

School plan 2018-2020

Coogee Public School 1616



School background 2018–2020

School vision statement

At Coogee Public School we aim to develop the individual as a resilient, confident and flexible learner. Through strong partnerships with our school community, students will engage in a wide variety of experiences to become literate and numerate while demonstrating the abilities to respond independently, collaboratively, reflectively, critically and creatively. In addition, students will be self-motivated, well rounded and possess a love of learning. With these positive attributes, our students will become respectful, compassionate and happy future citizens.

School context

Coogee Public School is a large primary school in the Eastern suburbs of Sydney with an enrolment of 615 students across 24 classes. The school has a strong reputation within the community and exercises a local enrolment policy to manage its growth. The school's academic performance in literacy and numeracy is strong and is supported by a broad educational offering with particular interests in sport and active lifestyles, visual and performing arts and environmental sustainability. The parent community has high expectations of the school and are heavily involved in their children's schooling. The school also has many dual working families with the after school care providing for up to 220 students daily. Whilst parents are not always available to support daily activities within the school they contribute through a range of other endeavours. An active and supportive P&C association works collaboratively with the school to improve learning outcomes for students.

School planning process

For the 2018–2020 school plan there was an extensive consultation with students, staff and the parent community to determine the directions of the school. All stakeholders nominated how the school should progress into the future over the next three years with regards to student learning including the attributes of students, knowledge and skills, teaching pedagogy and wellbeing. The school leadership team evaluated the 2015–2017 plan which provided a framework for where to next. The three *strategic directions* were formed around learners, teaching and leadership. Next, the school planning team met to develop the plan by utilising the School Excellence Framework and *What Works Best (CESE)* documents to guide the big picture ideas around *purpose, products and practices* and *processes* statements. From there *people* were identified to bring about improvement in the products and practices. Data was analysed to develop realistic improvement measures including how this would be measured. The QT East school alliance group was also instrumental in the consultation phase to ensure parts of all school plans aligned across all three schools. Through all of these processes this consultative process has produced this school plan which is relevant to our context and key for the continuous improvement of our school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Expert Learners

Purpose:

To provide enriching and engaging learning experiences for students that require them to respond independently, collaboratively, reflectively, critically and creatively to a future focused curriculum, which is rigorous and supports high expectations. The learning environment cultivates positive attributes such as curiosity, confidence, independence and resilience. Students will develop a growth mindset and become respectful, compassionate and happy expert learners.

STRATEGIC DIRECTION 2 Evidence-Based Teaching

Purpose:

To develop quality contemporary pedagogy for staff who will deliver a curriculum which engages students in a wide variety of experiences to become literate and numerate while also becoming self-motivated, well rounded and possessing a love of learning. Teachers will work collaboratively to embed evidence-based quality teaching.

STRATEGIC DIRECTION 3 Collaborative Leadership

Purpose:

To lead an inclusive community that supports the highest levels of learning. All staff have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success. The school leadership team works collaboratively with all stakeholders to ensure student needs are met through educational leadership, strategic planning and resource allocation.

Strategic Direction 1: Expert Learners

Purpose

To provide enriching and engaging learning experiences for students that require them to respond independently, collaboratively, reflectively, critically and creatively to a future focused curriculum, which is rigorous and supports high expectations. The learning environment cultivates positive attributes such as curiosity, confidence, independence and resilience. Students will develop a growth mindset and become respectful, compassionate and happy expert learners.

Improvement Measures

To consistently achieve or exceed, a year of growth for a year of learning.

Data indicates improved levels of student engagement.

Analysis of growth data from yearly School Capability Audit.

People

Students

Students are well supported and engaged in a rich curriculum which caters for diverse learning needs. Feedback is consistent and specific and improves student achievement.

Staff

Professional learning and embedding of programs for staff in wellbeing, formative assessment and curriculum.

Parents/Carers

Parents/Carers are supported as partners in their child's education by the provision of information on teaching programs/strategies and wellbeing systems and how they enhance student learning.

Leaders

The leadership teams establishes structures and processes to support student wellbeing, prioritising the development of quality curriculum with a basis in high expectations and feedback systems as regular practice.

Processes

School Excellence Framework – Learning Culture

What Works Best – High Expectations

A culture of high expectations where students are continually challenged to learn new things with systems that ensure students reach their full potential.

School Excellence Framework – Wellbeing

What Works Best – Wellbeing

Wellbeing must be integrated into the school learning environment, the curriculum and pedagogy, the policies and procedures at schools, and the partnerships inherent within and outside schools including teachers, students, parents, support staff and community groups.

School Excellence Framework – Assessment

What Works Best – Effective Feedback

Whole school focus on formative assessment and feedback. Good feedback practice helps students take control of their own learning by becoming self-regulated learners. Self-regulated learning emphasises autonomy and control over the learning process.

Evaluation Plan

- NAPLAN data
- PLAN 2
- Tell Them From Me survey results

Practices and Products

Practices

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Students are motivated to deliver their best and continually improve. The school engages in strong collaborations between parents, students and the community.

