### School background 2015 - 2017

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| **Culburra Public School Mission Statement**  
The mission of Culburra Public School is the delivery of high quality education and teaching outcomes that are responsive to the needs of all students and enhance the aspirations and expectations of the total school community. | Culburra Public School serves the holistic needs of approximately 200 students. The school prides itself on being a 'community school' having a strong history of partnerships with the community of Culburra Beach. CPS provides an inclusive learning environment for both mainstream students and students with a disability. We strive to serve the needs of all indigenous students through an approach of 'shared knowledge and wisdom' with the local aboriginal community of Jerrinja. This approach extends to all areas of community and parent partnership through strong ties with the Parents and Citizens Association, Local AECG, and community and business groups. Recent initiatives include: Positive Behaviour for Success (PBS); Improving Literacy and Numeracy National Partnership (ILNNP); Language, Literacy and Learning & Accelerated Literacy and; Targeting Early Numeracy (TEN). | Key consultation processes that have been used to identify our three key strategic directions, key improvement measures and a 5P planning page for each strategic direction include:  
PMI? Chart (Plus, Minus, Interesting and questions) completed by all class groups, staff and parents; Parent and Staff survey/voting on key aspects of the Melbourne Declaration under each sub-section with the sub-sections with the most votes being identified as the key areas of focus for whole school improvement. Parent and staff survey on school culture. Detailed analysis of school SMART data, triangulated with PLAN data and bi-annual school reporting of student progress. Analysis of current educational research into school improvement and utilising findings to support strategic planning. |
| **Culburra Public School Vision Statement**  
Supporting successful learners, confident and creative individuals and active and informed citizens with an emphasis on:  
Essential literacy and numeracy skills; Creative, resourceful, innovative problem solvers; Working collaboratively in teams to communicate ideas; Good self-esteem; Developing honesty, resilience, empathy and respect; Responsible global citizenship; Contributing to processes of reconciliation and valuing Indigenous cultures and; Acting with moral integrity. | **School context** | **School planning process** |
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Purpose:
Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Purpose:
Build workforce capacity through focused professional learning and development that creates a culture for schools where every staff member is engaged in ongoing, relevant and evidence-based learning and practice on an individual and collective level.

Purpose:
Enable the school community to develop and engage in a shared vision to plan and build pride in public education. Staff participate in learning partnerships and collaborations to build sustainable leadership and curriculum expertise.

STRATEGIC DIRECTION 1
Raising expectations and enhancing quality of student learning (State direction #1)

STRATEGIC DIRECTION 2
Fostering quality teaching and leadership (State direction #2)

STRATEGIC DIRECTION 3
Fostering quality relationships with local community and community of schools
Strategic Direction 1: Raising expectations and enhancing quality of student learning

**Purpose**

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

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**People**

**STUDENTS:**
Engage students in the development of goal setting and self-assessment practices to raise individual awareness and expectations of student performance.

**STAFF:**
Develop capabilities for differentiated teaching through ensuring that all staff have a sound understanding of the numeracy and literacy continuums and how to plan for quality learning activities based on cluster descriptions.

**PARENTS:**
Collaboratively develop a communication strategy to build awareness amongst parents and guardians focusing on differentiated learning – this will include tips for parents on supporting the learning of their children at home.

**COMMUNITY PARTNERS:**
Working with our community of school to develop authentic learning partnerships.

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**Processes**

**STAFF:**
School teams focus on establishing frameworks for consistent, high standard practises in learning support, curriculum (literacy & numeracy), leadership and citizenship for all students.

Regular staff meetings (twice per term) dedicated to data analysis

**LEADERS:**
School leaders to develop professional learning plans and goals as part of the Executive Assessment Review process that embeds leadership practices to support staff capacity.

School leaders trained in coaching and mentoring.

**EVALUATION PLAN:**
Regular reporting against the milestones by the leadership team.

Students to complete ‘Tell Them From Me’ survey to gauge engagement, wellbeing and learning.

Utilise the School Excellence Framework to analyse current performance in the learning elements of curriculum and learning and assessment and reporting.

Parent feedback from three-way parent/teacher/student interviews in term two each year as well as term four whole school evaluation processes.

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**Products and Practices**

**PRODUCT:**
K-6 scope and sequences of new NSW syllabuses are developed and linked to common grade/stage assessment tasks for data analysis and future planning based on accurate PLAN data

All Indigenous students have a personalised learning pathway that is developed collaboratively with all stakeholders

All students identified as requiring an individual learning plan through learning and support team meetings be provided with differentiated learning pathways

**PRACTICES**
Weekly professional learning meetings utilised to develop stage scope and sequences, assessment tasks and self-assessment practices.

All students tracked and monitored on the literacy and numeracy continuum through PLAN software (data driven decision making).

Engage all members of the school community in collaborative decision-making processes that reflect local and system priorities centred on student learning and wellbeing.

An established data team to support data and evidenced-based decision-making.

