

School plan 2015 – 2017

Empire Bay Public School - 1839

Students

Engaged & growing through quality learning

Community

Partners – Informed & engaged contributors via quality systems & practices

Teachers

Providers of quality pedagogy, supported by professional learning



School vision statement

Empire Bay Public School is committed to:

- A professional learning program that enables our teachers to provide high quality learning opportunities to our students,
- Developing & maintaining high quality systems and procedures that allow genuine partnerships to flourish within our school community, and
- Providing high quality learning opportunities to our students – opportunities that are engaging, relevant, significant, challenging and meeting the needs of the individual.

School context

Empire Bay Public School is a proud and active member of the Brisbane Water Learning Community. Currently, 460 students are enrolled – a number which includes; 27 Aboriginal students, 2 students receiving state integration funding in addition to students from a wide range of socio-economic backgrounds – 2013/14 FOEI av = 81.

The school is currently classified as P2. Currently, 18 class teachers (including 4 Assistant Principals) and 1 PP2 Principal sustain teaching and learning.

Professional Learning is focused closely on:

- The implementation of 'Focus On Reading'
- The maintenance of L3, and
- The continued roll-out of 'Quality Teaching Rounds'

The 'Positive Behaviour for Learning' program is embedded into the life of the school.

Additional whole-school programs include:

- A school band (x 2 - training & concert)
- Environmental program
- Digital learning – BYOD class trial
- Ethics program K-6
- Student Leadership Community Engagement program

School planning process

The views, feelings, opinions and aspirations of the school community have been carefully collected and analysed over the last three years (end 2012 to 2014). A variety of methods/tools have been used to collect this data, including:

- Surveys via 'SurveyMonkey',
- Parent forums,
- Interviews,
- Focus group meetings, and
- Informal opportunities

Focus groups have included:

- School Executive Team,
- Student Leadership Team,
- P&C executive,
- BWLC principal colleagues,
- AECG representatives,
- Parents from 'transition' groups i.e. Pre to K and Yr. 6 to HS
- Stage group parent representatives
- Empire Bay Progress Association

Other data sources include:

- NAPLAN data 2012/13/14
- Best Start data 2013/14
- L3 data 2012/13/14

The information gathered from these different sources has been referenced to DEC initiatives and targets and has led to the formulation of a school vision and the articulation of three school strategic statements/directions.

- Students – Engaged & growing through Quality Learning
- Teachers – Providers of Quality pedagogy, supported by Professional Learning
- Community – Partners – informed & engaged contributors via Quality systems and practices



STRATEGIC DIRECTION 1

Students - Engaged and growing through quality learning

Purpose:

To provide high quality teaching & learning that is:

- Equitable,
- Differentiated,
- Purposeful
- Reliable, and
- Challenging

So that each child is able to value-add as successful, contributing citizens.

STRATEGIC DIRECTION 2

Teachers – Providers of quality pedagogy, supported by professional learning

Purpose:

To provide high quality professional learning that is:

- Equitable,
- Differentiated,
- Purposeful
- Reliable, and
- Challenging

So that each teacher is able to value-add to the academic, social & emotional growth of the students in their care.

STRATEGIC DIRECTION 3

Community – Partners – informed & engaged contributors via quality systems and practices

Purpose:

To provide high quality systems, practices and opportunities that are:

- Equitable,
- Respectful,
- Purposeful,
- Reliable, and
- Engaging

So that community members can value-add to the growth of the school as an effective learning community.

Strategic Direction 1: *Students* – Engaged and growing through quality learning

Purpose

To provide high quality teaching & learning that is:

- Equitable,
- Differentiated,
- Purposeful
- Reliable, and
- Challenging

So that each child is able to value-add as successful, contributing citizens.

Improvement Measures

- 100% of students working towards achieving targets as articulated in a SGP
- 95% of students achieve negotiated short-term goals as articulated in SGPs
- Improved student growth (yr. 5 to 7) as evidenced in NAPLAN 2015/16 – Literacy & Numeracy success as evidenced by L3 data
- 100% of students achieve 'growth' as tracked against Literacy & Numeracy continuum

People

Students:

- To develop 'ownership' of their learning, leading to deeper engagement and understanding of their role as the 'learner'

Staff:

- To identify individual student learning needs and develop effective learning programs, interventions and accommodations to address these individual needs

Parents:

- To engage in and support their child's learning through SGP's

Community Partners:

- To share community expertise with students as role models, tutors and mentors

Leaders:

- To promote and facilitate the development of a positive & responsive learning culture

Processes

Individual Learning

- Informal Student Growth Plans (SGP's) developed (by students & their parents), implemented & goals set (supported by staff) and progress monitored & evaluated (by staff & parents)
- Community members assigned to students as mentors/support persons where community expertise aligns with student PLP goals

Innovative Learning

- Build staff capacity to differentiate, accommodate, plan and deliver for individual/small group needs via participation in Quality Teaching Rounds program

Curriculum

- Implement curriculum reforms – English Syllabus K-10, Mathematics K-10, Sci/Tech & History
- Targeted analysis of national Smart data via NAPLAN
- Implement state literacy programs – L3 & FoR – provide staff training

Products and Practices

Products:

- 100% of students working towards achieving targets as articulated in a SGP
- 95% of students achieve negotiated short-term goals as articulated in SGPs
- Improved student growth (yr. 5 to 7) as evidenced in NAPLAN 2015/16 – Literacy & Numeracy success as evidenced by L3 data
- 100% of students achieve 'growth' as tracked against Literacy & Numeracy continuum

Practices:

- School leader, staff and students reflecting and reporting on the achievement of their own learning and leadership goals
- Quality teaching and learning practices across the school, demonstrated through differentiated teaching and assessment practices
- SGP's /IEP's/PLP's evident and in-place, student accommodations documented, evidence collected, systems in place meeting the requirements of the NCCD

Strategic Direction 2: *Teachers* – Providers of quality pedagogy, supported by professional learning

Purpose

To provide high quality professional learning that is:

- Equitable,
- Differentiated,
- Purposeful
- Reliable, and
- Challenging

So that each teacher is able to value-add to the academic, social & emotional growth of the students in their care.

