Successful learning through innovative teaching

Successful teaching through cooperative and consistent practices

Successful partnerships through collaboration and communication

Soldiers Point Public School

School Plan 2015 – 2017
## School Background 2015 - 2017

### School vision statement
Our school community is committed to providing a supportive learning environment fostering respect, creativity and resilience. (2015)

### School context
Soldiers Point Public School is a rural, coastal community school in the Hunter area of NSW. Our 351 students draw mainly from the immediate suburbs of Soldiers Point, Salamander Bay & Taylors Beach.

School staff work in collaboration with the wider community to provide a comprehensive education for children from 4 to 13 years of age with an emphasis on academic achievement, student wellbeing, as well as development in the arts and sport.

Analysis of recent NAPLAN results indicates the majority of our students are achieving at or above state average in reading, writing and numeracy. Additional support is required for some students in order to achieve stage outcomes.

Soldiers Point Public School is a partner school to Tomaree High School and a member of the Tomaree Learning Community.

Our school’s Family Occupation and Education Index (FOEI) value is 74, compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. The school’s 2015 budget, based on the current Resource Allocation Model (RAM) is $59,532.00.

The Soldiers Point Public School community is very keen to complete Stage 2 of the school upgrade in order to provide all students and staff with a facility which is built to an appropriate standard.

### School planning process
This document is the result of an extensive consultation and evaluation process by the Soldiers Point Public School Leadership Team. The evaluation included analysis of NAPLAN, school-based data, as well as school policies and procedures. This analysis has informed the school’s key improvement measures.

Wider consultation with the community was achieved via an electronic survey, which was completed by forty-four families. A Parent Forum was also undertaken providing particularly useful information relating to community expectations and communication.

The School Plan 2015-2017 has been discussed with the school’s Parents and Citizens Association and affiliated sub-committees. The Parents and Citizens Association has endorsed the school’s vision statement and three strategic directions.

Consultation has also occurred with representatives from the Youyoong Aboriginal Education Consultative Group (AECG).

The implementation of the School Plan 2015-2017 will be monitored by the School Leadership Team and evaluated each term.
Our school community is committed to providing a supportive learning environment fostering respect, creativity and resilience. (2015)

Purpose:
Developing lifelong learners by providing students with meaningful, creative learning opportunities in all curriculum areas.

Provide a supportive learning environment whilst recognising students’ individual learning and social needs.

Strategic Direction 1
Successful learning through innovative teaching

Purpose:
Explore innovative teaching and learning practices that increase student and community engagement, including interactive technologies.

Build teacher capacity and competence through directed professional learning.

Strategic Direction 2
Successful teaching through cooperative and consistent practices

Purpose:
An engaged community built on mutual respect and open communication.

Work in collaboration with Tomaree Learning Community schools to maximise learning support and student wellbeing.

Strategic Direction 3
Successful partnerships through collaboration and communication
Strategic Direction 1: Successful learning through innovative teaching

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<td><strong>Develop lifelong learners by providing students with meaningful, creative learning opportunities in all curriculum areas.</strong>&lt;br&gt;<strong>Provide a supportive learning environment whilst recognising students’ individual learning and social needs.</strong>&lt;br&gt;<strong>Improved student learning and outcomes through the development and delivery of consistent, high quality, innovative teaching practices.</strong></td>
<td><strong>Students:</strong> Engage students in their own learning by establishing individual learning goals relating to the foundations of You Can Do It!&lt;br&gt;<strong>Staff:</strong> Create a deeper understanding of the Quality Teaching Framework, which is supported by regular professional learning opportunities to view and share best practice in Tomaree Learning Community schools.&lt;br&gt;Teachers develop a deeper understanding of quality feedback.&lt;br&gt;Engage staff in their own development through the negotiation of a professional learning plan linked with BOSTES accreditation.&lt;br&gt;Create a deeper understanding of the You Can Do It foundations.&lt;br&gt;<strong>Parents:</strong> Provide opportunities for parents to learn about school and curriculum initiatives such as the new curriculum by offering information sessions.&lt;br&gt;<strong>Community partners:</strong> Utilise community expertise to extend learning opportunities.&lt;br&gt;<strong>Leaders:</strong> Opportunities provided for interested and willing teachers to lead identified school-based priorities.</td>
<td><strong>Pedagogy:</strong> Whole school approach to curriculum planning (scope and sequence) and assessing.&lt;br&gt;Further develop staff understanding and quality pedagogy in numeracy &amp; spelling, and consolidation of writing and grammar.&lt;br&gt;Continue to build staff capacity to collaboratively plan and differentiate learning opportunities.&lt;br&gt;Regular opportunities for stage teams to collaboratively plan units of work, which are inclusive and innovative.&lt;br&gt;<strong>Monitoring &amp; Feedback:</strong> Implement whole school staff training in the literacy and numeracy continuums.&lt;br&gt;Assessment procedures provide opportunities for teachers to moderate ensuring consistency.&lt;br&gt;Regular monitoring and analysis of student growth via the literacy and numeracy continuum by School Leadership Team.&lt;br&gt;<strong>Wellbeing &amp; Goal Setting:</strong> Students establish, share and monitor individual goals.&lt;br&gt;Students responsible for feedback relating to the achievement of their individual goals.&lt;br&gt;Whole school refresher on YCDI!</td>
<td><strong>Product:</strong> To increase student growth in literacy (spelling) from Years 3 - 5 by:&lt;br&gt;2015: 73 points&lt;br&gt;2016: 76 points&lt;br&gt;2017: 80 points&lt;br&gt;To increase student growth in numeracy from Years 3 - 5 by:&lt;br&gt;2015: 88 points&lt;br&gt;2016: 89 points&lt;br&gt;2017: 90 points&lt;br&gt;Record of individual student’s goals and progress in stages 1 to 3.</td>
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**Improvement Measures**

