**Seaham Public School - 3048**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Seaham is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment.  Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.  Students are literate and numerate and are creative and productive users of technology.  Teachers and the support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students.  The well-being and resilience of students and staff are valued in the creation of lifelong learners.  . |  | Seaham Public School is part of the Port Stephens/ Callaghan group of schools and is an active member of the Hunter River Learning community The school has a current enrolment of 210 students and services a growing local community. Seaham currently has 8 classes with students taught by an enthusiastic, committed and experienced staff in a technology rich environment.  Parents are active in their children’s learning and are encouraged to participate and assist in classroom learning.  The school acknowledges the Worimi people with 5% of students identifying as Aboriginal. An active Learning Support Team assists teachers in differentiating the curriculum to cater for all learners.  This school plan has been developed in response to a rigorous internal review and reflects a shared direction in the areas of student, school and community learning and student welfare.  This plan is the result of consultation between the students, staff and the community. |  | An internal review of programs and processes was undertaken throughout semester 2, 2014. Information was gathered from the following sources.   * Feedback from community including surveys and focus groups. * NAPLAN results. * Previous school plan. * Attendance rates. * Student assessment, including Best Start. * Reading records. * Work sample data. * Teacher programs (TARS). * Learning support team (LST) data. * Student reports.   This information was shared with the following key stakeholders.   * Teaching and support staff during staff meetings and staff development days. * The President of the local Aboriginal Education Consultative Group (AECG) during an LMG Principal sharing session. * Community members during two ‘Planning to Plan’ focus group sessions.   Feedback from these sharing sessions informed the development of our school vision, strategic directions including the purpose, people, processes and practices and improvement measures. |
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| **Purpose:**   * Students are literate and numerate and are creative and productive users of technology. * Students can think deeply and logically. * Students are involved in their learning and understand their personal areas for improvement. * Students are innovative and resourceful and complete activities independently. * Students collaborate, work in teams and communicate ideas to make sense of their world. |  | **Purpose:**   * Teachers and the support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. * Teachers engage in individualised, team and shared professional learning for the 21st Century. * Teachers with the capacity to implement the new National curriculum. * Parents and community have the opportunity and capacity to support student learning. |  | **Purpose:**   * A school community working together to create and sustain a fair and positive school culture. * A learning support team that improves outcomes for all students. * The well-being and resilience of students and staff are valued in the creation of lifelong learners. * Staff and students who achieve leadership at all levels. |

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| Strategic Direction 1: Student Learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**   * Students are literate and numerate and are creative and productive users of technology. * Students can think deeply and logically. * Students are involved in their learning and understand their personal areas for improvement. * Students are innovative and resourceful and complete activities independently. * Students collaborate, work in teams and communicate ideas to make sense of their world. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**   * Student gain an understanding of the learning continuum and are able to make adjustments to their own learning to improve outcomes in literacy and numeracy. * Students use technology, independently and with support, as a productive tool to support their learning. * Students use learned strategies and effective techniques for resilience, positive behaviour and citizenship.   **Staff:**   * Staff utilise the learning continuum and PLAN to track students’ progress and plan appropriate lessons at point of need. * Staff are confident to utilise technology as a tool to support classroom learning. * Staff consistently using school developed strategies (PBL) to support students with positive behaviour techniques across the whole school community.   **Parents/Carers:**   * Parents understand the concepts of continuums and actively engage in conversation around them and how they relate to the support of their child. * Parents share in enthusiasm and engagement for effective technology use in creative, collaborative settings. * Parents are aware of strategies and support school behaviour expectations at home.   **Community Partners:**   * Community partnerships strengthened by clear communication and involving community groups where possible. * Extracurricular opportunities sourced in the broader community.   **Leaders:**   * Lead team established to oversee school plan strategic areas and PBL |  | **How do we do it and how will we know?**  **STUDENT PERFORMANCE MEASURES**  Early stage one teacher and learning support teachers to assess kindergarten students and analyse results.  Benchmarking schedule of literacy data updated for all students and used in PLAN.  