School plan 2015 – 2017

Crescent Head Public School

Strive to Excel
School strategic directions 2015 - 2017

School vision statement
Our shared commitment to learning at Crescent Head Public School is to develop highly engaged students through innovative, quality teaching in a positive and harmonious environment, where high aspirations and creativity are fostered and students strive to excel.

School context
Crescent Head Public School has an enrolment of 177 students in 2015, comprising of 82 boys and 95 girls. There are 25 students who identify as being of Aboriginal and Torres Strait Islander descent.

At Crescent Head Public School the students, parents and teachers work together sharing the responsibility for learning in a positive environment where excellence, high achievement and creativity are fostered. All students are encouraged to achieve their individual and collective best and this is captured in the school’s motto of I Strive to Excel.

There is a whole school approach to student well-being through the implementation of the Positive Behaviour for Learning program with all behaviour encouraged and managed through the 5C values of the school.

Crescent Head Public School has an outstanding reputation for high achievement in the Creative Arts, Sport, Environmental Education and ICT with a focus on providing rich and diverse learning opportunities to develop high levels of student engagement with learning. The school provides strong programs in literacy and numeracy that address the individual learning needs of all students from those requiring additional support to the higher achieving students.

Crescent Head PS has a comparatively low level of socio-economic disadvantage however under the Resource Allocation Management model of funding the school now receives equity funding to support students from an Aboriginal and low socio-economic background. This has enabled the employment of additional School Learning Support Officers across the school to assist students and teachers in providing vital learning support.

The learning environment includes a very well-resourced library, a computer learning space, an outdoor learning space, a communal hall and 2 large covered outdoor areas. These facilities are adjacent to the council sporting fields, the community pool and a beautiful bush landscape, all not far from the beach.

A strong partnership has been developed between all members of the school community of Crescent Head Public School and with the other schools of the Macleay Educational Community of Schools.

School planning process
The planning process for the 2015-2017 School Plan commenced in Term 4, 2014 with fact sheets about the new planning process being shared with the P&C, the parents and the staff. The more formal planning process then included the following actions:

- Staff surveys
- Student surveys
- Parent surveys
- P & C questionnaire and discussion at two meetings
- Focus group of executive staff, teacher and parent representatives to analyse data and findings
- Review of School Excellence Framework in light of findings from surveys to determine Focus Areas for Strategic Directions
- Review of Melbourne Declaration on Educational Goals for Young Australians
  1. Equity and Excellence
  2. Successful learners
- Review of the National School Improvement Tool
- Review of the Dynamic Learning System document
- Review of Public Schools NSW Strategic Directions Creating Futures Together 2015-2017

During mentoring sessions and the development of the Performance and Development Plans for all teachers in early 2015, the strategic directions relating to teaching, learning and leading were refined to reflect:

- the professional development needs of all staff in providing high quality innovative teaching;
- the individual needs of students to become successful highly engaged learners; and
- the strategies needed to enhance the collaborative leadership of the school as a future-focused learning environment.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Innovative high quality teaching

**Purpose:**
- To build the capacity of all teachers to improve their practice by tracking, monitoring and accurately planning appropriate learning for all students through collaborative and supportive professional development.

**STRATEGIC DIRECTION 2**
Successful highly engaged learners

**Purpose:**
- To build the capacity of individual students to achieve personal learning goals and engage them as independent and successful lifelong learners.

**STRATEGIC DIRECTION 3**
A culture of shared responsibility and collaboration in leading whole school improvement

**Purpose:**
- To collaboratively lead the school towards excellence by building stronger relationships as an educational community and embedding sustainability in providing high quality teaching and learning.
- To enhance the cognitive, emotional, social and physical well-being of individual students to improve the collective well-being of the school.
## Strategic Direction 1: Innovative high quality teaching

### Purpose
- To build the capacity of all teachers to improve their practice by tracking, monitoring and accurately planning appropriate learning for all students through collaborative and supportive professional development.

### People
- All teachers use the numeracy continuum and the CHPS Maths programming document to assess and analyse students’ areas of strength and weakness to inform teaching at point of need
- All teachers use the literacy continuum to inform teaching at point of need in aspects of writing including spelling, punctuation, grammar, planning and editing
- All teachers are supported to pursue external professional development to build capacity in specific skill areas reflected in PDP personal goals, including choir, physical education, sport, ICT and visual art
- Learning Support Team and Learning Team leaders in literacy, numeracy, ICT and Aboriginal Education provide support for all teachers in meeting the individual learning and behaviour needs of all students
- Parents are provided with explicit information and regular feedback on individual student strengths and weaknesses using PLAN and the literacy/numeracy continuums to track growth
- Students regularly conference with teachers and parents to increase their capabilities to understand their progress in achieving individual learning goals.

### Processes
- Ongoing weekly mentoring sessions for all teachers with the AP to provide feedback and support to improve classroom practice related to PDP
- Collaborative stage planning days in each semester to focus on quality teaching and innovative practice in literacy and numeracy
- All teachers track and monitor student growth each term using the PLAN software and the literacy and numeracy continuums
- All teachers develop and monitor PLPs for Aboriginal students and students requiring adjustments to their learning in collaboration with parents and the L&ST
- Teachers from Early Stage 1 and Stage 1 participate in ongoing professional learning in L3 and L3 Into Stage 1
- Beginning teacher funds utilised to provide mentoring support within the school and professional development related to the teacher’s PDP
- Targeted Professional development for all teachers in effective use of ICT to support provision of differentiated curriculum, with focus on use of iPads

### Products and Practices

#### Product:
- 100% of teachers effectively cater for all student learning needs in literacy and numeracy by differentiating the curriculum delivery

#### Practice:
- Every student is actively and consistently engaged in learning that is relevant and developmental
- Well-developed processes for identifying, monitoring and addressing student learning needs are embedded in teaching practice and regular learning team meetings and professional development sessions
- Collaborative planning with parents and carers identifies the skills, strengths and needs of all students
- All teachers effectively use technology to enrich student learning and cater for different student learning needs.

