School background 2015 - 2017

SCHOOL VISION STATEMENT

Avoca Beach Public School is committed to providing a safe and caring environment where individuals are respectful, responsible and strive for their personal best. Our innovative, collaborative and inclusive culture empowers and supports every learner.

Avoca Beach Public School is a comprehensive K-6 primary school on the Central Coast of NSW. Our school population of 527 students, including 16 students of Aboriginal and Torres Strait Islander descent, is accommodated in 21 classes and supported by a Principal, four Assistant Principals and thirty-four teaching, support and office staff. The school receives additional socio economic and Aboriginal funding through the resource allocation model (RAM) and implements a number of focus programs including Teaching Early Numeracy (TEN), Taking Off With Numeracy (TOWN) and Positive Behaviour for Learning (PBL).

In 2015, we began our involvement in the Language, Learning and Literacy (L3) professional learning program. A culture of ongoing improvement and an explicit focus on quality professional learning in differentiation, responding to data, enrichment and extended learning, fluid and flexible grouping and technology will ensure the application of best practice to every student learning experience. Our students are involved in a large variety of extra-curricula activities including inter school sport competitions, dance, public speaking, debating, chess, photography, choir, band, strings, creative and performing arts and Tournament of the Minds. We have a valued, consultative partnership with our Aboriginal community and the Tjudibaring AECG. We are an active member of the ‘Kincumba’ Learning Community, a group of outstanding schools focussed on providing a strong, rich K-12 experience. Schools work together to deliver excellent transition and professional learning programs which support the sharing of expertise across our community of schools and ensure our students are settled, confident and ready to learn when they move to high school.

The school enjoys a strong partnership with our very supportive P&C. They support educational programs through money raised and provide an avenue for whole school community input into school policy and decision making. Our parents are actively involved in class literacy and numeracy programs, sport and extra-curricula activities and work alongside school staff to create a true community school.

SCHOOL CONTEXT

Our school has been involved in an extensive school self-evaluation process.

In early 2014, parents and community members took part in surveys and forums in combination with English, mathematics and technology information sessions. Additional opportunities were also made available through the front office, the newsletter, the website and the school sign. Contact with parents at the beginning and end of the school day raised awareness and invited further input. Several P&C meetings were utilised to gather input and data. ‘Café Conversations’, which were supported and led by the P&C, were held during Education Week for parent and community input into the future directions of the school. During NAIDOC Week, our Aboriginal community was consulted and provided valuable input for our future directions in Aboriginal education. The finance team then allocated funding to support the directions of the school.

The Student Representative Council ran forums and interviews with students from Years 3 to 6. Staff were involved in several planning meetings and forums where information was gathered on the future directions of the school, our priority areas, our vision and what our data (such as NAPLAN, PLAN, attendance) was saying in terms of where to next.

The executive and staff examined the Melbourne Declaration, researched what was making a difference to student performance and scrutinized the department’s directions, reforms and blueprints. This information was assessed and evaluated in terms of the impact on the school’s future directions and formed part of the total picture.

All staff were involved in working parties to identify common areas that led to the formation of our vision, strategic directions, purposes, products, practices, processes and people and ongoing input from community sought at P&C meetings and via the newsletter. The AECG was consulted as part of our data gathering process. The finance team then allocated funding to support the directions of the school.

The journey involved over 200 parents and community members, 35 staff members and 90 students.

SCHOOL PLANNING PROCESS

The journey involved over 200 parents and community members, 35 staff members and 90 students.
Excellent teachers have the capacity to transform the lives of students and inspire them as learners, individuals and citizens.

We are committed to providing excellence and equity for every learner. Our learners will be excited, enthusiastic, creative, innovative, analytical, inquisitive, active, informed, resourceful and independent thinkers.

Every learner will develop strong personal values and act with moral and ethical integrity. They will communicate clearly, relate well to others, work well in teams, collaborate and accept responsibility for their own actions and lives.

