

School plan 2018-2020

Blue Haven Public School 4623



School background 2018–2020

School vision statement

To be a high performing school with a positive and inclusive school culture that promotes the wellbeing and success of all.

School context

Blue Haven Public School provides a quality education in a contemporary setting. It is situated in the suburb of Blue Haven on the Central Coast.

The school is committed to continual school improvement and is focussed on ensuring that all students believe that they can be high achievers and strive to do their best. Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning.

Blue Haven Public school caters for approximately 570 students across 24 classes. It is an active member of the Wallarah Local Management Group and the Muru Bulbi Aboriginal Education Consultative Group.

Blue Haven Public School enjoys positive partnerships with the Parents and Citizens and local community and is committed to building social capital throughout the community.

School planning process

In 2017 a comprehensive process was undertaken to review current practices and to collect evidence. This process reflected upon the 2015–17 school plan and highlighted the priorities of key stakeholders moving forward.

Students, staff, parents, carers and community members were engaged through workshops, forums, meetings and surveys. Feedback was used to develop a plan that is reflective of the current needs of the community and their aspirations for the future.

Analysis of current educational research into school improvement and utilising findings to support strategic planning has been embedded in the School Plan.

The 2018 – 2020 Strategic Directions are:

Excellence in Teaching and Learning

Positive and Inclusive Wellbeing

Effective Connections

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Teaching and Learning

Purpose:

High performing learning communities utilise evidence based teaching and learning processes that centre on the reflective use of data and embedded differentiation to support all stakeholders.

SEFv2 links:

Learning – *Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures*

Teaching – *Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development*

Leading – *Educational Leadership, School Planning, Implementation and Reporting, School Resources*

STRATEGIC DIRECTION 2

Positive and Inclusive Wellbeing

Purpose:

Inclusive schools have a safe, respectful and responsible learning environment that supports the wellbeing of all stakeholders to connect, succeed and thrive.

SEFv2 links:

Learning – *Learning Culture, Wellbeing*

Teaching – *Effective Classroom Practice, Data Skills and Use, Learning and Development*

Leading – *Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes*

STRATEGIC DIRECTION 3

Effective Connections

Purpose:

Effective connections and relationships promote positive outcomes for students and are central to everything we do.

SEFv2 links:

Learning – *Learning Culture, Wellbeing, Reporting*

Teaching – *Effective Classroom Practice, Data Skills and Use, Learning and Development*

Leading – *Educational Leadership, School Planning, Implementation and Reporting, Management Practices and Processes*

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

High performing learning communities utilise evidence based teaching and learning processes that centre on the reflective use of data and embedded differentiation to support all stakeholders.

SEFv2 links:

Learning – *Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures*

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Improvement Measures

6% increase of students (top 2 bands) of NAPLAN (Read/Num)–21.6% to 27% (BI)

Reading Yr 3 – 30.4%, Yr 5 – 20.23%, Yr 7 – 14.9% (15–17) **Numeracy** Yr 3 –18.3%, Yr 5 – 16.5%, Yr 7 – 8.5% (15–17)

74.5 (15–17) to 85 (18–20) value added in NAPLAN Read/Num Yr 3–5 (Scout)

35.7 (15–17) to 45 (18–20) value added points in NAPLAN Read/Num 5–7 (Scout).

30% increase of Aboriginal students in the top 2 bands in NAPLAN (Read/Num) from (Premier's Priority 18–20))

Reading Yr 3 – 13.9%, Yr 5 – 16.6% (15–17) **Numeracy** Yr 3 –22.8%, Yr 5 – 3.7% (15–17) (Scout)

People

Students

Understand the purpose of all learning tasks and seek continued feedback and assistance throughout the learning cycle to reach their potential.

Staff

Value the importance of working collaboratively to implement evidence-based, high quality teaching and assessment strategies and have the capacity to plan, adjust and differentiate learning for every student.

Parents/Carers

Understand and value the schools' focus on high expectations for our students through clear and consistent communication from the school.

Community Partners

Recognise the impact their connection with the school can have on enriching student learning experiences through shared expertise and resources.

Leaders

Build teacher capacity by engaging in instructional rounds and coaching with all staff to support the implementation of highly engaging curriculum, intervention and effective use of data.

Processes

Teaching and Learning

Embed evidence based teaching and learning practices consistently across the school to present highly engaging, differentiated curriculum, with a focus on Literacy and Numeracy.

Professional Learning Community

Implement a whole-school approach to instructional coaching and PL to support staff in providing quality teaching and learning experiences driven by data.

