School plan 2018-2020

Caddies Creek Public School 4615

School background 2018–2020

School vision statement

Caddies Creek Public School is committed to:"Preparing students for the future through caring and dynamic learning programs "As a school learning community we value:

• A Quality Learning Environment – Children respond to relevant and challenging programs that encourage an intrinsic love of learning in a stimulating, safe and happy environment.

• High Expectations – Students respond to high expectations in learning and conduct.

• Self–Worth – We encourage the development of positive self–esteem, leading to self–confidence, effective learning and enthusiastic participation within the school community.

• Diversity – We recognise that we are all different, valuing the individuality of each member of our school community, his or her needs, cultural background, ability and circumstance.

• Collaboration – Together we develop common goals and directions. Working relationships are based on trust, respect and open communication. The contribution of all members of the school community is encouraged and valued as we work in partnership.

• Core Values. The whole school community actively encourages the development of the core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

School context

Caddies Creek Public School is situated within the Blacktown Local Government area and The Hills School Education group. We are a comparatively new school, having commenced as a learning institution in 2003.

The school has a student population of 1030 students at the commencement of 2017.. It is expected the school numbers will remain reasonably static over the next three years. The school's current population is the highest in its 15 year history. Currently we have 39 mainstream classes and three support classes. All classrooms are air conditioned and have an Interactive Whiteboards. The school is extremely well resourced.

The school is supported in technology with iPads, surface tablets, laptops, two computer labs, as well as computers in the classrooms and Wi–Fi throughout the school.

The community has high expectations of the school and work enthusiastically in a three way partnership between the parents, staff and students. The P&C works diligently with fundraising, second hand uniform pool and give excellent support to the school generally. Parents help out in a variety of other ways, including helping in the classroom, being tutors, helping at sport, transporting students involved in extracurricular activities and training dance groups and PSSA teams. Our school has a stable and dedicated staff of experienced and early career teachers in their first ten years of teaching. Our classroom teachers are complemented by a LaST teacher, 4 EALD teachers, full time Librarian and a School Counsellor. The school has five office staff, one General Assistant and five School Learning Support Officers.

Generally, students are very well behaved. The school has its own 'Code of Conduct' that all students follow. Our students wear their full school uniform including school hat and black shoes on a regular basis. Our school enjoys an outstanding reputation in the community. We regularly receive applications for non–local enrolments, however, we are unable to accommodate these unless there is an absolutely exceptional circumstance.

School planning process

In 2017, a comprehensive process was undertaken to review current practices and collect evidence. This included student results, attendance, as well as survey data of students, staff and parents. From this information future directions were developed. At staff meetings, P&C meetings and student meetings we worked through a process of what we thought the school did well and identified areas for future development.With this data, we developed our Strategic Directions for the next three years. They are:

• EXCELLENCE in LEARNING – To engage all students in inclusive, high quality educational programs, enabling all students to achieve success across a range of academic, cultural and sporting pursuits. To support students to become active, engaged and successful lifelong learners.

• EXCELLENCE in TEACHING– To build teacher capacity to develop and implement innovative programs through quality teaching to maximise learning outcomes for all students.

• EXCELLENCE in LEADING– To build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and effective organisational practices. All stakeholders engaged as partners in education developing the school as a centre of excellence.

The School Plan will be presented to the staff and P&C in 2018 for ratification.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Excellence in Learning

Purpose:

To engage all students in inclusive, high quality educational programs enabling all students to achieve success across a range of academic, cultural and sporting pursuits. To support students to become active, engaged and successful lifelong learners.

STRATEGIC DIRECTION 2
Excellence in Teaching

Purpose:

Building teacher capacity to develop and implement innovative programs through quality teaching to maximise learning outcomes for all students.

STRATEGIC DIRECTION 3
Excellence in Leading

Purpose:

To build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and effective organisational practices. All stakeholders engaged as partners in education developing the school as a centre of excellence.

