Charlestown East Public School – School Plan 2015-2017

School Vision Statement
Charlestown East Public School, with its professional and caring staff, has a vision to provide students with quality educational programs that prepare them for future demands and opportunities. Academic excellence is encouraged in the essential skills of literacy and numeracy and the creative and productive use of technology. Our diverse and differentiated learning activities meet the individual needs of all students. We promote engagement in deep and logical thinking, creativity and resourcefulness. Our quality programs provide an extensive range of educational, environmental, sporting and cultural experiences within the National Curriculum framework.

School Context
Our school has a combination of mainstream and special needs classes where inclusive programs are promoted. Our community of learners encompasses strong partnerships between home and school. We provide a warm and welcoming environment, encouraging parents and community members to be active participants in school activities and to have a valued input into the education of our students. An OOSH (Out of School Hours Care) operates in our hall before and after school for students from our school and surrounding schools.

Our student well-being programs, in particular “You Can Do It!”, in collaboration with our school-developed Tree of Values program, foster our community's values of respect, resilience, getting along, confidence and persistence. We offer a strong focus on the use of technology in all classrooms; an extensive creative arts program which includes a K-6 dance program, drama, visual arts, school musicals, a school choir, and senior participation in Star Struck; a highly successful K-6 public speaking program and senior debating teams; an intra-school chess competition; and a wide range of sporting opportunities including swimming, tennis, athletics, netball, football and golf. All classrooms, the library and computer laboratory are equipped with the latest technology for learning, including interactive whiteboards, a school-wide wireless network and video-conferencing facilities. Staff and students have access to 'Mathletics' and 'Reading Eggs' and other engaging interactive online programs. Charlestown East is an active member of the Whitebridge Community of Schools, which incorporates Whitebridge High School and its 6 partner primary schools. The benefits of this include: combined student activities; professional development; and transition to High School programs.

Recent school data for the current period shows the following trends: We have approximately 208 students, including 14 students in 2 Multi-categorical classes for students with autism. The general trend is for our numbers to keep increasing slowly in the next few years. Attendance rates for all students are very high, averaging over 95%. The percentage of students operating above the National Minimum Standards in reading and numeracy ranges from 80% to 97% and is generally increasing with support given through targeted individual learning assistance at school. Between 30% and 55% of students in NAPLAN reading and numeracy tend to be in the top 2 bands. The level of growth in these areas between Year 3 to Year 5 and Year 5 to Year 7 is around State average.

School Planning Process
Teaching staff participated in a number of sessions where school data was analysed, the school context was updated and strategic directions for the future plan were determined. Parents were surveyed regarding level of satisfaction in a number of aspects of school life and their views of the most important focus areas for their children were aired and collated. Results of these surveys suggest parents are generally very satisfied with the opportunities offered to students, the school’s tolerance for a wide range of students (including our students with autism in the multi-categorical classes), and the focus on open communication. They also value the main focus on literacy and numeracy. Other than literacy and numeracy, parents see the next most important areas for their children’s development as social skills including tolerance, teamwork and values. They also valued proficiency in computer technology for their children. The planning process was discussed at P&C and parent forum level and in the school parent bulletin. This plan has the endorsement of the school’s P&C Association and the relevant sections dealing with Aboriginal Education have the endorsement of the local Minimbah AECG.
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Strategic Direction 1
Develop consistent, quality educational practices which enable students to reach their potential in Literacy and Numeracy.

Purpose
The teaching and learning of Literacy and Numeracy skills is at the core of our business. High levels of engagement, instilling in students the desire to keep improving and learning new skills while catering for individual needs and differences, will be the basis of all planning in this area. The teaching, learning and leading in our school, in these core areas, will have this goal as its focus.

Strategic Direction 2
Implement whole school practices to inspire life-long learning in students who are highly engaged, intellectually curious and socially responsible citizens.

Purpose
The Melbourne Declaration on Educational Goals for Young Australians states that our students have a right to become successful learners, confident and creative individuals, and active and informed citizens. The teaching, learning and leading in our school, across a wide range of the curriculum, will have this goal as its focus.

Strategic Direction 3
Continue to cultivate the collaborative process within the Whitebridge Community of Schools so as to enhance the quality of teaching, learning and leadership.