- To increase student growth in literacy (spelling) from Years 3 - 5 by:
  - 2015: 73 points
  - 2016: 76 points
  - 2017: 80 points

- To increase student growth in numeracy from Years 3 - 5 by:
  - 2015: 88 points
  - 2016: 89 points
  - 2017: 90 points

- Record of individual student’s goals.
Strategic Direction 2: Successful teaching through cooperative and consistent practices

Purpose
Explore innovative teaching and learning practices that increase student and community engagement, including interactive technologies.
Build teacher capacity and competence through identified professional learning.
To develop an approach that builds on the capabilities of teachers and leaders so they are involved in planning and monitoring their own learning to increase their effectiveness to deliver outcomes for all students.

People
Students: Students engaging in quality learning opportunities that are purposeful and successful.
Staff: All staff confidently engaging with professional learning activities and the school's performance and development process to improve their knowledge, skills and understandings to capability deliver programs for improved outcomes for students.
All staff engaging in regular and ongoing collaborative planning supported by school wide systems and structures to deliver quality teaching and learning.
Parents: Parents are partners in the learning process. Parents will have opportunities to develop their knowledge, skills and understandings to support their children’s learning through participation in parent information sessions.
Leaders: Current and aspirant school leaders will be given structured support and coaching in how to manage and lead curriculum and other projects at school and across the Tomaree Learning Community.

Processes / Projects
Quality Pedagogy: Teachers provide students with skills and opportunities to set personal learning and social goals.
Teachers provide students with timely and purposeful feedback.
Current and aspirant school leaders managing and leading curriculum and other projects.
Performance & Development: Lead staff training in the national curriculum syllabus in order to effectively implement new curriculum as per BOSTES and DEC guidelines through department resources and quality consultancy.
Lead staff training in the BOSTES accreditation and support teachers to achieve and maintain accreditation.
Regular time for professional learning, moderation and planning.
Learning & Support: All staff engage in professional discussions relating to student performance in collaboration with LAST and through performance and development processes.
To build capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy, using the quality teaching elements through mentoring and quality feedback.
Evaluation Plan: Regular reporting against milestones by school leadership team.

Products and Practices
Products: Quality pedagogy evident in program design.
All teachers confidently implement all syllabuses.
All staff prepare and follow a professional learning plan which has clear links to the school’s Strategic Plan.
All teachers are registered with BOSTES and maintaining their accreditation or working towards proficiency, highly accomplished or lead teacher status.
All students requiring adjustments, including Aboriginal education students, are adequately catered for.
Practices: Regular and ongoing monitoring and tracking of student goals and outcomes through school-based assessment, NAPLAN and stage meetings.
Teachers work in and across stages to facilitate professional learning and share practices including classroom observations and reflections on a regular and on-going timetabled basis.
Regular attendance at professional learning activities.

Improvement Measures
- All class programs reflect quality pedagogy initiatives across the school.
- All teaching staff confidently implement all syllabuses;
- All staff prepare and follow a professional learning plan which has clear links to the school’s Strategic Plan;
- All staff are registered with BOSTES and maintaining or working towards accreditation.
Strategic Direction 3: **Successful partnerships through collaboration and communication**

### People

**Students:** Students engage with You Can Do It to improve emotional resilience, social intelligence and proactive leadership behaviours.

**Staff:** Develop staff confidence and capacity to ensure productive partnerships with parents and the wider community.

Staff will plan, participate and lead professional learning experiences.

Investigate modes of communication to improve consultation processes.

**Parents:** Parents as partners in the learning and support process will have the opportunity to develop their knowledge, skills and understandings to support their children.

**Community partners:** Strategic partnerships with other organisations facilitate the delivery of school programs including: Indigenous, creative arts, gifted and talented, sporting, environmental and other areas of the curriculum.

**Leaders:** Current and aspirant school leaders will be given opportunities to manage and lead curriculum and other projects at school to develop their educational management and leadership skills and capabilities.

### Processes / Projects

**Strategic Planning:** The School Leadership Team takes an active role in whole school planning and project management.

Parent reference group to develop strategies for improving positive relationships between home and school.

Regular reporting against milestones by School Leadership Team.

**Leading Learning:** Plan, participate and lead professional learning experiences.

Professional learning activities to be jointly planned across the Tomaree Learning Community.

**Positive Partnerships:** School leaders identify and develop partnerships with community organisations e.g. AECG, local council, sporting groups, environmental groups to support and enhance school programs.

Communication processes support active and frequent collaboration between school and community.

Community feedback via survey and facilitated discussion with Parent Reference Group and at P&C meetings.

### Products and Practices

**Product:** Establish a process to measure practices and consultation with the wider community, in particular the Parent Reference Group.

Enhance student leadership and consultation through student input, including the Student Representative Council (SRC).

**Practices:** Respectful and reciprocated communication between students, staff, parents and the wider community.

A positive culture of learning and success permeates the school community.

A proactive leadership culture that supports students in managing projects across the school.

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**Improvement Measures**

- Establish a process to measure practices and consultation with the wider community, in particular the Parent Reference Group; and
- Enhance student leadership and consultation through student input, including the Student Representative Council (SRC).

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