#### Improvement Measures
- 100% of teachers effectively cater for all student learning needs in literacy and numeracy by differentiating the delivery of the curriculum evidenced by Domain 7 National Improvement tool – Differentiating Teaching and Learning
- 100% of teachers participate in mentoring sessions involving classroom observations, feedback and reflective practice to ensure ongoing improvement and innovation in classroom practice

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Crescent Head Public School -1681- SP Plan
### Strategic Direction 2: Successful highly engaged learners

#### Purpose
- To build the capacity of individual students to achieve personal learning goals and engage them as independent and successful life-long learners.

#### People
- All teachers are encouraged and supported to develop individual skills and strengths to make student learning engaging, varied, innovative and valued by parents and students.
- School leaders and teachers work closely with other teachers across MECS to provide stimulating and challenging learning opportunities to engage all students.
- Students set and regularly review personal learning goals with teachers and parents.
- Computer coordinator and ICT Learning Team leader provide support to students and teachers to implement innovative future-focused learning.
- Positive Behaviour for Learning (PBL) team meets regularly to review and monitor student well-being.
- Aboriginal Parents as Partners Education Group (APPEG) reformed in 2015 to increase the input of community in building student engagement and achievement.

#### Processes
- Provision of a broad range of stimulating learning opportunities for all students including dance, drama, art, music, choir, drumming, marimbas, sport, gardening, environmental activities, chess, debating, public speaking, spelling bees and interactive technologies.
- High level of involvement in extra learning opportunities provided through participation in the Macleay Educational Community of Schools activities.
- Effective integration of technology to stimulate innovative curriculum delivery.
- Individual student conferencing to develop awareness of achievements and future directions for improvement in learning.
- Regular information provided to parents on student progress using the numeracy and literacy continuums and the PLAN parent feedback system.
- Learning and Support team regularly monitors all student learning and behaviour to provide assistance to students to succeed.
- Extensive School Learning Support Officer support is targeted to students from Aboriginal background, low socio-economic background and students with low level disabilities to enhance engagement and success.

#### Products and Practices
- School data shows an increase in the number of students achieving at the Gold level in the 5C school value reward system from 56% in 2014 to 65% in 2017.
- A culture of high expectation for every student is evident and student success is celebrated.
- School-based assessment data will show an increase in the percentage of students achieving in stage appropriate clusters for aspects of writing (60% by the end of 2017) and stage appropriate clusters for number and algebra.

#### Improvement Measures
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- Students build their capacity to learn independently and embrace learning challenges in new ways.
Strategic Direction 3: A culture of shared responsibility and collaboration in leading whole school improvement

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
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<tbody>
<tr>
<td>To collaboratively lead the school towards excellence by building stronger relationships as an educational community and embedding sustainability in providing high quality teaching and learning</td>
<td>Students K-6 contribute to the student representative council and have a voice in decision-making processes about school improvement</td>
<td>Executive and teachers are provided opportunities to take on the roles as leaders of the school learning teams to plan on-going relevant professional development</td>
<td>School Survey Data continues to show high levels of satisfaction and school community involvement in achieving the school’s strategic directions</td>
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<td>Student leadership team works collaboratively with Principal and teachers to lead all major school functions and community events</td>
<td>Improved facilities and access to computers through the up-grade of the computer learning centre, improved computer access in classrooms and acquisition of iPads for every class K-6</td>
<td>Practice:</td>
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<td>Parents are encouraged and supported to become actively involved in the school community as parent tutors, classroom helpers, sport coaches and canteen volunteers</td>
<td>The parent body are provided with regular thorough communication about all aspects of school improvement through the Grapevine</td>
<td>• A whole school approach to student well-being with a focus on growing a positive teaching and learning environment through PBL</td>
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<td>Executive staff collaboratively mentor other staff in the process of improving teaching practice in negotiated focus areas</td>
<td>The parent body and P &amp; C are actively involved in school-wide evaluations and surveys to review teaching and learning improvement</td>
<td>• Parents and carers are integral members of the school community, being involved in and aware of school related activities</td>
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<td>The Learning support Team works with teachers, students parents and support staff to regularly monitor all student well-being and learning needs</td>
<td>Regular weekly mentoring for all teachers to ensure that monitoring and review processes are embedded in planning</td>
<td>• School achievements and success are recognised and celebrated across the community of Crescent Head</td>
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<td>Staff expertise and skills are utilised to provide high quality learning experiences for students through flexible timetabling</td>
<td>On-going implementation and review of PBL strategies for students, parents and all staff</td>
<td>• A strong and mutually respectful partnership exists between the students, teachers, parents and broader community.</td>
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<td>School leaders collaborate with community groups and organisations to provide high quality relevant learning experiences such as surfing and dune care.</td>
<td>Training of parents and new staff in implementation of PBL across the whole school</td>
<td>• 100% of staff have well-developed individual PDPs that are driven by the school’s strategic directions and strive towards high quality innovative teaching and learning</td>
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<td>Outside agencies involved in on-going well-being of students and families.</td>
<td>Consistent implementation of school-wide strategies to encourage, monitor and reward positive student behaviour.</td>
<td>Practice:</td>
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<td>Improvement Measures</td>
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<td>• All staff are supported in building their leadership capacity in preparation for accreditation at the Australian Professional Standards for Teachers through collaborative professional development involving classroom observation, feedback and mentoring to achieve negotiated PDP goals.</td>
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Practice:
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