School Plan 2015 – 2017

CLARENCE TOWN PUBLIC SCHOOL

Quality Teaching

Quality Systems

Quality Relationships
School vision statement

Clarence Town Public School – a quality inclusive school preparing students for the twenty-first century through quality teaching and learning programs driven by the teaching and learning cycle; and by developing a culture of citizenship, leadership and ethical behaviour.

Our vision is built upon our school values which are:
• Respect
• Learning
• Safety

Finally, we believe that all students have access to the highest quality of educational programs. Programs that inspire students to achieve their best and that will develop them into great citizens in the future.

Our school motto is:
Kindness, Honesty, Effort

School context

Quality Education in a Caring and Supportive Atmosphere

Clarence Town Public School opened in 1849 and has successfully met the challenge of educating our students for over 150 years. Strong academic programs, highly dedicated professional teachers, excellent office staff coupled with excellent facilities and resources, offer our students the very best opportunity for success.

A Great School to Attend

Clarence Town Public School is successfully meeting the challenges of educating local children in an inclusive, comprehensive manner.

We offer:
• Innovative and challenging learning programs;
• Highly qualified, skilled and dedicated staff;
• A safe, nurturing learning environment;
• Learning programs that meet the needs of all students;
• State of the art technology resources;
• Excellent, modern facilities;
• Opportunities to participate in arts, sport and cultural programs;
• Comprehensive excursion and visiting show program;
• Beautiful, clean landscaped grounds;

A Modern, Well-Equipped School

Clarence Town PS is situated in beautiful landscaped and maintained grounds. We are well resourced for learning with a computer laboratory and access to technology in classrooms; through Computers and Interactive Whiteboards; a constantly growing Library, Spacious Hall, Canteen and Comfortable Classrooms which provide Flexible Learning Space.

School planning process

In 2014/2015 a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation along with survey data from parents, staff and students. This process included a review of strengths, opportunities and areas for development across the school.
Purpose:
Strengthen, develop and implement challenging, innovative and inclusive student learning that enables them to reach their full potential in a rapidly changing world.

Purpose:
To provide a well-trained and well supported staff with a range of professional learning opportunities that are relevant and engaging. To develop relevant policies and procedures that aligns with DEC requirements and support staff, students and parents.

Purpose:
School policies and practices acknowledge families as partners in their student’s education. The school recognises and builds the capacity of families to assist student learning and support school goals and targets, whilst building networks and partnerships with external organisations within the Dungog and District Community of Schools.
### Strategic Direction 1: Quality Teaching & Learning - Planning, Implementing and Evaluating Quality Teaching & Learning Programs across the School

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td>Strengthen, develop and implement challenging, innovative and inclusive student learning that enables them to reach their full potential in a rapidly changing world.</td>
<td>Students: Students have access to high quality educational experiences that are inclusive, relevant and engaging. Students are actively engaged in monitoring and reflecting on their own progress to inform their learning goals. Students develop the capacity to think creatively, innovate, solve problems and engage with new disciplines. Students interact in different social contexts to strengthen their skills in communication, collaboration with others beyond friendship groups and to enhance resilience and engagement. Master core subjects Think deeply and critically and make relevant connections</td>
<td>A culture of inquiry and innovation is promoted, where real-world learning opportunities are provided to promote higher engagement. Assessment of, for and about learning will be ongoing, valid and recorded on school based data systems for planning and tracking purposes. Imbedding the use of learning intentions (WALT, WILF, TIB) as a base for the teaching and learning cycle in every classroom and are demonstrated in the class program for each learning phase.</td>
<td>Over the three year period 100% of staff will be moved through the intense professional learning process and will have quality literature as a base for the development of the explicit teaching of writing, reading and comprehension. Valid assessment will guide 100% of teaching and learning programs and will determine the levels of differentiation needed for each student. 60% of students will achieve results in the top three bands for year 3 and 5 in NAPLAN testing for writing and reading. 20% of students in Year 3 &amp; 5 will gain proficiency standards in writing and reading. (Year 3 bands 5 &amp; 6, Year 5 bands 7 &amp; 8).</td>
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<td>Improvement Measures</td>
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<td>Evaluation Plan</td>
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<td>NAPLAN results will reflect 60% of students achieving in the top three bands for literacy. School data will show 100% of student's value adding to their results in reading and writing across a school year. All staff will use valid assessment for guiding the development of teaching and learning programs.</td>
<td>Capture rich data from the 'Tell Them from Me Surveys', School based data and other relevant data sources. Reporting against Milestones by Engagement team</td>
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<td>Practice: Teachers will deliver explicit teaching and learning practices that increase student achievement. Assessment of, for and about learning will be evident in 100% of teacher planning across all Key Learning Areas. Parent information sessions will be offered to demonstrate the expectations in writing and reading lessons and the methodology behind WALT, WILF and TIB as well as the use of quality literature to improve reading and writing outcomes.</td>
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## Strategic Direction 2: Quality Systems
- Reviewing and updating current policies and developing systems for new innovations

