School plan 2015 – 2017

Scotts Head Public School - Collated by Deborah Thomas and Lyndsey Caldecott
School background 2015 - 2017

SCHOOL VISION STATEMENT

Scotts Head students live in a globalised, digital environment, in a rapidly changing world. Forms of learning, communication, teaching pedagogies and relationships are constantly changing. We believe that the learning opportunities we provide for students need to be engaging, flexible, diverse and encompassing contemporary and future contexts. Scotts Head Public School is a hub for cohesion, innovative learning and excellence through quality teaching and a network of partnerships within local and global communities.

SCHOOL CONTEXT

Scotts Head PS has an allocation of 6.336 teachers. This consists of four classroom teachers and a loading of 1.6 teachers of Indonesian language, with the remainder coming in the form of RFF, LaST, Part-time component and Teacher/Librarian.

The school’s governance comprises all staff members and a member of the school’s P&C. A budget committee comprising school staff and a community member allocate funding resources to address school needs and the implementation of the school plan.

The school budget is $275,000 consisting of $42,000 RAM, $150,000 funding support, a general operating grant of $63,000 with the remaining $20,000 comprising Teacher Professional Learning (TPL), Computer Coordinator and PLAN software (Planning Literacy and Numeracy).

Scotts Head PS has two permanent classrooms and two demountable classrooms, a library and office building as well as a community centre and canteen. The playground is extensive and much work has been carried out to enhance our remnant forest into a bush tucker walking trail of knowledge.

There are no planned major works taking place in 2015. Although the canteen area is to have $8000 worth of improvements undertaken in 2015.

Scotts Head PS has between 5-10% transient population throughout the year. The local Pacific Highway construction has been a major influence in this transient population.

At Scotts Head we are unique, as we are one of only four primary schools in NSW offering our students the Bilingual program. The program delivers the regular curriculum for 45 minutes a day in Bahasha Indonesian, developing language skills, knowledge, understanding and acceptance of Asian societies, cultures and environments. This supports our ongoing direction of our school to prepare students for their life beyond school. To develop their knowledge, skills and capabilities to be global citizens; enhancing opportunities for our students to effectively live, work and learn in our region, developing the skills to communicate and engage with the...
peoples of both Asia and the wider world.

At Scotts Head we have a strong environmental ethos in the school, with the school located on the coast and on the edge of Gaagal Wangaan National Park. This provides outstanding environmental values, which is integrated into the regular curriculum to encourage the students to learn the value of healthy sustainable living and its importance to people and the environment. Having worked for the past four years to establish a now-thriving school garden, children learn to grow, harvest and prepare organic fruit and vegetables which are also sold to community members.

We have recently introduced the Gumbaynggirr Pathways to Learning Project - Bush Tucker Track. Developing a learning resource, in the form of a walk trail through a restored remnant forest, this will promote biodiversity values through the “accessible” concept of bush tucker/medicinal plants. Our focus is building stronger links with local elders, community members, national park rangers; bringing a greater understanding of local Indigenous culture, historical perspectives and knowledge systems within the school and the wider community of Scotts Head.

At Scotts Head PS our mission is to nurture students’ physical, social, emotional and academic wellbeing with a focus on Positive Behaviour for Learning (PBL). We aim to ensure a safe, caring, happy, orderly and productive learning community in which the rights of all students to learn and experience success are supported. All our staff and volunteers are committed to supporting students and each other, creating an empathetic and compassionate learning environment which fosters self-regulation, leadership and autonomous thinking. Our focus is to ignite the passion for lifelong learning and empower all to reach their full potential.
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

Scotts Head Public School will promote a learning culture of excellence for all. We believe in providing a challenging and stimulating learning environment to enable students, staff and our community to explore develop and contribute their gifts and talents. We are striving towards achieving high expectations for all through building mutual respect, support and collaboration between school staff, students, parents and the wider community to promote excellence in learning and wellbeing.

Scotts Head Public School will have a coherent, sequenced plan for cross-curriculum delivery that ensures systematic teaching and learning through our Bilingual Indonesian Program, Indigenous Education and the new NSW Board of Studies (Australian) Curriculum as it is introduced. This will be delivered by a professional team of highly able teachers, including teachers who take on active leadership roles beyond the classroom.

Scotts Head Public School will actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local business and community organisations. We will continue to strengthen our partnerships with Southern Cross University, National Parls, Gaagal Wangaan – Unka Lands Council and TAFE. Parents and families are recognised as integral members of the school community and partners in their children’s education. Scotts Head PS is an active member of the Valley 10 community of schools.
Strategic direction 1: A learning culture that promotes excellence

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

Scotts Head Public School is committed to providing excellence in learning for all. We strive for high expectations to improve and enhance the social and emotional wellbeing of all students. It is important to foster belonging and provide a supportive learning environment with positive interactions between staff, students and families.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

Students: Teach them reflection and evaluative critical thinking strategies.

Staff: Develop their capacity to provide effective feedback to students, colleagues and parents.

Parents/Community partners: Provide opportunities for parents to give feedback regarding programs and processes at SHPS.

Leaders: 360 Leadership survey AITSL

**PROCESSES**

How do we do it and how will we know?