Purpose
To ensure learning for all students across the WCoS is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices. To engage in meaningful shared learning experiences through a collaborative approach.
**Strategic Direction 1:** “**Develop consistent, quality educational practices which enable students to reach their potential in Literacy and Numeracy**”

<table>
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<tr>
<th><strong>PURPOSE</strong></th>
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<th><strong>PRODUCTS &amp; PRACTICES</strong></th>
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<td>The teaching and learning of Literacy and Numeracy skills is at the core of our business. High levels of engagement, instilling in students the desire to keep improving and learning new skills while catering for individual needs and differences, will be the basis of all planning in this area. The teaching, learning and leading in our school, in these core areas, will have this goal as its focus.</td>
<td><strong>Students</strong> Engage students in their own learning, develop relevant experiences that students see as authentic. <strong>Staff</strong> Engage in professional learning and professional sharing to enhance consistent programming and assessment across the school. <strong>LAST personnel</strong> to partner with class teachers across the school to plot and improve student outcomes on the Literacy and Numeracy continuums. <strong>Parents</strong> Strengthen home-school partnerships through effective communication. Build awareness of the school focus on differentiated learning and high engagement. Promote the further access at home for students to progress through Mathletics and Reading Eggs levels.</td>
<td><strong>Literacy and Numeracy Continuum</strong> Establish assessment benchmarks on the Literacy and Numeracy continuum which will lead to individual improvement in students. Plot students on the Literacy and Numeracy continuums. <strong>Professional Development for New Curricula</strong> Equip staff to engage in the new curriculum for English and Mathematics (including use of a wide range of maths resources, text-based reading activities and Accelerated Literacy). <strong>Improving Outcomes for Students</strong> Incorporate Mathletics and Reading Eggs into mainstream teaching and learning. Further develop IEPs for students needing extra support. Use LAST assistance to progress students through MiniLit and MULTILIT programs where appropriate. Utilise staff skill, knowledge and expertise in L3 principles to work with students K-2 to improve outcomes.</td>
<td><strong>Practice</strong> Ensure staff are provided adequate time and guidance to plan and implement effective programming and assessment. Quality professional practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student outcomes. <strong>Product</strong> Improvement measures achieved, including K-2 reading and numeracy levels, growth rates, percentages in top NAPLAN bands and levels above NMS. Quality teaching and learning and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.</td>
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<th><strong>IMPROVEMENT MEASURE/S</strong></th>
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<td>85% of K to Yr 2 students achieve age appropriate RR levels (K-6; Yr 1-16; Yr 2-26) and age appropriate numeracy outcomes.</td>
<td><strong>Students</strong> Engage students in their own learning, develop relevant experiences that students see as authentic. <strong>Staff</strong> Engage in professional learning and professional sharing to enhance consistent programming and assessment across the school. <strong>LAST personnel</strong> to partner with class teachers across the school to plot and improve student outcomes on the Literacy and Numeracy continuums.</td>
<td><strong>Establish assessment benchmarks on the Literacy and Numeracy continuum which will lead to individual improvement in students.</strong> Plot students on the Literacy and Numeracy continuums.</td>
<td><strong>Practice</strong> Ensure staff are provided adequate time and guidance to plan and implement effective programming and assessment. Quality professional practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student outcomes.</td>
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<td>The percentages of Year 5 and Year 7 students achieving expected growth in Reading and Numeracy meet or exceed State expected growth.</td>
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<td>Increase the percentage of Year 3 and Year 5 students achieving at or above National Minimum Standard in NAPLAN Reading and Numeracy to 90% with at least 45% in the top 2 bands by the end of 2017 as compared to 2014 results.</td>
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Strategic Direction 2: “Implement whole school practices to inspire life-long learning in students who are highly engaged, intellectually curious and socially responsible citizens”

### PURPOSE

The Melbourne Declaration on Educational Goals for Young Australians states that our students have a right to become successful learners, confident and creative individuals, and active and informed citizens. The teaching, learning and leading in our school, across a wide range of the curriculum, will have this goal as its focus.

### IMPROVEMENT MEASURE/S

Increased levels of credits and higher achievements in the wide range of academic competitions offered.

Decrease in the levels of planning room referrals and suspensions due to enhanced student engagement and catering to individual needs.

100% of teachers able to demonstrate through supervision and Performance and Development Framework processes that individual needs of students are being met and a wide range of opportunities are being offered to students.

### PEOPLE

#### Students

Students are engaged in a wide range of programs to enhance their physical skills, moral, environmental and social development and creative opportunities.

#### Staff

Teachers understand the importance of Aboriginal culture and have the skills to impart these understandings to their students.

Teachers are mindful of ATSI students to ensure their learning styles are catered for in the classroom.

Teachers cater to the wide range of abilities and learning styles in their students by using a range of interactive and other best practice teaching and learning techniques.

#### Parents

Parents are informed of opportunities offered to students and are encouraged to support at home as well.

### PROCESSES

#### Aboriginal Education

- Introduce Yarning Strong program to teach Aboriginal perspectives from Years 2-6.
- Enhance opportunities for ATSI students to reach their potential in all learning areas.