Improving educational outcomes is central to everything we do as this will best position our students to live happy, fulfilling and productive lives.

High-quality, evidence based, instructional professional learning will ensure our teachers are creative, inspirational and inclusive practitioners with the capacity to shape teaching around the needs of the individual.

When schools, parents and communities regularly reflect on performance, have high expectations and work together to achieve these, student outcomes improve.

Strong, consultative partnerships between students, staff, families, Aboriginal groups, communities, schools, inter-agencies and businesses creates synergy and results in a collective responsibility for Australia’s success as a nation.
**Strategic Direction 1: Inquisitive, creative and empowered learners.**

### PURPOSE

Excellent teachers have the capacity to transform the lives of students and inspire them as learners, individuals and citizens. We are committed to providing excellence and equity for every learner. Our learners will be excited, enthusiastic, creative, innovative, analytical, inquisitive, active, informed, resourceful and independent thinkers. Every learner will develop strong personal values and act with moral and ethical integrity. They will communicate clearly, relate well to others, work well in teams, collaborate and accept responsibility for their own actions and lives.

### IMPROVEMENT MEASURE/S

NAPLAN data as compared to state in reading, spelling, writing, grammar and punctuation and numeracy.

NAPLAN data shows all students working above minimum standard in all areas.

Community’s knowledge of the school’s vision, strategic directions, PBL expectations and practices.

Students receiving a ‘Super Stellar’ Award in recognition of achieving school behavioural expectations.

### PEOPLE

Students understand the positive outcomes associated with challenging learning experiences and develop the capacity and confidence to actively engage and take risks in their learning.

Teachers understand the importance of providing multifaceted, high order, project based learning and have the skills and capacity to engage and challenge students at all stages of their learning.

Teachers understand the need to be up to date in all technologies and develop the capacity and skills to use technology to enhance learning experiences.

Teachers have a deep understanding and working knowledge of all new syllabus documents with the capacity to scaffold effective, meaningful learning experiences for every student in their class.

Parents understand the positive outcomes associated with engaging students in problem solving, challenging and project based learning experiences and have knowledge of new syllabus documents.

Students, teachers and parents recognise the importance of displaying respectful, responsible and personal best behaviour.

Teachers understand the need for consistency in responding to positive student behaviour.

School leaders recognise the need to create a culture aimed at ongoing improvement and have the skills to increase the capacity of teachers as they turn theory into practice in the classroom.

### PROCESSES

**Curriculum and Learning**

Ongoing staff training in all new syllabus documents.

All teaching staff participate in professional learning in the Uni of NSW Gerric: Gifted and Talented Education professional development package, creativity, Bloom’s and Williams’ taxonomy, DeBono’s Thinking Hats, Gardener’s Multiple Intelligences, Ralph Pirozzo and Format. All staff trained in project based learning.

Teachers participate in professional training and sharing sessions on incorporating individual, pair and group work, enrichment and extension into teaching and learning experiences. Staff are further trained in utilising technology including iPads, to enhance learning and student outcomes.

**Parent Engagement**

Parents and community members have opportunities to participate in information sessions on the new syllabus documents which include the benefits of engaging students in problem solving and challenging learning experiences.

**Wellbeing**

Teachers, students and the community continue their learning and engagement with the positive behaviour for learning (PBL) framework

**Evaluation plan:**

Monitored against milestones every five weeks by leadership team and every term by staff using surveys, teaching programs, PBL buy in, observed technology use in class and GATs identification.

### PRODUCTS AND PRACTICES

**Products:**

The average proportion over each three year period of students in Years 3, 5 and 7 in the proficient bands in NAPLAN in reading, spelling, writing, grammar and punctuation and numeracy are 10% above that of the state.

100% of students are above minimum standard in reading, writing, spelling, grammar and punctuation and numeracy.

100% of teachers use iPads and technology in their teaching and share ideas in stage meetings.

100% of all school community members can identify our school vision, strategic directions, expectations and processes.

