



# Coledale Public School Plan-1587

'Learn to Live' 2015 - 2017





## School vision statement

### **CHALLENGE, CREATE and CONNECT.**

**Coledale Public School learning community vision is that all members will be successful learners, confident and creative individuals and active and informed citizens.**

Students will be challenged in their learning. They will take ownership of their learning and behaviour. They will collaboratively contribute to the Coledale Public School community through active engagement and participation in school life. But most importantly they will strive to 'Learn to Live' in their 21<sup>st</sup> century world and improving their life chances.

Staff will undertake professional learning to increase their capabilities in their provision of quality teaching. They will take a shared responsibility for student improvement and contribute to a transparent learning culture. They will complete the necessary accreditation and strive to improve their own professional development. They will make active contributions to the positive teaching and learning environment and the wellbeing of our students. They will work in a collegial manner fostering a culture of high expectations and a shared sense of responsibility.

Parents will be supported through information sharing about learning development and will receive regular updates through interaction with the school of their children's progress. Engaging parents to be active participants in their children's education will see them connected to the learning, teaching and leadership, creating a shared vision.

## School context

Coledale Public School is situated in the Dharawal nation and pays respect to the Wodi Wodi people, the traditional custodians of the land on which the school is located.

Our school is positioned between the escarpment and the sea and allows us to create direct links between our environment and our classroom programs. The school has a long association with the Coledale community with its motto '**Learn to Live**'. As a school we celebrated our centenary in 2012 and enjoy multi-generational history of students coming from the local community. Currently Coledale PS has six classes and is classed a P5 school with a teaching Principal. Our school has steadily grown over the last four years as many families have moved to the area.

Coledale Public School proudly delivers quality Public Education for the children of families in the coastal community of Coledale in the northern suburbs of Wollongong. Student attendance continues to be high, reflecting ongoing positive student participation in school activities. We have dedicated teaching staff who provide innovative opportunities that challenge and motivate our students to achieve wonderful results. At the same time providing a caring and safe environment.

Our school community is very active and informed, with the P&C providing strong financial support for a variety of curriculum programs.

We are a proud member of the Seacliff Community of Schools. Our curriculum provision is enhanced as we deliver joint programs, share educational opportunities and participate in professional development activities.

## School planning process

Our school has worked strategically and collaboratively with teachers, students and parents to prepare our 2015 – 2017 School Plan.

Community consultation was effectively established through comprehensive communication in school newsletters, detailed school surveys, the school's website and electronic communication.

Feedback from data collection clearly identified a vision in terms of student learning, quality teaching and leading the school community. Our survey based on directions for the school enabled us to determine the three strategic directions. A committee of teachers and parents worked collaboratively to establish our school vision, establish our school directions, and guide and develop our 2015 – 2017 School Plan.

This consultation process will be ongoing throughout the period of the school plan. The implementation and internal monitoring of our progress will be shared with our school community. Our annual self-assessments and feedback will allow small positive adjustments to be made, if necessary throughout the term of the plan.

The plan has been to the Director PSNSW for Wollongong North and also the P&C for endorsement and final ratification.



**Purpose:**

To challenge our staff to nurture, guide, inspire and challenge our students on their journey to excellence. Our teachers will have a thorough understanding of the syllabus and will use individual students' capabilities and needs to plan for students' learning. Our students will strive to be the best they can be. Their learning will be engaging through the use of authentic and rich tasks. They will be challenged, confident, creative and connected to their learning.



**Purpose:**

Create a positive school culture that contributes to improved student outcomes. This will be done by developing an inclusive well-being framework which will support the cognitive, emotional, social, physical and spiritual development of all. Creating clearly defined behavioural expectations will improve our already positive teaching and learning environment. Relevant school data will be used to guide decision making. Our students will be given opportunities to display their confidence and creativity through the curriculum and extra- curricular activities.



