School plan 2015 – 2017

Caringbah Public School 1508
### School vision statement

**Statement of purpose:**

The purpose of Caringbah Public School is to develop students that are equipped with 21st century skills, are resilient and able to accept diversity within our community. We can achieve this by working together as a learning community with a culture of high expectations whilst driving a commitment to ongoing improvement.

Interpersonal skills and citizenship are developed through the promotion of our core values being excellence, caring, integrity and mutual respect.

### School context

Caringbah Public School is a small, motivating, inclusive and caring school situated in a pleasant environmental setting. We offer large grassed playing fields, functional classrooms and modern facilities that include an extensive computer lab that caters for whole class and individual instruction, our library contains additional computer facilities, and the performing arts hall accommodates our highly successful performing arts programs.

The school prides itself on providing a balanced and inclusive curriculum that caters for a wide range of student needs. Programs are implemented and delivered by a talented and dedicated staff that contribute enormously to the successful reputation that Caringbah has both in the local community and the wider district. We place a strong emphasis on academic excellence, student welfare and the values of education, therefore developing students as whole individuals. Students completing seven years of education here, experience well planned and relevant lessons that help them reach their full potential in academic achievements, social responsibility and personal needs.

### School planning process

The development of this plan has been based on the philosophy of our vision statement that was formulated at an earlier time and reviewed by the school community.

Prior to the production of our three strategic directions the staff, parents and students were surveyed. The parents and students were surveyed using a modification of the 'School Map' questionnaire while the staff completed short questionnaires and engaged in meaningful discussions to identify our strengths and weaknesses. This evaluation process led to the recognition of opportunities and areas for development.

There was then extensive training, particularly of the school staff and executive on the new approach to this planning cycle.

A planning team that consisted of the school executive then developed three strategic directions. These were presented to the staff and the Parent body.

Following this all staff members were assigned to a team which was led by the Executive teachers and these teams developed purpose statements as the first process of the final phase of the planning cycle.
Purpose:
To improve student learning and outcomes through the development and delivery of consistent high quality teaching practice in all areas of the curriculum.
To enhance learning programs to cater for all student needs.
To develop a safe, secure and caring environment for student learning which promotes the knowledge, skills and experiences necessary to lead successful lives in the 21st Century.

Purpose:
To improve staff knowledge and mastery of new curriculums and technology through collaborative teaching and programming.
To implement the Performance and Development Framework in line with the Australian Standards for Teachers.

Purpose:
To encourage parent understanding through a collegial approach that builds a strong school community.
To ensure strong, clear communication between parents and teachers that builds community support to engage our students.
To encourage students to be highly engaged in schooling, emotionally aware and technologically skilled.
## Strategic Direction 1: Student Learning

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| To improve student learning and outcomes through the development and delivery of consistent high quality teaching practices in all areas of the curriculum. To enhance learning programs to cater for all student needs. To develop a safe, secure and caring environment for student learning which promotes the knowledge, skills and experiences necessary to lead successful lives in the 21st Century. | **Students**: Levels of achievement in literacy and numeracy will be improved through the development of differentiated teaching programs that aim to meet the needs of all students. **Staff**: Capacity building will be needed to differentiate teaching and learning programs and develop strategies and assessment tasks to support all students. **Parents**: Families will engage with their children’s learning by providing opportunities for parents and teachers to work together to improve the quality of educational programs in the school. | **Programs**  
- Evidence based teaching and learning through the use of qualitative and quantitative student data to inform learning programs. **Whole school approach to Scope and Sequencing in KLAs.** **Learning Support Programs for targeted students**  
  - Learning and Support Team (LST) provide guidance to classroom teachers for targeted students.  
  - Targeted classes and individualised assistance to support the needs of identified students and EAL/D.  
  - Continue Reading Recovery Program  
  - Enrichment class to support needs of targeted students. | **Product**: Increase the number of students who demonstrate growth in Literacy and Numeracy using a variety of data. School-based data will show each student achieving individual learning goals in relation to appropriate stage outcomes using PLAN (Planning Literacy and Numeracy). **Practices**: Consistent development and delivery of whole school curriculum. Delivery of sequential learning programs which are driven by assessment data and differentiated to meet student needs. Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, effective programming and reporting to parents. Providing a safe, secure and caring learning environment to support student learning. Build capacity of all teachers using individual Performance and Development Plans that improve pedagogy. |
| Improvement Measures | | | |
| ❖ Increase the number of students who demonstrate growth in Literacy and Numeracy using a variety of data.  
❖ School-based data will show each student achieving individual learning goals in relation to appropriate stage outcomes using PLAN (Planning Literacy and Numeracy) | | | |
### Strategic Direction 2: Staff and Leader Learning

#### Purpose

To improve staff knowledge and mastery of new curriculums and technology through collaborative teaching and programming.