#### Differentiating the Learning Across All KLAs

- Differentiate the learning and teaching through Multiple Intelligences, Thinking Hats, open-ended activities that promote critical thinking, student-directed learning. (Skwirk and Scootle)

#### Developing the Learning Across All KLAs

- Develop teaching and learning of the Oxford University Press themes for history/geography/science (add to the data base of online resources).

#### Wider Opportunities and Skills

- Develop sustainability education through continuing environmental initiatives.
- Broaden student social responsibility and engagement through the Values Education programs, sports opportunities, public speaking/debating initiatives, creative and performing arts activities.
- Develop student leadership opportunities through peer support, student executive, Kinder buddy program, Doing Things Together days.
- Offer GATS opportunities for enrichment of students through cross-curricular activities and Student Learning Assistance initiatives.

### PRODUCTS & PRACTICES

#### Practice

Teachers regularly include Aboriginal perspectives in the learning environment. Incorporate local Awabakal Centre in a whole school experience.

Teachers encourage their students to take risks and engage in a wide range of experiences across the curriculum.

Teachers are able to assess their students in areas of higher order thinking skills and promote student-directed learning where appropriate.

#### Product

An increase in ATSI student outcomes across the board. Greater awareness of ATSI issues by all students K-6.

Growth in engagement rates of students in opportunities offered beyond the classroom.

Growth in higher levels of achievement in GATS students.
Strategic Direction 3: “Continue to cultivate the collaborative process within the Whitebridge Community of Schools so as to enhance the quality of teaching, learning and leadership”

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<td>To ensure learning for all students across the WCoS is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices.</td>
<td>Students: Engage student leaders in the development of student leadership capabilities.</td>
<td>Develop and maintain WCoS calendar – staff to use as their means of communication within WCoS in planning combined TPL, student focused and WCoS Community events.</td>
<td>To develop a common unit of work of Stage 3 Maths</td>
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<td>To engage in meaningful shared learning experiences through a collaborative approach.</td>
<td>Students: Develop networking opportunities through participation in WCoS events.</td>
<td>Shared professional learning to be planned in collaboration with input from every staff member from every school including a common TPL time.</td>
<td>Provide combined WCoS events that promote student engagement, collaboration and global thinking.</td>
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<td>To extend upon:</td>
<td>Staff: Stage 3 teachers and Head Teacher Mathematics</td>
<td>Developing a deeper, shared understanding of quality teaching across WCoS, including a framework for teacher self-evaluations, lesson observations, feedback and TARS process.</td>
<td>Provide combined WCoS events that foster collegiality, collaboration and professional learning.</td>
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<td>• K-12 pathway</td>
<td>Staff: Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.</td>
<td>Community: Build and increase awareness and understanding amongst parents of the K-12 WCoS pathway.</td>
<td>Provide combined WCoS events that promote community, learning and information sharing across the WCoS parent bodies.</td>
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<td>• Developing the whole child</td>
<td>School Leaders: Build the capacity of staff leadership through the provision of targeted professional development and network opportunities.</td>
<td>All schools and their communities.</td>
<td><strong>Product</strong></td>
</tr>
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<td>• Mentoring – staff and students (staff to staff, student to student)</td>
<td>Community: Build and increase awareness and understanding amongst parents of the K-12 WCoS pathway.</td>
<td><strong>Practice</strong></td>
<td></td>
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<td>• Networking</td>
<td>School Leaders: Build the capacity of staff leadership through the provision of targeted professional development and network opportunities.</td>
<td>Events including - Combined Student Leadership Group, Year 6 Leadership Day, Charlestown Cup, Enrichment programs, WCoS Band, Have A Go Day, Year 9 WHS Sport Coaching, Service Learning, Netball Gala Day, NAIDOC Celebrations, Transition Program, SWAN.</td>
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<td>• Sharing expertise</td>
<td>Community: Build and increase awareness and understanding amongst parents of the K-12 WCoS pathway.</td>
<td>Events including – a minimum of once termly network meetings for Principals, APs, LASTs, SAMs, ICT Coordinators, Stage Teachers &amp; Librarians. SDDs sharing expertise, WCoS NAPLAN Analysis.</td>
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<td>• Growing Active citizens</td>
<td>Community: Build and increase awareness and understanding amongst parents of the K-12 WCoS pathway.</td>
<td>Events including – Peaceful Parenting, Restorative Practices, Pre-School Information Session, Aboriginal Partnership Day, Presentation Days, Award Ceremonies.</td>
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<td>• Fostering a sense of belonging to a wider community</td>
<td>Community: Build and increase awareness and understanding amongst parents of the K-12 WCoS pathway.</td>
<td><strong>Evaluation Plan</strong> – Regular reporting against milestones by the leadership group.</td>
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