School Plan 2015 – 2017

Curl Curl North Public School 3925

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<td>To provide a supportive, safe and positive learning environment that enables students to achieve their personal best.</td>
<td>Curl Curl North Public School is situated on the northern beaches of Sydney. Our extensive grounds and location opposite John Fisher Park and Curl Curl Lagoon highlight our slogan, ‘The feel of the country in the heart of the city.’ Our school has a friendly and inclusive atmosphere where teachers and parents work together to provide high quality resources and an enriched learning environment. We have approximately 939 students from Kindergarten to Year 6 with 440 families. We are a PBEL (Positive Behaviour Engaging Learners) school and instil our core values which include: respect, responsibility and personal best. Our PBEL rewards are intertwined with our wellbeing system to ensure we are acknowledging the efforts of all our students. Curl Curl North is an active and involved member of the Northern Beaches Learning Alliance, a group of primary schools that work in close collaboration with the five campuses of the Northern Beaches Secondary College. The group works to provide collegial learning experiences for staff and authentic project based learning experiences for students.</td>
<td>The school plan is the result of a rigorous process of whole school communication and collection of data. A focus group consisting of parents were asked to answer questions about where they envisaged our school to be in three years. The group also identified practices which they felt were successful in the school and areas for improvement. Parents, staff and students were surveyed using Survey Monkey. Parents were asked specific questions to gauge levels of satisfaction with current school practices in relation to school culture, student wellbeing and student achievement. Specific data from NAPLAN tests and school benchmarking assessments were collected to analyse for this strategic plan. In 2015 and beyond, it is planned to use surveys such as ‘Tell Them from Me’ on an annual basis to obtain ongoing feedback.</td>
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Purpose:
To aspire for all students at Curl Curl North Public School to be successful, confident and creative learners, who live fulfilling, productive and responsible lives.

Purpose:
To equip and resource teachers to build individual and collective capacity, to embed quality teaching and continually improve student outcomes.

Purpose:
To maximise learning opportunities for all stakeholders through meaningful links with the community, other schools and organisations.
Strategic Direction 1: Successful Learning & Growth

**Purpose**
To aspire for all students at Curl Curl North Public School to be successful, confident and creative learners, who live fulfilling, productive and responsible lives.

**People**

**Students**
Students engage in quality learning experiences to enhance their confidence and creativity. Develop student understanding that successful learning growth is achieved by working towards a goal.

**Parents and Carers**
Parents are highly engaged in their child's/children's learning. Parents are valued as educational partners and gain a greater understanding of their child's/children's learning development.

**Staff**
Provide quality differentiated professional learning to support all staff with their professional learning goals. Through collaborative planning and learning, staff develop the mindset that forming respectful relationships of trust is important to achieve growth.

**Processes**

**Programs/ Initiatives 2015-2017**

**Spelling**
Use NAPLAN data analysis to implement a whole school spelling program to improve learning outcomes of all students. Embed spelling knowledge into writing programs across all Key Learning Areas (KLAs). Ensure that quality professional practice differentiates learning to meet individual needs.

**Cross Curriculum**
Comprehensive teacher professional learning in the implementation of the new Australian English, Mathematics, Science and History syllabuses. Strengthen and support teacher quality practices and high expectations by providing regular feedback and reflection opportunities. High expectations for learning and behaviour by encouraging all students to be active, engaged learners.

**PLAN**
Ensure all teachers are professionally trained in the use of the PLAN software to place students on the continuum. Develop teaching and learning programs to maximise student movement along the continuum. Differentiation of the curriculum to develop personalised learning and support of all students.

**Products and Practices**

**Product**: Increase the percentage of students in the top two bands of NAPLAN spelling:
- Year 3 from 65% to 70%
- Year 5 from 51% to 60%
Increase the percentage of students achieving greater than expected growth in NAPLAN spelling:
- Years 3-5 from 60% to 65%
**Practice**: Strengthen teacher capacity to improve spelling outcomes for all students through in school training and support.

**Product**: Evidence of quality teaching using the new Australian Curriculum in English, Mathematics, Science and History, including the use of differentiation to meet the specific learning needs of all students across a range of abilities.

**Practice**: Teachers will implement new syllabus units as evidenced by teaching and learning programs, assessment and improved learning outcomes.

**Practice**: Resources for literacy, numeracy, science and history to support the new curriculum.

**Practice**: To provide opportunities such as collaborative planning days for teachers to create current, significant and innovative teaching and learning programs.

**Product**: Improved teacher capacity in the implementation and utilisation of PLAN data to develop and deliver quality differentiated teaching and learning programs.

**Practice**: Through PLAN teaching staff have access to a broad range of student achievement data and use it to ensure differentiated learning.

**Practice**: Ensure whole school approach to the collection and analysis of data to inform the teaching and learning programs.

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**Improvement Measures**

- Increase the percentage of students in the top two bands of NAPLAN spelling:
  - Year 3 from 65% to 70%
  - Year 5 from 51% to 60%
- Increase the percentage of students achieving greater than expected growth in NAPLAN spelling:
  - Years 3-5 from 60% to 65%
- Increase the percentage of students in the top two bands of NAPLAN numeracy:
  - Year 3 from 60% to 65%
  - Year 5 from 40% to 50%
- Increase the percentage of students achieving greater than expected growth in NAPLAN numeracy:
  - Years 3-5 from 57% to 65%
Strategic Direction 2: Collaborative Teaching Practices

**Purpose**
To equip and resource teachers to build individual and collective capacity, to embed quality teaching and continually improve student outcomes.