To implement the Performance and Development Framework in line with the Australian Standards for Teachers.

#### Improvement Measures

- New curriculum implemented according to BOSTES timeline
- Performance and Development Framework implemented

#### People

**Students:** To provide a framework that will support students in contributing to progressive feedback on teaching practices within their class and the whole school.

**Staff:** Professional learning to build understanding of Performance and Development Plan

Use professional learning that explores their strengths and allows them to develop targeted areas. Build staff capacity to deliver innovative, quality teaching and administrative practices. Build collaborative stage and school teams.

**Parents:** To create opportunities for parents/carers to give progressive feedback about the quality of the teaching and learning at our school.

**Executive/Leadership team:** Use targeted Professional learning programs for current and aspiring leaders to refine their skills in leadership.

**Non-teaching staff:** To identify learning needs necessary to transition to LMBR.

#### Processes

**New curriculum implementation**

Build understanding of new curriculum through professional learning.

Collaborative professional learning with group of schools for appropriate new curriculum

Collaborative programming of new curriculum within stages through support of curriculum leaders.

**Teacher and School Leader Performance and Development**

Refine and implement the school’s Performance and Development Plan aligned with the new Framework based on Australian Standards. This will be supported with reflective and evidence-based practices incorporating:

- Individual performance and development plans
- Good feedback processes
- Reciprocal observations – to support professional learning
- Coaching practices – within stages and involving curriculum leaders.
- Collaborative practice
- Support mentoring of new teachers

#### Products and Practices

**Product:** All new curriculums implemented in accordance with the BOSTES timeline. Staff mastery and understanding of new curriculum. Appropriate programs developed reflecting the new curriculums and including use of technology to support learning.

**Practices:** Provide opportunities for professional learning including combining with other local schools for School Development Days. Ensure opportunities for sharing programs at staff meetings and stage meetings.

**Product:** All staff complete a Performance and Development Plan annually which includes:

- 3 – 5 SMART goals
- Identifies professional learning
- Records evidence of achievement


**Practices:** Develop a culture of collaborative professional learning that is valued and builds the capacity of all staff. All teachers engage in the school’s Performance and Development Overview Plan which encompasses the above elements.

Provide staff, parents and students an opportunity to provide feedback through the use of surveys.

**Product:** All SASS staff are confident to transition to LMBR

**Practice:** PL for all SASS staff
## Strategic Direction 3: School Culture

### Purpose
To encourage parent understanding through a collegial approach that builds a strong school community.

To ensure strong, clear communication between parents and teachers that builds community support to engage our students.

To encourage students to be highly engaged in schooling, emotionally aware and technologically skilled.

### Improvement Measures
- Increase the percentage of parents and caregivers engaging purposefully in supporting their children’s education.
- Engender a culture of success that relies on a system of values and the delivery of effective student wellbeing programs.

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| **Students:** Continue to provide opportunities to advance skills needed to participate in 21st century life. Increase responsibility they have for their learning and develop the ability to interact, collaborate and creatively use technology.  
**Staff:** Professional learning to support staff capacity to implement 21st century technologies into classrooms. Continue to enhance their understanding of cognitive, emotional, social, physical and spiritual wellbeing of all students.  
**Parents:** Provide opportunities for parents and caregivers to give progressive feedback about the School Plan and programs. | **School Community Engagement and Networks:** Continue and expand information sessions, interviews, surveys and focus groups to promote parent and caregiver engagement. School promotional team continue to promote our school and its values. Orientation for local Pre-schools including introductory talk.  
**School Planning and Evaluation:** Use school data to inform future school directions. The School Plan is the core of continuous improvement efforts. School resources are strategically used to improve student outcomes. Professional learning is aligned with the School Plan. | **Product:** Increase the percentage of parents and caregivers engaging purposefully in supporting their children’s education.  
**Practice:** Parents and caregivers both engage with and contribute to school life and improvement in ways that are appropriate to their capability and circumstance. Encourage more parents to attend P&C meetings. Engaging the extended community through regular updates on Facebook and electronic noticeboard.  
**Product:** Evidence based collaborative School Plan 2015-17 published and reported annually.  
**Practice:** Systematic gathering of data process established to inform school planning and evaluation of needs. Milestones process used to monitor school finance, progress and improvement.  
**Product:** Engender a culture of success that relies on a system of values and the delivery of effective student wellbeing programs.  
**Practice:** Support expectations and achievement with quality programs and practices. |