Strategic Direction 1: Excellence in Learning

Purpose

To engage all students in inclusive, high quality educational programs enabling all students to achieve success across a range of academic, cultural and sporting pursuits. To support students to become active, engaged and successful lifelong learners.

Improvement Measures

100% of teaching staff have formative assessment practices embedded in their teaching and learning programs.

Increased number of students achieving the top 2 bands in Writing/Grammar/Punctuation in NAPLAN results

80% of all K–2 students will move at least 2 writing clusters on the Literacy Continuum

All Years 3–6 students will move at least one cluster on the Literacy Continuum

Reflection tools such as Reflection Logs or Hassle Logs are used as a well being strategy.

People

People

Students: Build skills to self assess utilising a range of strategies such as Learning Intentions, Success Criteria, Rubrics and Bump it Up to actively participate, improve and take responsibility for their own literacy learning.

Strengthening the social and emotional development of students through participation in restorative justice practices.

Teachers: Improve classroom practice by understanding and using formative assessment techniques. Accurately plot students on the literacy and numeracy progressions. Undertake professional learning to further develop capabilities in the areas of literacy, particularly writing.

Improve understanding of the literacy continuum and accuracy when plotting students. Participate in professional development opportunities to build capacity to implement restorative Justice Practices across the entire school.

Parents: Engage in literacy information and activities around supporting their children's learning at home.

Engage in opportunities to learn about restorative justice practices.

Leaders: The school executive adopts a coordinated approach to literacy where the teaching of writing is valued and there is an expectation of improvement in literacy standards across the school.

Processes

Focus on consistent, high standard practices using quality teaching programs, learning support and curriculum implementation.

Provide ongoing professional learning and support to teachers, focussing on improved teaching practices using embedded formative assessment and quality literacy teaching programs, particularly writing.

Establish procedures for Restorative Justice tools to be implemented during detention sessions, such as Reflection Logs or Hassle Logs.

Evaluation Plan

* Analysis of NAPLAN data and school based assessment data

* Lesson plans/teaching programs

* Student Work Samples

* Feedback from teachers and students

* Professional dialogue reflecting increasing knowledge and understanding of the literacy progressions

* Regular tracking of detention and behaviour data

Practices and Products

Practices

All teachers uses assessment data and work samples to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Teaching staff include the analysis of student work samples as part of the process to guide the development of teaching and learning programs.

Staff are involved in using detention and behaviour data to inform restorative justice practices in the classrooms and playground

Products

100% of teaching staff have formative assessment practices embedded in their teaching and learning programs.

Teaching and Learning programs demonstrate greater staff knowledge when planning for writing.

Classroom work samples show evidence of students using a variety of approaches to planning and composing written texts.

Teaching programs show use of differing approaches to programming for writing, reflecting staff's professional learning.

All teachers use restorative justice practices in their classrooms in response to undesirable behaviour.

Reflections tools are utilised by detention teachers with students in the detention room.

Strategic Direction 2: Excellence in Teaching

Purpose

Building teacher capacity to develop and implement innovative programs through quality teaching to maximise learning outcomes for all students.

Improvement Measures

Increased number of students achieving in the top three bands in NAPLAN numeracy.

Students plotted confidently and accurately on the numeracy continuum using the PLAN software.

Classroom based numeracy assessments demonstrate students using a range of mental strategies when explaining their understanding of numeracy concepts.

An increase in professional dialogue in grade and stage meetings

Teachers engage in ongoing formal and informal conversations about pedagogy and teaching practice.

Playground litter will be minimal with students and staff correctly managing their own waste disposal habits.

People

People

Students: Build mathematical competency skills through differentiated, quality teaching programs.

Actively involved in environmental protection and effective waste management programs.

Staff: Differentiate their teaching to meet students' learning needs by providing quality research based numeracy programs.

Staff engage in regular collaborative practices for overall improvement in Teaching and Learning.