**Purpose:**

As active and informed citizens, our students will act with moral integrity and with ethical understanding when dealing with others. As responsible global and local citizens, they will strive for the common good, in particular sustaining and improving natural and social environments. The school will embed explicit systems for collaboration and communication between our school community and wider connections. Processes that support and clearly articulate the need, reasoning and vision will be essential if all members of the learning community are to work successfully and move forward in the same direction together.

# Strategic Direction 1: CHALLENGE- Successful learners

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To challenge our staff to nurture, guide, inspire and challenge our students on their journey to excellence. Our teachers will have a thorough understanding of the syllabus and will use individual students' capabilities and needs to plan for students' learning. Our students will strive to be the best they can be. Their learning will be engaging through the use of authentic and rich tasks. They will be challenged, confident, creative and connected to their learning.

## Improvement Measures

- ❖ Strengthen literacy and numeracy results with particular emphasis on increasing representation in top two bands in NAPLAN.
- ❖ 80% of students achieve stage/grade expectations as evidenced by our PLAN data across K-6.
- ❖ Evidence of assessment actively utilised in all classrooms to guide teaching and learning programs.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students** develop growth mindsets to become successful learners through engaging and authentic learning experiences. With encouragement, support and quality teaching they will strive to be the best they can possibly be. Students will take an active role in their own learning by articulating their personal learning goals and identifying effective strategies to become successful learners. They will have their individual needs met through the delivery of a differentiated curriculum.

**Teachers** will continue to be engaged in quality professional learning. They will improve their teaching practice, nurturing the growth of learning outcomes for every student through the delivery of a differentiated curriculum. They will assess and support their students to achieve their learning goals. Teachers will also work towards achieving their own Personal Development Plans.

**Parents/Carers** will be partners in the education of their children. They will have opportunities to gain knowledge of the learning process during workshops. This engagement will enrich our shared vision and support the learning of each individual student.  
**As leaders** We will provide professional development and act as mentors to other staff in regards to data collection, interpretation, target setting and response to data at an individual student level. Effectively resource teaching to support learning and inspire a culture of innovation and improvement.

## Processes

**How do we do it and how will we know?**

### Curriculum

Cooperatively review current teaching and learning programs. Using student feedback, student assessment data, knowledge of curriculum and workplace practices to report against the NSW syllabus for the Australian Curriculum. Participation in professional learning to increase skills and knowledge. Collaborative development of integrated units of work will also be a focus.

### Personalised Learning

Professional development provided on the purpose of assessment for, of and as learning. Differentiation and the use and identification of appropriate strategies to modify teaching. Use of formative and summative assessments to inform teaching and learning activities. Setting of targets which are aspirational and reviewed based on data collected. Shared exploration and discussion of data to deliver appropriate interventions.

### Evaluation:

Review our K-6 Scope and Sequence. Analysis of Best Start, L3, PLAN and other school based assessment data. Annual review of NAPLAN data. Student and staff feedback. Student learning goal achievement. Analysis of student Personalised Learning Plans. Use data analysis and planning tools from Literacy and Numeracy (PLAN) continuums K – 6 to differentiate and track personal learning success for all students. Learning Support Team to monitor.

## Products and Practices

**What is achieved and how do we measure?**

**Product:**

- ❖ Strengthen literacy and numeracy results with particular emphasis on increasing representation in top two bands in NAPLAN.
- ❖ 80% of students achieve stage/grade expectations as evidenced by our PLAN data across K-6.
- ❖ Evidence of assessment actively utilised in all classrooms to guide teaching and learning programs.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

Curriculum programs and teaching practices effectively develop knowledge, understanding and skills of all students. Using evidence-based teaching practices and innovative delivery mechanisms.

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their own learning.

Students are showing expected growth on internal and external performance measures.

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

Our Learning Support Team will meet regularly to monitor and review the performance of individuals.

Parent workshops will be held to give parents knowledge and understanding of the curriculum and strategies they can use to support their children.