Positive, respectful relationships are evident and widespread among students and staff. The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. Feedback from students on their learning derived from assessments informs further teaching.

Products

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. There are effective partnerships in learning with parents and students.

Positive and respectful relationships are evident and widespread among students and staff, promoting students wellbeing and learning. There is a strategic and planned implemented process to develop whole school wellbeing processes that support

Strategic Direction 1: Expert Learners

- Processes**
- Student Welfare data – Sentral
 - Visible Learning – School practices audit
 - Forums and internal surveys
 - Internal student performance data

Practices and Products

the wellbeing of all students so they can connect,succeed, thrive and learn.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. Consistent school-wide practices for formative assessment are used to monitor, plan and report on student learning across the curriculum.

Strategic Direction 2: Evidence-Based Teaching

Purpose

To develop quality contemporary pedagogy for staff who will deliver a curriculum which engages students in a wide variety of experiences to become literate and numerate while also becoming self-motivated, well rounded and possessing a love of learning. Teachers will work collaboratively to embed evidence-based quality teaching.

Improvement Measures

Teaching/Learning Programs demonstrate evidence-based strategies and collaboratively planned curriculum.

Evaluation of assessment data e.g. Literacy/Numeracy Progressions, NAPLAN.

People

Students

Students are actively engaged in learning supported by quality teaching strategies with a focus on explicit instruction and a clear understanding of lesson intention.

Staff

Staff undergo ongoing professional learning to support strategies in explicit teaching, data analysis and evidenced based practice. Staff work collaboratively to develop and share excellence in practice.

Parents/Carers

Parents/Carers are engaged in the development of student learning goals to inform teaching programs and take part in various student progress updates via reports and interviews.

Leaders

The school leadership team establishes and enhances processes which build collaboration and the capacity of staff to embed explicit, evidenced based teaching and data-use as common practice. Quality teaching and teacher quality are central leadership focuses.

Processes

School Excellence Framework – Effective Classroom Practice

What Works Best – Explicit Teaching

Explicit teaching practices are implemented by all staff. There is a focus on learning that is cumulative and systematic, with clear expectations and quality assessment.

School Excellence Framework – Data Skills and Use

What Works Best – Use of Data to Inform Practice

A whole school focus in the effective use of data, and encouragement of evidence-based teacher practices across the school. This includes promoting discussions about data, supporting use of assessment data to address students' needs, and facilitating opportunities for collaboration within and across schools.

School Excellence Framework – Professional Standards

What Works Best – Collaboration

Collaborative approaches are integrated and embedded in ongoing professional learning. A culture in which collaborative planning, reflection on instruction and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge

Evaluation Plan

Teaching/Learning Programs

Practices and Products

Practices

Teachers demonstrate the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in their teaching practice. Teachers employ evidence-based effective teaching strategies.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. Every teacher uses data to inform and differentiate their teaching and learning by tracking progress on the learning progressions.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Products

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. Strategies implemented reflect research on best practice and include ongoing monitoring of

Strategic Direction 2: Evidence-Based Teaching

Processes
NAPLAN
PLAN 2
Peer Observations
TTFM staff surveys
<i>What Works Best</i> Reflection Guide

Practices and Products
success.
The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

Strategic Direction 3: Collaborative Leadership

Purpose

To lead an inclusive community that supports the highest levels of learning. All staff have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success. The school leadership team works collaboratively with all stakeholders to ensure student needs are met through educational leadership, strategic planning and resource allocation.

Improvement Measures

The school has high performing teaching staff as measured against the *Australian Professional Standards for Teachers and Principals*.

Evidence of high impact school improvement across all domains of the *School Excellence Framework*.

People

Students

Student feedback assists in planning, evaluation and future school directions. Student leadership is actively promoted and developed.

Staff

School processes aim to improve and support teacher development at all levels of experience. Feedback through the *Performance & Development Framework*, collaborative systems and instructional leadership are instrumental in teacher development.

Parents/Carers

Parents/Carers engage and feedback on progress around school planning. Community input is sought as part of ongoing evaluation and review processes.

Leaders

The school leadership team leads the ongoing cycle of consultation, planning, implementation, evidence collection/evaluation and reporting as core business for continuous improvement. They are the instructional leaders of the school.

Processes

School Excellence Framework – Educational Leadership

The school has established practices around continued improvement in teaching and learning.

School Excellence Framework – School Planning, Implementation and Reporting

Planning is strategic and demonstrates a focus on continuous improvement, a culture of high expectations and student learning.

Evaluation Plan

Performance Development Plans

Tell Them From Me surveys

External Validation

Teacher accreditation

Stakeholder surveys

AITSL Teacher Self-Assessment Tool

Practices and Products

Practices

The principal and school leadership team model instructional leadership and support a culture of high expectations with a clear focus on student progress and community engagement.

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Products

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.