Evaluation Plan

- Classroom observations
- Internal and external student performance data
- Evaluation of teaching and learning programs
- Instructional coaching
- School Excellence Framework (V2)
- PDPs
- Meeting minutes and professional learning records

Practices and Products

Practices

Explicit Instruction will underpin teaching and learning programs to engage students in quality, differentiated learning experiences.

Staff will collect and analyse teaching and learning data to monitor student growth, determine future teaching directions and to provide valuable feedback to all stakeholders.

Staff will actively participate in instructional coaching and utilise this PL to reflect upon and adjust their practise.

Products

Staff effectively use high quality practices, including Explicit Instruction, to engage students in high quality Literacy and Numeracy lessons.

Staff consistently reflect upon quality summative and formative assessment and school wide data, to monitor student growth, making adjustments to drive teaching and learning outcomes for all students.

Strategic Direction 2: Positive and Inclusive Wellbeing

Purpose

Inclusive schools have a safe, respectful and responsible learning environment that supports the wellbeing of all stakeholders to connect, succeed and thrive.

SEFv2 links:

Learning – *Learning Culture, Wellbeing*

Teaching – *Effective Classroom Practice, Data Skills and Use, Learning and Development*

Leading – *Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes*

Improvement Measures

Greater than 95% of students receiving recognition for achieving school behavioural expectations. 2017 baseline 92%.

Students feel accepted and valued by their peers and by others at their school data increases from 76% (2017) to 81% (2020) (TTFM).

Increase attendance rate from 90% to 94% with ATSI students matching non-ATSI students.

People

Students

Have the skills to manage their emotions and develop positive relationships with each other, their teachers and the community.

Staff

Understand their role in creating a positive and inclusive school culture and this is reflected in their relationships and management strategies.

Parents/Carers

Have the confidence to actively participate in school life and value opportunities to help students develop positive relationships.

Community Partners

Understand the importance of learning alliances within and beyond the school to support school programs and systems including social and emotional learning and learning support.

Leaders

Value effective procedures and protocols for managing behaviour and developing positive wellbeing partnerships with all school stakeholders.

Processes

Social and Emotional Learning

Implement a whole-school social and emotional learning program supporting students to connect, succeed and thrive.

Behaviour Management

Implement consistent whole-school behaviour management systems and practices to promote positive relationships and student engagement.

Positive School Culture

Develop the wellbeing of all community members through innovative and proactive initiatives.

Evaluation Plan

- Surveys
- Classroom observations
- Focus Groups
- Staff meeting agenda/professional learning
- Sentral data
- Student plans

Practices and Products

Practices

All members of the learning community consistently display respectful, responsible, resilient and positive behaviour and citizenship qualities.

All students requiring additional social, emotional and/or behavioural support are identified through data analysis and are catered for appropriately.

All staff use the Blue haven behaviour management plan to consistently record, report and manage behaviour across the whole school.

Products

Classroom and other learning environments are well-managed with a consistent, school-wide approach resulting in increased student engagement and maximum teaching time.

All staff have the skills and knowledge to cater for the wellbeing needs of every student.

Strategic Direction 3: Effective Connections

Purpose

Effective connections and relationships promote positive outcomes for students and are central to everything we do.

SEFv2 links:

Learning – *Learning Culture, Wellbeing, Reporting*

Teaching – *Effective Classroom Practice, Data Skills and Use, Learning and Development*

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Improvement Measures

Increase the number of parents that feel welcome at school by 0.8 to 7.4 by 2020, (TTFM) (2017 – 6.6)

Volunteer rates increase to 26% by 2020 (baseline 16% 2017 TTFM)

People

Students

Value connectedness with their community and the broader world.

Staff

Understand the need to foster a culture of connectedness, built on trust and open communication between community members.

Parents/Carers

Understand and value opportunities to support and promote the school community.

Community Partners

Recognise and value the importance of positive connections with Blue Haven Public School to enhance student leadership skills.

Leaders

Understand the importance of positive connections with all members of the school community.

Processes

Leadership

Review and strengthen authentic opportunities for leadership that enhance our school community.

Connections

Implement a whole school approach that develops strong partnerships with all stakeholders, promoting an authentic learning community that increases student and school success.

Evaluation Plan

- TTFM Survey
- Focus Groups
- Engagement Data
- School Excellence Framework

Practices and Products

Practices

Policies will be regularly updated and shared with the community after authentic consultation.

Effective and varied communication strategies will be used to engage with the community.

Parent will be empowered through training sessions that actively involve them in the school learning and engagement activities.

Products

Community participation rates increase at school academic and celebratory events.

Community links with DoE departments and external organisations are strengthened to assist with school improvement measures, and how we can best support the wider community.

Effective communication processes engage all members of the school community.