## Strategic Direction 2: CREATE – Confident and creative individuals

Purpose	People	Processes	Products and Practices
<p><b>Why do we need this particular strategic direction and why is it important?</b></p> <p>Create a positive school culture that contributes to improved student outcomes. This will be done by developing an inclusive well-being framework which will support the cognitive, emotional, social, physical and spiritual development of all. Creating clearly defined behavioural expectations will improve our already positive teaching and learning environment. Relevant school data will be used to guide decision making. Our students will be given opportunities to display their confidence and creativity through the curriculum and extra-curricular activities.</p>	<p><b>How do we develop the capabilities of our people to bring about transformation?</b></p> <p><b>Staff</b> Participate in professional learning in Positive Behaviour for Learning (PBL) principles. Developing teacher skills in the areas of positive interaction, positive correction, pre-correction and active supervision. Engage in their roles within the PBL team. Collaboratively develop a consistent approach to reinforcing these values.</p> <p><b>Staff</b> Will actively contribute to our school culture by having learning and students central to everything they do. Advocate for PBL and How2 Learn with parents and community through collaborative sharing and opportunities in newsletters, meetings and website.</p>	<p><b>How do we do it and how will we know?</b></p> <p><b>Positive Behaviour for Learning</b> A refined student welfare approach will be developed after a thorough review of past and present data. Students and parents will have a voice in the development of our PBL framework. School policies and handbook will be reviewed to bring them in line with PBL principles. Our framework will incorporate discipline, positive rewards and leadership opportunities.</p> <p><b>Higher Order Ways to Learn</b> We will create a culture that shows that learning is central to all our school decisions and directions. This will be actioned by the allocation of time, personnel and resources to learn about learning, habits worth developing and practices that accelerate learning.</p>	<p><b>What is achieved and how do we measure?</b></p> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>❖ Students in Year 4-6 complete the Tell Them From Me Survey and indicate increasing % of positive feedback.</li> <li>❖ An increase in % of students able to articulate knowledge of the ways they can further improve their learning in aspects of literacy and numeracy.</li> <li>❖ Students and teachers increase their use of technology to enhance teaching and learning. This will be evidenced through work samples and sharing through See-saw.</li> </ul> <p><b>Practice:</b> Students display honesty, empathy and understanding towards others. They display respect for other people and take responsibility for their actions. Students show resilience with a strong sense of self-awareness. Students have opportunities to display their creativity and confidence in school activities. They collaborate with others in their learning.</p>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ Students in Year 4-6 complete the Tell Them From Me Survey and indicate increasing % of positive feedback.</li> <li>❖ An increase in % of students able to articulate knowledge of the ways they can further improve their learning in aspects of literacy and numeracy.</li> <li>❖ Students and teachers increase their use of technology to enhance teaching and learning. This will be evidenced through work samples and sharing through See-saw.</li> </ul>	<p><b>Students</b> will provide perspectives and views on school life as part of PBL data collection. Participating in teaching lessons and designing what PBL looks like. Actively engage in learning and strive to be the best they can be.</p> <p><b>As a school</b> we will support and reinforce the values promoted through the continued evaluation of PBL both inside and outside of school.</p> <p><b>Leaders</b> to engage and lead team in professional learning and development in PBL systems and protocols.</p> <p><b>Parents, teachers and students</b> will develop skills and creative performance.</p>	<p>Staff will complete professional learning modules to deepen their understanding of current educational research. They will then assist students to become powerful learners and improve life chances for all.</p> <p>Students will increase their skills and confidence with technology in their learning.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>- Analysis of whole school Welfare and Discipline data.</li> <li>- Review our school performance against the SEF.</li> <li>- Analysis of assessment data and its use to support quality teaching.</li> <li>- Tell Them From Me surveys utilised.</li> </ul>	<p>Staff use consistent language and strategies of PBL to reinforce the core values in all school settings. Staff consistently communicate high expectations.</p> <p>With professional learning and explicit teaching, staff encourage increase growth in personal and social capabilities. The school has in place a comprehensive framework to support the cognitive, emotional, social and physical wellbeing which measurably improves individual and collective wellbeing. T&amp;L programs reflect competent and effective use of ICT and 21<sup>st</sup> century learning skills.</p>