**People**

**Students**
Students engage in the development of clear and explicit criteria for learning, performance and making judgements. Teach strategies for empowering students to reflect on their own learning and performance using digital technology for support.

**Parents and Carers**
Parents develop an understanding of whole school programs, scope and progression through the establishment of learning alliances with teaching staff.

**Staff**
A program of personalised professional learning is developed for all staff which includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capacities.

Through collaborative planning and learning, staff develop the mindset that forming respectful relationships of trust is important to achieve growth.

**Community Partners:**
Establish a collaborative learning environment by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school.

**Leaders**
Build and sustain strong leadership team capacity to mentor, coach and evaluate practice utilising research based opportunities.

**Processes**

**Programs/Initiatives 2015-2017**
Commitment of all teachers to identify, understand and implement effective teaching practices.

Implementation of explicit systems for collaboration and feedback.

Development and maintenance of effective strategies and procedures for staff professional learning and accreditation.

Differentiate student learning and support including the development of individual learning plans for students requiring modification and additional support.

Implementation and utilisation of a comprehensive K-6 assessment tracking system including, SENA 1, SENA 2, AGAT, South Australian Spelling data, TOWN assessment data, NAPLAN data, PLAN data and moderated writing samples.

Increased integration of technology into classroom lessons i.e. iPads.

Maintain effective learning and support team working collaboratively with class teachers to improve learning outcomes for all students.

Development and implementation of a teacher mentoring/sharing program.

**Products and Practices**

**Products:**
Increased data analysis is collaboratively and regularly completed to inform programming and goal setting.

**Practices:**
The school has developed and is implementing a plan for the systematic collection of a range of student outcome data including test data and quality classroom assessments.

**Practices:**
The school uses data to identify starting points for improvement and to monitor progress over time.

**Products:**
Consistent student growth increased using school-based assessment data.

**Practices:**
Quality teaching practice will be the result of the development of collaborative plans that meet the agreed literacy needs of the school.

**Products:**
Increased quality teaching and learning practices are demonstrated through differentiated Literacy and Numeracy lessons using 21st Century teaching and learning practices.

**Practices:**
Increased collaboration between staff across the grades and stages.

**Practices:**
Individual learning plans that focus on student improvement.
Strategic Direction 3: Productive Partnerships

Purpose
To maximise learning opportunities for all stakeholders through meaningful links with the community, other schools and organisations.

People

Students
Enhanced student understanding of the importance of strong school and home collaboration. Student leadership skills and understanding developed through facilitators leading the implementation of programs/initiatives.

Parents and Carers
Parents and carers develop a deep sense of pride and ownership in the school. Parents and staff collaborate, forming respectful relationships focused on student learning. Parent leadership skills and understanding are developed through facilitators leading the implementation of programs/initiatives.

Staff
Through collaboration staff and parents form respectful relationships that focus on student learning. Teacher leadership skills and understanding are developed through facilitators leading the implementation of programs/initiatives.

Processes

Programs/Initiatives 2015-2017
Build a quality educational community by further developing school partnerships throughout educational experiences from pre-school to high school.

Enhance communication with parents to strengthen effective partnerships and encourage parents to take an active role in their child’s education.

Conduct parent sessions related to the TOWN (Taking off With Numeracy), Focus on Reading, PLAN, Continuums (literacy and numeracy) and new syllabuses to provide a deeper understanding of these programs and syllabuses.

Conduct student, staff and parent surveys, such as ‘Tell Them from Me’, to provide ongoing feedback.

Strengthen partnerships with the Northern Beaches Learning Community to develop networks in areas such as:
- Transition
- Curriculum
- Coaching
- Leadership, e.g. DP, AP, aspiring leaders.

Review reporting to parents procedures including:
- report format
- online scheduling of interviews
- communication strategies, e.g. school app, class/teacher email, informal discussions.

Products and Practices

Product:
Parent attendance at P&C meetings will increase by 20%.

Practice:
- Educational topics will be advertised and presented at P&C meetings.
- Parents will be surveyed in regards to the topics they would like discussed.

Product:
Participation in school surveys will be at or above a response rate of 40%.

Practices:
- Parents will be surveyed using ‘Tell Them from Me’.
- Survey results will be shared at forums such as P&C and appropriate action plans designed and implemented.

Product:
Increased parent and community engagement in school programs/initiatives.

Practices:
- Regular parent participation in home learning partnerships to support student learning and wellbeing.
- Parents have an enhanced understanding of what their child is learning and receive regular information regarding their child’s progress.
- A positive culture of supportive learning exists among students, staff, parents and community.
- Development and maintenance of strong links between home and school.

Product:
Increased teacher participation in Northern Beaches Learning Alliance (NBLA) activities.

Practices:
- Teachers from Northern Beaches Learning Alliance (NBLA) Community meet to plan and implement professional learning activities.
- Curriculum provision is enhanced by Northern Beaches Learning Alliance (NBLA) Community.