28 or above by the end of Term 4 # 100% of students above minimum standards in NAPLAN in all areas</p>
Improvement Measures			
<p>By the end of year all Kinders reading at level 8, 90% of Year 1 reading at level 18, 90% of Year 2 reading at level 28.</p> <p>By the end of Term 1, every Aboriginal student and every student identified on the NDDC will have a Personalised Learning Plan in place.</p> <p>LST Policy and Procedures Updated by Week 4, Term 2</p>	<p>Staff will adopt explicit direct teaching processes that will improve the quality of student writing.</p> <p>LASTs and SLSOs trained and resourced to provide intervention at the point of need</p> <p>Parents will become more engaged in and informed about students' learning.</p>	<p>Extend the modes by which the school community is informed about student progress, thereby enhancing our collaborative learning community.</p> <p>Review student assessment, tracking and analysis systems to ensure consistent teacher judgement and valuable reporting to parents.</p> <p>Evaluation Plan: Regular reporting against milestones by project leaders</p> <p>Collection and analysis of K-2 reading level assessment data</p> <p>Analysis of school NAPLAN assessment data</p>	<p>Practice Develop a LST Policy & Procedures document that increases the levels of accountability and better meets the needs of all stakeholders.</p> <p>Product An effective LST Policy & Procedure document</p> <p>Practice Increase explicit teaching of reading, writing and maths.</p> <p>Product An observable increase in purposeful learning activities and decrease in activities that simply 'occupy'.</p>

Goal 2 – Fostering inspirational and innovative teaching and leadership - *Building Staff Capacity*

PURPOSE	PEOPLE	PROCESSES	PRODUCTS & PRACTICES
<p>To provide a highly collaborative and communicative teaching environment that promotes and celebrates innovation.</p> <p>To promote and enhance a culture of teaching that passionately engages in inspiring students to aim for excellence and make a difference.</p> <p>To provide individualised professional learning for all staff that enhances teaching and escalates student learning.</p>	<p>Staff will develop and maintain a proactive personalised Professional Development Plan in consultation with Assistant Principals and Principal.</p> <p>Executive staff will seek out people and programs in the WCoS and beyond that demonstrate innovative practice and engage their services for professional learning and mentoring.</p> <p>Staff will engage in a buddy teacher/ mentoring/team teaching program involving the Explicit Direct Instruction Lead Teacher (EDILT)</p> <p>Students, staff and parents will engage in discussion and planning in fostering inspirational and innovative teaching.</p>	<p>Build proactive learning alliances with the WCoS group of schools and network with 'like-minded' groups of schools in developing professional learning for all staff.</p> <p>Build staff capacity through negotiated and individualised TPL opportunities including lesson observation and feedback mentor program</p> <p>Develop high quality programming, planning and assessment procedures in order to provide consistency for students and teachers.</p> <p>Provide coaching and mentoring to enhance teacher capacity to deliver explicit teaching by creating the EDILT position.</p> <p>Review, adjust and implement research and evidence based pedagogical practices to enhance student outcomes.</p>	<p>Practice All staff will develop a Performance & Development Plan (PDP) that is reflected upon, monitored and discussed each term with executive supervisors.</p> <p>Product A targeted strategic whole school TPL Plan that allows equitable and personalised professional development for all staff. This includes the development of a whole school TPL register maintained by Principal and Executive that reflects the individual PDPs of staff.</p> <p>Practice As a teaching group, all staff to proactively seek out and implement innovative and exemplary practice around explicit teaching and the John Fleming Model that will enhance their own skills and enhance student outcomes.</p> <p>Product All staff to engage in lesson observations including videoing and feedback sessions with the view to enhance teaching practice and student learning.</p> <p>Practice Review and analyse literacy and numeracy data at five weekly intervals to plan future teaching.</p> <p>Product Literacy and numeracy data reviewed at stage meetings in weeks 5 & 10 in Terms 1, 2 and 3. NAPLAN Smart data reviewed upon release.</p>
Improvement Measures	<p>Principal and executive will extend professional relationships beyond the WCoS with the view to grow and develop further leadership skills and experiences.</p> <p>Staff will be given greater opportunity to lead and develop programs within the school that promote the school vision.</p> <p>Staff present personally developed workshops at Stage Meetings, Staff Meetings and WCoS Staff Development Days.</p>	<p>Evaluation Plan: Regular reporting against milestones by project leaders</p>	
<p>All staff to have completed their Performance & Development Plan (PDP) using DEC Performance and Development framework template by mid Term 2</p> <p>All staff to observe, and be observed by the EDILT (Explicit Direct Instruction Lead Teacher) and Principal and received feedback by Week 4, Term 3.</p>			

Goal 3 – Cultivating the collaborative processes within the WCoS so as to enhance the quality of teaching, learning and leadership

PURPOSE	PEOPLE	PROCESSES	PRODUCTS & PRACTICES
<p>To ensure learning for all students across the WCoS is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices.</p> <p>To engage in meaningful shared learning experiences through a collaborative approach.</p> <p>To extend upon:</p> <ul style="list-style-type: none"> • K-12 pathway • Developing the whole child • Mentoring – staff and students (staff to staff, student to student) • Networking • Sharing expertise • Growing Active citizens • Fostering a sense of belonging to a wider community 	<p>Students: Engage student leaders in the development of student leadership capabilities.</p> <p>Students: Develop networking opportunities through participation in WCoS events.</p> <p>Staff: Stage 3 teachers and Head Teacher Mathematics</p> <p>Staff: Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.</p> <p>School Leaders: Build the capacity of staff leadership through the provision of targeted professional development and network opportunities.</p>	<p>Develop and maintain WCoS calendar – staff to use as their means of communication within WCoS in planning combined TPL, student focused and WCoS Community events.</p> <p>Shared professional learning to be planned in collaboration with input from every staff member from every school including a common TPL time.</p> <p>Evaluation Plan: Regular reporting against milestones by the leadership group.</p> <p>Combined SDD survey feedback and evaluation forms</p>	<p>Practice & Product To develop a common unit of work of Stage 3 Maths</p> <p>Practice Provide combined WCoS events that promote student engagement, collaboration and global thinking.</p> <p>Product Events including -Combined Student Leadership Group, Year 6 Leadership Day, Charlestown Cup, Enrichment programs, WCoS Band, Have A Go Day, Year 9 WHS Sport Coaching, Service Learning, Netball Gala Day, NAIDOC Celebrations, Transition Program, SWAN.</p> <p>Practice Provide combined WCoS events that foster collegiality, collaboration and professional learning.</p> <p>Product Events including – network meetings for Principals, APs, LASTs, SAMs, ICT Coordinators, Stage Teachers & Librarians. SDDs sharing expertise, WCoS NAPLAN Analysis</p>
Improvement Measures			
<p>Commencing a common unit of maths for Stage 3 that will be taught in all WCoS Primary schools based upon the identifiable needs as highlighted in the 2014 Year 6 WHS Assessment and NAPLAN.</p> <p>Review and critically analyse each event in determining and planning future directions.</p>	<p>Community: Build and increase awareness and understanding amongst parents of the K-12 WCoS pathway.</p> <p>All schools and their communities</p>		<p>Practice Provide combined WCoS events that promote community, learning and information sharing across the WCoS parent bodies.</p> <p>Product Events including - Peaceful Parenting, Restorative Practices, Pre-School Information Session, Aboriginal Partnership Day, Presentation Days, Award Ceremonies</p>