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**Improvement Measures**

Increase by 3% the number of students who achieve expected growth in reading, writing, spelling and grammar and punctuation as measured by NAPLAN 2015

Baseline measure: Reading 55%, writing and spelling 66%, grammar and punctuation 50%

Increase by 3% the number of students who achieve their expected growth in numeracy as measured by NAPLAN 2015

Baseline measure: 33.3%

Greater representation of Indigenous students in the top three performance bands in each area of NAPLAN measurement Year 3 & 5 increase by one student in the three bands (1 student= 33.3%)

Baseline measurement Year 3 2014: Reading 40%, writing 80%, grammar & punctuation 40% and numeracy 40%

Baseline measurement Year 5 2014: Reading 60%, spelling 100%, grammar & punctuation 20% and numeracy 20%
## Strategic Direction 2: Fostering quality teaching and leadership

### Purpose

*Build workforce capacity through focused professional learning and development that creates a culture for schools where every staff member is engaged in ongoing, relevant and evidence-based learning and practice and an individual and collective level*

### Improvement Measures

- **100% of teaching staff have an individual professional learning plan that is supported by strong leadership practices to support teacher capacity**
- **Increased level of staff engaging in quality effective, reflective practice to ensure improvement in student learning outcomes**
- **Increased level of teachers taking on leadership roles, both formal and informal within the school context and beyond**
- **Increased level of staff accredited at Highly Accomplished Teacher (HAT) level (2015 baseline: 0%)**

### People

**STAFF/LEADERS:**

- School executive team to complete AITSL coaching and mentoring modules and readings to support effective performance feedback practices
- Staff informed and prepared to engage with the National Teaching Standards to a means to continuously improve individual and collective classroom practice

**COMMUNITY PARTNERS:**

- Combined community of school staff and professional development meetings to support the professional growth of teachers and leaders within our community of schools

### Processes

**STAFF:**

- Professional learning activities to focus on improved teacher practice
- Awareness of National Teacher and Principal standards through the use of AITSL website of learning modules
- All staff to complete 360 reflection tool, self-assessment tool and to plot their current attainment level on the classroom practice continuum prior to the development of an individual professional learning plans

**EVALUATION PLAN:**

- Regular reporting against the milestones by the leadership team
- Staff to complete a DIGA chart (Describe, Interpret, Generalise and Apply) at key stages of the year to reflect on progress and new learning
- Effective reflective practices embedded into EARS and TARS processes – staff to reflect with the school executive on their individual goals using the evidence of performance as written into their professional learning plan

### Products and Practices

**PRODUCT:**

- All staff to have an individual professional learning plan that reflect school and system priorities including school targets, professional performance and career planning
- Collaborative development of Teacher Assessment Review and Executive Assessment Review that is adhered to
- New and beginning teachers to be provided with quality induction and support to meet national accreditation requirements

**PRACTICES:**

- Assistant Principals to be trained in the Australian Institute for Teaching and School Leadership coaching to be provide staff with a trained coach and mentor to support individual professional development
- Principal and Assistant Principals provide teachers with ongoing detailed feedback on professional practice based on regular lesson observation and team teaching activities
- Weekly professional learning meetings designed to reflect the needs of all staff at various career points
- Staff reflecting on the achievement of their personal learning and leadership goals with their peers
Strategic Direction 3: Fostering quality relationships with local community and community of schools

Purpose

Enable the school community to develop and engage in a shared vision to plan and build pride in public education. Staff participate in learning partnerships and collaborations to build sustainable leadership and curriculum expertise.

People

STUDENTS:
- Student capacity to participate in mid-year three-way parent-teacher-student interviews developed by classroom teachers
- Students contribute ideas for leadership and PBS practices within the school

STAFF/ LEADERS:
- Coordinate the ‘Tell The From Me’ surveys with students, staff and parent/guardians to support improved relationships at all levels of the school community
- Engage in whole school evaluation practices
- Continue to refine PBS strategies

PARENTS:
- Participation in opportunities to contribute to a positive school culture through Parents and Citizens’ Meetings, Meet the Teacher Forum, Evaluation and Curriculum Forums

COMMUNITY PARTNERS:
- Utilise the knowledge and skills of local community members to support student learning

Processes

STAFF:
- Raise the profile of school values of safety, respect & responsibility through school newsletter, parent forums and school app
- Utilise the Sentral software to track positive and negative behaviour incidence of students and proactively engage parent/guardians in support of student wellbeing outcomes
- Raise staff awareness of the School Excellence Framework and plot current progress in the three identified domains of learning, teaching and leading – using this process to plan future development of 2016 initiatives

STUDENTS:
- Actively participate in leadership opportunities

LEADERS:
- Support the implementation of key literacy pedagogies at a stage level through strategic RFF structures

EVALUATION PLAN:
- End of year student, staff and parent/guardian survey on learning culture
- Data collection on student behaviours as collated through suspension data, school Burra awards and percentage of students achieving Bronze, Silver and Gold levels
- School Excellence Framework self-assessment

Products and Practices

PRODUCT:
- Increase of students (SRC), staff (PBS team) and parents (P&C and Parent forums) meaningfully connecting with student wellbeing programs in the school
- Update and review with all stakeholders the school’s welfare and discipline practices based on PBS (Positive Behaviour for Success) data
- A whole school evaluation and consultation policy/schedule which embeds the elements of the School Excellence Framework to be developed and implemented across a four-year cycle
- Improved teacher practice and implementation of key literacy and numeracy pedagogies supported by strong local area professional network

PRACTICE:
- Utilise feedback from staff and parent/guardians to guide parent forums to develop collaborative initiatives that reflect local need and values
- Establish an Aboriginal Education Committee to drive consultative processes to improve the academic and wellbeing outcomes of all Indigenous students. Make meaningful connections with Local Elders to support Indigenous student outcomes
- Utilising human and social capital to improve student learning outcomes within local school networks through shared literacy and numeracy expertise within the Community of Schools with an emphasis L3, Accelerated Learning, Focus on Reading, TEN & TOWN.

Improvement Measures

Increase in students, staff and parents meaningfully connecting with student wellbeing programs

% decrease of students demonstrating negative behaviours in the playground reflected through a decrease in RTA referrals monitored through Sentral software tracking of student incidents

Baseline measurement 2014:
- 220 RTA (Reflective Thinking Area) referrals representing 23 K-2 students and 29 3-6 students.
- Of the referrals 43% were for violence, 26% were for not following the rules, 17% for disrespect, 12% for bullying and 2% for racism