Benchmarking schedule of numeracy data established for all students in all year groups. Teachers released to assess students.  **CURRICULUM AND LEARNING**  Online reading program (Lexia) implemented in stage 2 and continuing in stage 3. All students have access to online literacy program, Reading Eggs and Reading Eggspress  Students from 2014 NAPLAN results who scored in lowest two bands are identified and receive assistance from learning support team (LST).    Increased opportunity for extracurricular activities through the ‘balance’ swimming program, 10 week dance program, weekly ‘Interest groups’ and Starstruck.  **EFFECTIVE CLASSROOM PRACTICE**  Investigate and implement technology resources used to support classroom numeracy lessons including laptops, ipads, Imaths and stage 3 buddies.  Students participate in weekly PBL lessons and model appropriate behaviour in classrooms and the playground.  Continue to differentiate the curriculum to enable all students to be working at their instructional level in literacy and numeracy |  | **What is achieved and how do we measure?**  Full implementation of Best Start.  Literacy assessment data used to inform teaching and learning. Evident in teaching programs and communicated during TARS process.  Numeracy assessment data used to inform teaching and learning. Evident in teaching programs and communicated during TARS process.  Improved outcomes in the use of  computer technology and  improved engagement during literacy lesson.  Students identified from 2014 NAPLAN results who scored in lowest two bands are identified and receive assistance from learning support team (LST)  improved outcomes in PDHPE and CAPA.  Improved technology outcomes across the school. TARS and classroom observation shows all teachers integrating technology into their classroom practice to enhance student’s learning.  Majority of students moving through the school merit system and less behaviour notifications for negative behaviour.  LAST and additional teaching staff support class teachers during group literacy and numeracy time.  Open plan learning in place enabling students to work at their instructional level improving outcomes in literacy and numeracy. |
| **Improvement Measures** |  |
| * Literacy and numeracy assessment data evident in teaching programs and communicated during TARS process. * Improved outcomes in the use of   computer technology and  improved engagement during literacy lesson.  (‘Tell Them From Me’ baseline survey used to indicate current level in student and staff technology use)   * Increased percentage of students demonstrating resilience and positive behaviour techniques. |  |

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| Strategic Direction 2: School and Community Learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**   * Teachers and the support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. * Teachers engage in individualised, team and shared professional learning for the 21st Century. * Teachers with the capacity to implement the new National curriculum. * Parents and community have the opportunity and capacity to support student learning. |  | **How do we develop the capabilities of our people to bring about transformation**  **Staff:**   * Staff works collaboratively, using scope and sequences, DEC and BOSTES website to guide effective planning, programming and assessing. * All staff engaged in implementing new National Curriculum and using PLAN and the continuum to guide teaching and learning. * Staff develop professional growth plans focusing on attainment of professional goals reflecting professional standards. * Staff planning, registering, monitoring and evaluating professional development using MyPl   **Parents/Carers:**   * Parents attend workshops and learning opportunities for PBL, syllabus sharing, welfare and using technology effectively.   **Community Partners:**   * Professional partnerships are strengthened through collaboration and critical friend process.   **Leaders:**   * Principal and SAM preparing for LMBR processes. * School leaders supporting their stage teams in * Overseeing professional goals of each teacher and aligning needs with the professional standards. * Assisting teachers to use PLAN and track students along the continuum. * Strategic direction team leaders organising 2 meetings per term to track the achievement of milestones. |  | How do we do it and how will we know?  **COLLABORATIVE PRACTICE**  Revised scope and sequence implemented by all teachers from the beginning of 2015 including literacy focus and links to other KLAs.  Stage based focus on planning, teaching and assessing using Quality Teaching as a framework for Australian Curriculum implementation  **LEARNING AND DEVELOPMENT**  Staff training in PLAN (continuum use) for primary teachers and ongoing support for infants teachers  Provide opportunities for staff and community to understand the curriculum development process and timeline for the introduction of the Australian Curriculum.  Principal, SAM attend relevant training in preparation for LMBR process.  **PROFESSIONAL STANDARDS**  Work with all teaching staff to collaboratively develop goals around the areas of  - system priorities  - school priorities  - personal teaching and career aspirations  - accreditation requirements  Each staff member will produce an annual performance and development plan. |  | **What is achieved and how do we measure?**  New scope and sequence including the new English and mathematics content and integration of other key KLAs planned and units taught.  Stage based planning days and ongoing PL where teachers are released to assess and plan teaching based on needs using the English continuum and to input data into PLAN.  School leadership team established and timeline shared with staff. Teacher professional learning for new syllabuses.  Increased parent participation in community workshops where new syllabus are shared.  LMBR implementation and changeover occurs with a seamless transition  100% of SPS staff will have a compressed performance and development plan in 2015.  100% of SPS staff will have a full performance and development plan commencing 2016. |