85% or above of all students receive a ‘Super Stellar’ Award in recognition of achieving school behavioural expectations.

**Practices:**

Teachers utilise all current and new syllabus documents to design engaging learning experiences which include opportunities for every student to problem solve, question, think deeply and creatively and be challenged in their learning.

Teachers provide opportunities for students to have choice in their learning path and engage in project based learning.

Students confidently and successfully engage in enriched, extended and challenging learning experiences.

Teachers incorporate individual, pair and group work into learning experiences and explicitly teach collaborative and cooperative practices.

Technology is used to engage students and enhance the learning experience.

All members of the learning community display respectful, responsible and personal best behaviours in all aspects of school life.
Strategic Direction 2: Innovative, inclusive and personalised learning.

### PURPOSE
Improving educational outcomes is central to everything we do as this will best position our students to live happy, fulfilling and productive lives.

High-quality, evidence based, instructional professional learning will ensure our teachers are creative, inspirational and inclusive practitioners with the capacity to shape teaching around the needs of the individual.

### PEOPLE
Students understand the need to be active learners and have the skills to identify and seek help when they do not understand what is being taught.

Staff understand and have the skills to identify what students know when analysing assessment data, including National Consistent Collection of Data (NCCD) and where individuals need to move to next when planning ongoing learning experiences.

Staff understand which practices have the greatest impact on student learning and have the capacity to plan and implement these in all teaching opportunities.

Staff develop deeper understandings of Aboriginal culture, histories and languages and have the skills and capacity to respectfully teach these to our students. Staff understand the need to embed cross-curriculum priorities in teaching and learning programs.

Parents understand their contribution to their child’s learning and feel valued as a respected partner in the teaching and learning and personalised planning process.

Staff understand the importance and value of professional goal setting and self-reflection and recognise their skills, expertise and responsibility in maintaining accreditation and identifying their own professional development needs.

The school leadership team understands the impact of strong, effective leadership on improving student outcomes and increases their capacity to support the professional learning of staff at all levels of their career within their school and beyond.

### PROCESSES
**Data Skills and Use**
Professional learning in the designing of effective and varied assessment as, of and for learning for all teaching staff.

All staff engage in professional learning on the analysis of internal and external (PLAN, NAPLAN, NCCD) student assessment data.

**Learning Culture**
Staff participate in professional learning (quality teaching, Literacy and Numeracy continuum, modelled and guided teaching, fluid and flexible grouping, individual learning plans, 8 Ways, cross-curriculum priorities) to design responsive and personalised learning experiences based on student assessment data.

Kindergarten and Stage 1 teachers are trained in TEN and L3. Teachers in 3-6 trained in TOWN.

**Learning and Development**
All staff provided with professional learning in the Australian Professional Standards for Teachers, the Performance and Development Framework, the associated supporting documents and the ongoing research on what makes a difference to improve student learning outcomes.

Principal and executive engage in professional learning in coaching and mentoring and the Australian Professional Standards for Principals.

**Evaluation Plan**
Monitored against milestones every five weeks by leadership team and every term by staff using teaching programs, literacy and numeracy continuums, stage meeting minutes, PDP development and movement towards goals, professional learning and targeted support of identified students.

### PRODUCTS AND PRACTICES
**Products:**
Percentage of students equal to or greater than expected growth increases in reading from 60.3% to 70%, writing from 60.3% to 70% and numeracy from 50.8% to 60% averaged over the previous three years.

95% of students will achieve their cluster expectations in the literacy and numeracy continuums.

100% of Aboriginal students are working in or at their cluster expectation in literacy and numeracy.

By the end of Year 2, 100% of students achieve a reading recovery level of 26 and confidently use facile strategies.

All staff members develop a PDP in line with the teacher performance and development process.

**Practices:**
All staff confidently analyse school and external assessment data to provide individual adjustments and design differentiated learning experiences, fluid and flexible groups, modelled and guided approaches and individualised learning plans based on student need.