# Strategic Direction 3: CONNECT – Active and informed decisions

## Purpose

### Why do we need this particular strategic direction and why is it important?

As active and informed citizens, our students will act with moral integrity and with ethical understanding when dealing with others. As responsible global and local citizens, they will strive for the common good, in particular sustaining and improving natural and social environments.

The school will embed explicit systems for collaboration and communication between our school community and wider connections. Processes that support and clearly articulate the need, reasoning and vision will be essential if all members of the learning community are to work successfully and move forward in the same direction together.

## Improvement Measures

- ❖ Students will be actively engaged in our environmental program gaining skills, confidence and knowledge across a number of the curriculum areas.
- ❖ 100% of staff will have aspirational Performance and Development Plans in place and they will be actively engaging in the development cycle – seeking feedback, participating in reflection and refinement of their plan.
- ❖ United look used to present and promote the school.

## People

### How do we develop the capabilities of our people to bring about transformation?

Our school will be a collaborative and supportive environment where staff will be encouraged to develop their professional performance.

Students will connect with the curriculum through quality teaching and active engagement with inquiry based learning. They will have the opportunity to participate in a range of extra-curricular opportunities.

Students will develop a sense of pride, community and shared responsibility as they work in teams. Students will gain knowledge, skills and the inclination to participate in society as responsible citizens at a local and broader level.

Staff will implement an accountability framework which will contribute to ongoing school improvement. They will have open communication and strive to improve the outcomes for themselves and students.

Parents will work collaboratively with the school gaining a broad understanding of school directions and expectations towards improving students learning across the curriculum.

As a school we will connect and liaise with community partners to support programs and projects with the development of our Kitchen Garden Project to integrate environmental and science education into integrated units of work and develop life skills.

## Processes

### How do we do it and how will we know?

#### Environmental Awareness

Our Kitchen/Garden program will be implemented with our students. They will have rich and varied experiences in the garden, kitchen and classroom to expand their knowledge and skills. They will look further to global issues around food supply and weather. Investigations will be utilised that incorporate the science and environmental issues.

#### Communication and Collaboration

Staff will participate in professional learning about the Performance and Development Framework. They will develop their own Performance and Development Plan (PDP). They will collaboratively participate in the dynamic process characterised by ongoing feedback, observation, reflection and refinement.

Create a community of best practice to share and collaborate professional learning with staff and COS through reflection time and integrated unit writing.

Our school communication will be reviewed and adjusted to ensure it is effective.

#### Evaluation Plan

Review Kitchen/Garden program.  
Staff reflect on their PDP plans.  
Review involvement in COS initiatives.  
School communication reviewed.

## Products and Practices

### What is achieved and how do we measure?

#### Product:

- ❖ Students will be actively engaged in our environmental program gaining skills, confidence and knowledge across a number of the curriculum areas.
- ❖ 100% of staff will have aspirational Performance and Development Plans in place and they will be actively engaging in the development cycle – seeking feedback, participating in reflection and refinement of their plan.
- ❖ United look used to present and promote the school.

#### Practice:

Our Year 3-6 students will successfully work in teams to maintain and utilise the garden and kitchen for their learning and engagement. Opportunities will be provided for students to contribute to the school community and local environment.

Students will build positive social relationships, work cooperatively and respect each other. They will be very aware of environmental issues and gain an increased appreciation of the value of a healthy lifestyle.

Teachers develop collegial learning alliances within the school and across our school networks to share best practice. They will engage in observation and reflective practice to improve their practice.

We will expand and develop the ways we collaborate and communicate with our school community.