| **Improvement Measures** |  |
| * New scope and sequence including the new English and mathematics content and integration of other key KLAs planned and units taught. * Increased parent participation in community workshops * 100% of SPS staff will have a compressed performance and development plan in 2015. * 100% of SPS staff will have a full performance and development plan commencing 2016. |  |

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| Strategic Direction 3: Culture and Values | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**   * A school community working together to create and sustain a fair and positive school culture. * A learning support team that improves outcomes for all students. * The well-being and resilience of students and staff are valued in the creation of lifelong learners. * Staff and students who achieve leadership at all levels. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**   * Students contribute to the formulation of the new anti-bullying policy and can effectively communicate its purpose and their role in achieving its outcomes. * Students use effective techniques for resilience, positive behaviour and citizenship. * Aboriginal students attend PLP meetings and are able to make relevant judgements about their progress against the curriculum.   **Staff:**   * Staff understand and follow processes and procedure outlined in the student welfare policy. * Staff support the LST to address student need, monitor and implement strategies where needed and effectively communicate with students, parents and their stage leader in terms of learning support.   **Parents/Carers:**   * Parents engage in discussion at P&C meetings, informally, via newsletter, Facebook, skoolbag and website at key points as new systems and reforms are rolled out. * Parents aware of student welfare policy and understand the process to access LST. * Parents of Aboriginal students attend PLP meetings and actively engage in the education of their child.   **Leaders:**   * School staff and parents actively encourage students to seek leadership roles at SPS. * Leaders actively support their stage teams and whole school processes. |  | **How do we do it and how will we know?**  **LEARNING CULTURE**  Revised anti-bullying draft policy shared with staff and community and adjustments made before implementation.  Positive Behaviour Learning (PBL) is implemented across the school  Continue strong partnership with the P&C, using meetings as an opportunity to share findings and communicate school strategic directions.  **WELLBEING**  Monitor individual literacy progress of all Aboriginal students to ensure appropriate growth.  Increased opportunity for extracurricular activities through the ‘balance’ swimming program, 10 week dance program, weekly ‘Interest groups’ and Starstruck.  Learning Support Team (LST) collaborates with classroom teachers to ensure all students not achieving year appropriate numeracy outcomes receive targeted support.  Monitor individual numeracy  progress of all Aboriginal students to ensure appropriate growth.  **LEADERSHIP**  School Parliament established and implemented.  Sustainability of school plan developed through the formulation of strategic direction teams and leaders. |  | **What is achieved and how do we measure?**  Anti-bullying policy implemented and measured through a reduction in reported bullying behaviours.  Staff trained in the PBL process.  Students and the community aware of PBL expectations.  PBL lessons taught in classrooms reflecting in a reduction of negative behaviours in the playground and classroom.  Increased engagement and attendance from community members during P&C meetings and activities.  School grounds improved and resources purchased from P&C fundraising improving outcomes for all students.  Personalised Learning Plan (PLP)  Updated to include areas of need and LST support accessed if needed.  Increased attendance and engagement in all school activities.  Students identified from 2014  NAPLAN results who scored in lowest  two bands are identified and  receive assistance from learning  support team (LST)  In Year 3, at least 40% of students achieving in top 2 skill bands and 15% or less students achieving in bottom 2 skill bands.  In Year 5, at least 35% of students achieving in top 2 skill bands and 15% or less students achieving in bottom 2 skill bands.  Personalised Learning Plan (PLP)  updated to include areas of need and  LST support accessed if needed.  Senior students take on leadership  roles including captains and  Ministers and meet at regular  Parliament meetings. Class  representatives are elected, class  meetings held and motions discussed  at parliament meetings. Motions carried  and acted on improves outcomes for  all students  Strategic direction teams and  leaders established and linked  to milestones.  Team meetings each term to  track milestone achievements. |
| **Improvement Measures** |  |
| * Students identified from 2014   NAPLAN results who scored in lowest  two bands are identified and  receive assistance from learning  support team (LST)   * In Year 3, at least 40% of students achieving in top 2 skill bands and 15% or less students achieving in bottom 2 skill bands. * In Year 5, at least 35% of students achieving in top 2 skill bands and 15% or less students achieving in bottom 2 skill bands. * Anti-bullying policy implemented and measured through a reduction in reported bullying behaviours. * Staff trained in the PBL process. |  |