Teachers develop and action personalised learning plans to support the learning of Aboriginal students within the school.

Teachers provide a variety of assessment opportunities for students to show knowledge gained.

All staff supported at all levels of their career through a structured cycle of performance and development.
**Strategic direction 3: Meaningful and purposeful connections.**

### PURPOSE

When schools, parents and communities regularly reflect on performance, have high expectations and work together to achieve these, student outcomes improve.

Strong, consultative partnerships between students, staff, families, Aboriginal groups, communities, schools, inter-agencies and businesses creates synergy and results in a collective responsibility for Australia’s success as a nation.

### IMPROVEMENT MEASURE/S

Parent survey indicates an increase in their contribution to school life.

All teaching programs show a link to sister schools.

Increase in average of parent participation in information and consultation opportunities.

### PEOPLE

Students understand and respect diversity in all settings.

Staff understand the importance of increased family, community and global engagement and open two-way communication, the benefits this has on improving student learning outcomes and develop the skills to communicate effectively with all community members.

Staff recognise the importance of actively engaging our Aboriginal community to build cultural understanding and develop the skills and capacity to work closely with parents to support students.

Parents understand the valuable contributions they make to school life and recognise the impact they have on the educational performance of their child through sharing their skills and actively engaging with the school.

Parents understand the important role they play as a valued partner in the consultative decision making process and recognise their input in school process and practice.

School leaders understand the positive impact community connections can have on student learning outcomes and have the skills and capacity to build strong consultative practices.

Principal from 'Kincumba' LMG understand the importance and benefits of sharing excellent practice across schools to drive system improvement and support teachers and leaders as members of network teams.

School executive understand the importance of reflective practices and have the skills and capacity to work with the whole school community to identify where the school sits on the School Excellence Framework and to move the school forward in all areas.

### PROCESSES

**Effective Communication**

Professional learning provided for staff on ways to communicate effectively with a diverse range of parents, families and community members. All staff trained in ‘Strengthening Family and Community Engagement’, Consultative Decision Making, Family School Partnerships Framework and the School Excellence Framework.

**Community of Learners**

Parent information evenings on volunteering in schools, homework, supporting learning at home and the School Excellence Framework. Other opportunities will be provided as identified.

Review and develop the reporting, feedback, communication and homework policies to reflect consultative input from all members of the school community.

Professional learning on Aboriginal Cultural Competencies, Connecting to Country and creating a welcoming school. School leaders trained in the Stronger Smarter Leadership Program.

Learning community committees are established as required to build expert teams across the LMG to provide professional learning to all staff. Transition processes reviewed and adjusted.

**Connected Technologies**

Staff trained in using technology to connect with communities across the globe.

Parent information sessions on Technology and Cyber Safety.

**Evaluation plan:**

Monitored against milestones every five weeks by leadership team and every term by staff using parent session attendance and consultation data, surveys and policy development and review.

### PRODUCTS AND PRACTICES

**Products:**

Greater than 85% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued for their contributions all or most of the time.

100% of programs in Years 3 to 6 contain a link to the school’s rural or international sister school.

Greater than 85% of parents attend teacher information evenings at the beginning of the year averaged over the last three year period.

Increase in number of parents attending or contributing to planned information consultation sessions from 190 to 300 averaged over the previous three year period.

**Practices:**

The school community’s input is valued through a process of consultative decision making and is reflected in the school plan and school life.

Communication channels are varied and flexible to ensure the school and community have multiple opportunities to engage in ongoing, open discussions to increase student success.

Collaborative partnerships with the AECG and Aboriginal community are strengthened with opportunities for input and consultation on how to best support Aboriginal students and their families.

‘Kincumba’ learning community principals work together to identify areas that contribute to a strong K-12 experience and provide professional learning and transition opportunities across the group of schools.

Students and staff connect with a diverse range of communities, nationally and globally.

The School Excellence Framework forms the basis for ongoing reflective practices.