- School planning processes streamlined (scope and sequence)
- Feedback
- Teacher professional learning
- Lesson Observations (feedback based)
- (Project 2)Rubric Development
- Moderating of work samples
- Learning Styles (identifying smarts)
- E-Learning (data collection)
- Professional Development meetings with leadership staff
- Student personal passion inquiries
- Goal setting meetings with students
- TARS meetings and written feedback based on NSWIT and quality teaching framework
- Digital portfolio for students
- Continuum use and student work samples
- All teachers to achieve professional competency (2016)
- Duke of Scotts Head (2017)
- L3 – ES1 and S1

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:** Improved student quality of learning samples, rubric documentation, survey of improved student confidence, teachers using rubrics and feedback conferences.

Map students to the continuum.

Student work samples in all KLAs correlate strongly with exemplar BOSTES examples.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:** Scotts Head Public School has a strong and acknowledgeable culture of excellence as measured against the school improvement tool.

- Feedback to all staff and students through strategic planning.
- Rubrics utilised for all assessment tasks.
- Lesson observations are conducted regularly and are indicated as part of all teachers Professional Development Plan.
- Teachers using 21st Century principles.
- High expectations are observable through lesson observations and reflection.

**IMPROVEMENT MEASURE/S**

School leaders spend time working with teachers to improve their teaching practices including modelling, evaluation and providing feedback.

Clarity about what students are expected to learn and be able to do, high expectation of every students learning, explicit teaching of skills and content, individualised attention is required, and timely feedback to guide student excellence in learning.

The school curriculum includes a strong focus on the development of cross-curricular skills and attributes, such as literacy, numeracy, information and communication technologies, critical and creative thinking, personal and social capability and intercultural understanding.

**Evaluation plan:** Develop a reflection template (stop, keep, change) for the end of every 5 week milestone, regular item at the beginning of every staff meeting, action plan developed for milestones.
Strategic direction 2: Expert Teaching Team

**PURPOSE**

**Why do we need this particular strategic direction and why is it important?**

At Scotts Head Public school we believe that teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other’s practice. The sharing and showcasing of best practice is well established and teachers collaboratively plan, deliver and review the teaching of the new curriculum.

**IMPROVEMENT MEASURE/S**

There is a particular focus on improved teaching methods utilising the cross curriculum priorities in all key learning areas (KLAs) and professional learning is focused on building teachers’ understandings of highly effective teaching strategies to create meaningful learning experiences.

Teachers work to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities to meet students’ learning needs and ability levels.

The school has an explicit, coherent, sequenced plan for curriculum delivery across K-6.

**PEOPLE**

**How do we develop capabilities of our people to bring about transformation?**

Students: Are well informed about requirements to achieve high expectations.

Staff: Require regular access to quality professional development opportunities.

Parents: Have the skills and knowledge to support their learners at home.

Community partners: Established a culture of collaboration with Valley 10 school and access online learning communities.

Leaders: Principals and school leaders build networked school relationships that support development and mentoring opportunities.

**PROCESSES**

**How do we do it and how will we know?**

Whole School Planning

Professional development on providing effective feedback

Continuum training and development

Consultation and decision making of scope and sequence

Reflection of previous years (stop, start, keep, change)

Promotion timeline of the Indonesian Bilingual Program

Habitat/Indonesian/ Environment day/ NAIDOC week/Harmony day showcase planning timelines

Moderation of student work samples

Assessment and data collection (PLAN data)

School Surfing Team (2016)

‘Beach to Bush’ whole school excursion (2017)

**Evaluation plan:** Develop a reflection template for the end of every five week milestone. School plan as a regular item at the beginning of every staff meeting, action plan developed for milestones.

**PRODUCTS AND PRACTICES**

**What is achieved and how do we know?**

**Products:**

Science Scope and Sequence

Indonesian Scope and Sequence

Assessment/Rubrics

Improved Signage around the school

Habitat/Indonesian/Environment day/NAIDOC week/Harmony day showcase event

PLAN data indicates that students are achieving at or above desired levels.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

Feedback is improved and purposeful

School planning is explicit and well-sequenced

Success is celebrated with parents and the wider community through showcasing

Rubrics are used for consistent assessment

Teachers are regularly updating and reviewing their PLAN data and using it to inform their teaching.
Strategic direction 3: School Community Partnerships

PURPOSE

Why do we need this particular strategic direction and why is it important?

Scotts Head Public School is actively seeking ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: Develop senior leaders who are dedicated to improving the local community.
Staff: To encourage all students’ capacity to think and act locally.
Parents: Assist in fostering relationships between community partners and the school.
Community partners: Are involved in collaborative planning and a continuing sustainable partnership.
Leaders: Leadership team makes deliberate strategic use of partnerships.

IMPROVEMENT MEASURE/S

The school identifies potential community partners on the basis of their capacity to contribute to student learning opportunities and establishes these links.

The school’s partnerships are sustainable and have become an accepted part of the culture of the school community.

Evidence of improved communication with parents and community members.

PROCESSES

How do we do it and how will we know?

Timeline for communication with parents/community
Active involvement/development of P+C
Paddock to Plate Kitchen Garden (2017)
Sequencing of significant days throughout the year.

Evaluation plan: Develop a reflection template (stop, keep, change) for the end of every five week milestone. School plan as a regular item at the beginning of every staff meeting, action plan developed for milestones.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:
Advertisements in local newspapers/newsletters
Open classroom events
Parent surveys to seek expertise
Community involvement days
Code of conduct for email/social media use
Individual class Facebook page
Garden Program is well established and functional.
SRC- Community focused fundraising to upgrade local service eg. Basketball court, rings, lines on Buz Brazel oval.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:
Regular updates of school website and class Facebook pages
Regular school counsellor visits
SRC Student Leadership roles defined and students developed to be proactive and problem solvers.