Supporting and integrating environmental awareness and sustainability into teaching and learning programs, particularly in Geography and Science.

Parents/Community: Build awareness with parents/carers about strategies to support learning of skills at home K–6.

Supporting initiatives to improve environmental awareness, particularly in waste management.

Leaders: Establish structures and processes to identify, address and monitor student learning needs, while at the same time build teacher capacity for delivering differentiated instruction using student assessment for learning.

Processes

Provide ongoing professional learning and support to teachers using TEN processes (K–2) and a lesson study approach to implementing SENA 3 and 4, as well as TOWN strategies (3–6).

Implement Teacher professional learning for collective ownership of collaborative practices.

Implement a whole school environmental awareness program with a focus on waste management. This program will use a future focused approach through awareness programs to educate the school community on the importance of sustainable waste management for the future health of the planet.

Evaluation Plan

Analyse NAPLAN Data

Teachers involved in first mathematics lesson study 3–6 to report back to colleagues before EOI for second lesson study issued

Staff reflect through KWL chart on their knowledge of the new Numeracy progressions

Teacher post survey reflections and evaluations re collaboration

Collaboration Project Team meeting minutes

Waste audits, observation of practice

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality learning experiences.

Teachers engage in practices of collaboration for school wide improvement in teaching and student results.

Structures are in place to allow for effective collaborative practices.

The school community engages in the disposal of waste according to recyclable, general waste, soft plastic and organic waste bins.

Products

Increased number of students achieving in the top three bands in NAPLAN numeracy tests. Students plotted confidently and accurately on the numeracy continuum using the PLAN software.

Classroom based numeracy assessments demonstrate students using a range of mental strategies when explaining their understanding of numeracy concepts.

Quality teaching and learning programs in numeracy delivered across the school.

All teachers engage in ongoing formal and informal conversations about pedagogy and teaching practice.

Playground litter will be minimal with students and staff correctly managing their own waste disposal habits.

Strategic Direction 3: Excellence in Leading

Purpose

To build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and effective organisational practices. All stakeholders engaged as partners in education developing the school as a centre of excellence.

Improvement Measures

Increase in teachers using QR codes to support learning

Increase in students learning and/or communicating through the use of QR codes

Feedback from parents indicating the positive impact of using QR codes as a communication tool

After trialling flexible spaces teacher and staff feedback will determine the way forward for flexible spaces at CCPS

People

People

Students: Engage and prepare students to become competent, creative learners in a future focused context.

Staff: Provide staff with opportunities to develop innovative, creative and engaging teaching practices, accommodating changes in curriculum to cater from future focused learners.

Parents: Ensure parents are informed of the innovative, creative and engaging practices being implemented across the school.

Leaders: Provide leaders with opportunities to lead, support and/or coordinate innovative practices.

Processes

Implement a K–6 project training teachers to use QR codes to support learning and/or communicate with members of the school community.

Develop a future focused learning environment that inherently requires students to master skills such as flexibility, creativity, problem solving, collaboration and critical thinking.

Implement flexible learning spaces that more truly reflect the nature of the hyper connected, ever changing, globalised world we live in.

Evaluation Plan

Teachers surveyed to collect baseline data indicating prior experience using QR codes

Project team meeting minutes

Classroom observation data

CCPS Chronicles containing QR codes

Teacher, parent and student feedback surveys

Teacher reflections

Practices and Products

Practices

Teachers feel confident to create QR codes linked to videos, images and/or documents showcasing the innovative, creative and engaging practices being implemented across the school.

Teachers in each grade use QR codes to support student learning.

Teachers feel confident to create a flexible environment that caters to the needs of a variety of learning styles and students demonstrate their learning in a variety of ways.

Products

QR codes are included in CCPS Chronicles and displayed around the school as a method of communicating with members of the school community.

After trialling flexible spaces teacher and staff feedback will determine the way forward for flexible spaces at CCPS.