Improvement Measures

- 100% of staff engaged with and progressing through accreditation processes with BOSTES
- 100% of staff have developed and 'in place' a PPLP
- 100% of staff demonstrate growth as tracked against the Performance & Development Framework
- State Literacy programs: L3 & FoR are fully implemented
- 100% of staff have participated in 'Quality Teaching Rounds'
- 100% of students achieve 'growth' as tracked against Literacy & Numeracy continuum

People

Students:

- To engage in high quality learning experiences to maximise individual achievement

Staff:

- To develop personalised, professional learning plans (PPLPs)referencing DEC & school priorities (Performance & Development Framework)
- To engage in professional learning opportunities that align with PPLPs/DEC & school priorities (P&DF)
- To seek accreditation at appropriate level

Parents:

- To keep parents informed and aware of professional learning priorities and staff learning commitments
- To engage parents in staff learning opportunities where practicable

Community Partners:

- To share expertise and learning opportunities via BW Learning Community

Leaders:

- To ensure professional learning opportunities support identified DEC/school priorities
- To develop the leadership capabilities of staff and build capacity across the DEC system

Processes

Individual Learning

- Staff to engage in the Performance & Development Framework
- Staff & executive to implement the principles and processes of the Performance & Development Framework
- School leaders to monitor, support and register teacher accreditation processes & procedures

Innovative Learning

- All staff to participate in 'Quality Teaching Rounds' initiative

Curriculum

- Targeted staff to engage in OPL L3 & beginning L3 training
- All staff to participate in & implement the principles & processes FoR
- All staff to participate in & implement the principles & processes new curriculum: English, Mathematics, Sci-Tech & History
- Parents to be invited to Curriculum/Learning initiative Information sessions
- Targeted parents to sit on Curriculum Implementation Team committees
- School representatives to sit on Learning Community Curriculum Teams
- Staff to engage in Learning Community PL opportunities

Products and Practices

Products:

- 100% of staff engaged with and progressing through accreditation processes with BOSTES
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- 100% of staff demonstrate growth as tracked against the Performance & Development Framework
- State Literacy programs: L3 & FoR are fully implemented
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Practices:

- Ongoing professional learning opportunities in Literacy
- Further embedding Quality Teaching & 'Quality Teaching Rounds' in school culture
- All staff will have developed (& be working towards) personalised professional learning plans
- Aspiring (& existing) executive provided with increased opportunities to 'lead' and develop others
- Greater use of and engagement in 'online' professional learning leading to a stronger sense of 'individualised' learning.

Strategic Direction 3: *Community* – Partners – informed & engaged contributors via quality systems and practices

Purpose

To provide high quality systems, practices and opportunities that are:

- Equitable,
- Respectful,
- Purposeful,
- Reliable, and
- Engaging

So that community members can value-add to the growth of the school as an effective learning community.

Improvement Measures

- Increased parental involvement in learning initiatives.
- 100% of students have completed SGP's
- 50% increase in number of notifications via: school App & website
- 50% increase in number of Aboriginal parents attending: Welcome afternoon tea, Deadly's & PLP interviews
- 25% increase in parents attending P&C meetings
- 50% increase in parents assisting at P&C events

People

Students:

- To meaningfully engage parents in their child's learning journey (via SGPs)
- To involve community in the support/enhancement of student learning (via SGPs)

Staff:

- To develop an appreciation/understanding of the value parents/community input as 'partners' in this Learning Community

Parents:

- To establish a collaborative learning community by providing opportunities for parents and staff to work together on shared initiatives

Community Partners:

- To establish a collaborative learning community by providing opportunities for community and staff to work together on shared initiatives

Leaders:

- To promote and facilitate the shared learning opportunities
- Provision & maintenance of 'systems' that engage community in shared initiatives

Processes

Individual Learning

- Informal Student Growth Plans (SGP's) developed (by students & their parents), implemented & goals set (supported by staff) and progress monitored & evaluated (by staff & parents)
- Community members assigned to students as mentors/support persons where community expertise aligns with student SGP goals

Curriculum

- Curriculum Team leaders identify (& invite) community members to 'sit on' committees and to act as genuine members of Learning Teams
- Leaders familiarise themselves with current DEC initiatives & world-wide educational trends. This knowledge is disseminated via established learning networks: BWLC, Executive network, school communication systems, P&C, AECG

Products and Practices

Products:

- Increased parental involvement in learning initiatives.
- 100% of students have completed SGP's
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Practices:

- Community Information sessions in: Curriculum, Digital Learning, Learning & Engagement systems occur on a yearly roster
- Community members are routinely included as members of school-based learning teams