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<td>To provide a well-trained and well supported staff with a range of professional learning opportunities that are relevant an engaging. To develop relevant policies and procedures that aligns with DEC requirements and support staff, students and parents.</td>
<td>Students: Students across a stage are exposed to the same outcomes and content to build equity into the educational process. Student’s expectation is imbedded into common practice taking the mystery out of achievement and self-improvement.</td>
<td>Collegial planning days become imbedded as part of the professional learning regime where staff develop collegial programs imbedding quality assessment for, of and about learning into each unit of work. Staff will need to develop the overall learning intention for each unit of work, develop differentiated tasks and set expectations delivered at a student level. The expectations will also be transferred to documentation for delivery to parents to increase awareness of what is being taught and the expected learning to take place. The PDP process becomes a sharing session where staff support each other and develop their program collegially, conforming to the school expectations for formatting and content along with providing work samples to demonstrate the outcomes relating to planned tasks with staff undertaking P related to School Plan and individual goals.</td>
<td>What is achieved and how do we measure?</td>
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<td>Improvement Measures</td>
<td>Staff: To build capacity and imbed collegial support into the TARS/PDF process and to imbed assessment as an integral part of the planning process. To build capacity and develop greater access to in-school professional development and to recognise, acknowledge and develop leadership potential.</td>
<td>Staff are given opportunity to lead their stage/grade as a coordinators, head committees, take charge of budgets and mentor their colleagues to maximise staff development both as a leader and learner</td>
<td>Product: All school policies and procedures are reviewed, updated and implemented. All programs reflect the development of quality units of work with assessment of, for and about learning and the learning intention imbedded. Students are aware of what they are learning and why to increase engagement and outcome achievement. Staff have a developing background in leadership and are comfortable in mentoring others thus able to attain accreditation at highly accomplished and lead teacher.</td>
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<td>100% of staff work within the DEC/school policy and procedure guidelines</td>
<td>Parents/Carers: Build awareness of DEC/School policies and procedures and how these drive what schools do.</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
<td>Practice: Staff implement DEC/school policies and procedures in all aspects of school life</td>
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<td>100% of staff implement WALT and WILF (learning intentions into teaching and learning practice.</td>
<td>Community Partners: Build awareness of DEC/School policies and procedures and how these drive what schools do.</td>
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<td>Parents are aware of DEC/school policies and procedures</td>
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<td>100% of staff are working with a mentor or coach on targeted improvement and goal setting.</td>
<td>Leaders: To build potential leaders by providing opportunity to lead teams and provide mentors and coaches that can add to the capacity building potential of the leadership team.</td>
<td>Staff delivery of lessons is prefaced with the WALT and WILF for all lessons and this becomes imbedded as part of teaching practice.</td>
<td>Staff have a mentor to turn to when they require assistance in specific areas of development. Each staff member needs to nominate a mentor for specific professional goals.</td>
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<td>100% staff engaged in collegial planning days and focused lesson observations. Explicit teaching is demonstrated in all classrooms with a specific focus on improved achievement in school data collation.</td>
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<td>Evaluation Plan</td>
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<td>Staff will engage in a term evaluation of the goals set through the school plan milestones. The plan will be evaluated against the collation of data and whether milestones and budgeting requirements are met.</td>
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### Strategic Direction 3: Quality Relationships - Implementing Quality Communication Systems between School/Home that engage the Community

#### Purpose

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

*School policies and practices acknowledge families as partners in their student’s education. The school recognises and builds the capacity of families to assist student learning and support school goals and targets, whilst building networks and partnerships with external organisations within the Dungog and District Community of Schools.*

#### People

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

**Students:**
- Students relate well to others and can make informed decisions about their lives.
- Students acknowledge that common values exist across the whole school community and together work for the common good of all members of this community.
- Students act with responsibility at local, regional and global levels.

**Staff:**
- Teachers develop meaningful learning relationships with parents so that they in turn work for the common good of the community.
- Teachers relate to and communicate across all facets of our community.
- Teachers act with ethical integrity in all situations.

**Parents/Carers**
- Parents develop their role in the teamwork of their children’s education.
- Parents act with ethical integrity in all manners relating to their interaction with school.

**Community Partners:**
- The wider community develop their role in the teamwork of their children’s education.

#### Processes

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

- Dungog & District Community of Schools collaborates on transition and curriculum projects.
- CTPS and Clarence Town Preschool collaborate on transition and curriculum projects.
- Meeting procedures are reviewed for purpose and audience and leaders are skilled in running meetings.
- Parents are given the opportunity to engage purposefully with syllabus via workshops.
- Opportunities for meaningful parent involvement are explored, communicated and implemented.
- Constantly enable community to articulate our shared vision to build pride in our school.
- Create a community that assumes shared responsibility for ongoing growth and success in our school via greater engagement with their child’s learning.
- Active participation from our Aboriginal community in the education of their own children and the wider community of children.

**Evaluation Plan**

- Staff surveys and feedback re D&DCoS projects
- Feedback from preschool re interactions
- Parent Satisfaction Survey
- Observation of Community support of policy
- Level of community Engagement with school practice

#### Products and Practices

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

**Product**
- The PBL Values and focus areas reported each week in the school newsletter providing a common language for engagement, discussion and resolution of issues.
- A Student Achievement section is added to the school Newsletter
- A D&DCoS section is added to the newsletter
- Increased attendance at school P&C meetings
- Community involvement in joint projects eg Paint the Town REaD
- Parent initiated activities are supported with increased numbers.
- Involvement in class activities improves.
- Home learning rates are improved through the offer of workshops to support parents working with their children.
- Increased number of parents attending school workshops and opportunities

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

**Practice:**
- Teachers achieve regular positive contact with all parents
- Parent involvement at all levels valued by staff and students.
- Consultation from all stakeholders in decision making.
- Parent and Community members on school committees

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<td>Values initiatives and language are reported each week in the school newsletter.</td>
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<td>Attendance at P&amp;C meetings improves by 30%</td>
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<tr>
<td>Attendance at school parent initiated events improves by 30%</td>
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