

School Strategic Plan for Coral Park Primary School SMR 2013-2016

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| <p>Endorsement by School Principal</p> | <p>Signed..... (Principal's signature)</p> <p>Name: Gill Gray</p> <p>Date...17/12/2012</p> |
| <p>Endorsement by School Council</p> | <p>Signed..... (School Council President's signature)</p> <p>Name: Michelle Hunt</p> <p>Date...17/12/2012</p> |
| <p>Endorsement by Regional Director or nominee</p> | <p>Signed..... (Regional Director or nominee's signature)</p> <p>Name: Leonie Campbell</p> <p>Date.....</p> |

School Profile

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| Purpose | <p>Coral Park Primary School is a learning community where diversity is celebrated and excellence promoted. We provide high quality teaching in a caring and challenging learning environment in which students feel safe and supported to achieve their best. We aim to equip students with the skills, abilities and knowledge to become lifelong learners and valued members of the wider community.</p> |
| Values | <p>Coral Park strives for achievement through excellence in learning and promotion of our core values alongside the school motto 'Achieving S.U.C.C.E.S.S.' (Safety, Understanding, Care, Community, Engagement, School Pathways & Student Wellbeing). The school takes pride in its cultural diversity, assumes a positive, energetic and vibrant learning environment and aims to achieve the very best from and for everybody, every day.</p> <p>Coral Park Primary School community values: Excellence: In student achievement and high quality teaching and learning Responsibility: For our learning, behaviour, efforts, actions and words Respect: Treat others, their property and personal space well Cooperation: Valuing team work and getting along in learning, group work and friendships Tolerance: Understand and accept that people have different backgrounds and beliefs Resilience: To take on challenges and respond positively, being able to 'bounce back' Safety: Think safe, act safe, be safe and keep others around you safe</p> |

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| <p>Environmental Context</p> | <p>Coral Park Primary School provides a caring and challenging learning environment in which students feel safe and supported to achieve their best. We aim to equip students with the skills, abilities and knowledge to become valued members of the wider community. We promote successful achievement through our Prep, and subsequent multiage structure and our core values are reflected in the school motto 'Coral Park STARS' (Stop, Think, Act, Responsibly). Student achievement is further supported through the S.U.C.C.E.S.S. program (Safety, Understanding, Care, Community, Engagement, School Pathways and Student Wellbeing).</p> <p>We are a learning community where diversity is celebrated and excellence is promoted. Located in the suburb of Hampton Park and with a current enrolment of 376 students, the school community has a mixed social demographic with over 40 nationalities adding to the social fabric of the school. The school is focussed on improving student outcomes in Literacy and Numeracy, which is highlighted in the schools Strategic Plan. We provide a comprehensive curriculum that enables our students to reach their academic, social and physical potential. Through explicit teaching we aim to develop learners who strive to achieve their best and who are socially competent. A strong sense of connectedness is promoted and emphasised throughout the school community. Importance is placed on setting high expectations for all learners, respecting others and taking responsibility for one's own learning and positive behaviour choices.</p> <p>All students have Individual Learning Goals and host Student Led Conferences in term 3 with parents and teachers to show their successes in achieving their current goals and setting future learning goals. There are extensive enhancement programs to ensure that there is targeted intervention for students achieving below the expected levels. Students take part in weekly specialist programs of Visual and Performing Arts, Health, Physical Education and Sport, Information and Communication Technologies and Library. Programming and support is provided to our English as an Additional Language (EAL) students. Students with special learning needs are catered for with an effective and efficient Program for Students with Disabilities, Reading Recovery, Language Support and Speech Therapy Assistance Program. Other programs include Camps, Whole School Wellbeing, Swimming and Athletics carnivals. Our programs reflect the school's focus on providing students with a broad range of experiences. Coral Park is dedicated to providing a wide variety of programs designed to ensure learning is enjoyable, engaging and relevant for all students.</p> |
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Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
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| Student Learning | <p>To improve Numeracy standards.</p> <p>To improve Literacy standards.</p> <p>To improve oral language skills of EAL students.</p> <p>Develop a whole school vision and understanding for learning and teaching.</p> <p>Improve school curriculum planning and documentation to ensure alignment with the Australian Curriculum.</p> | <p>In Literacy and Numeracy:</p> <p>Students below - increase percentage of students closing the gap on expected level. (1.5yrs growth) P-6.</p> <p>In 2012 ?% of students closed the gap on expected level.</p> <p>In 2013 ?% of students to close the gap on expected level.</p> <p>Students achieving at or above expected level achieve minimum one years growth.</p> <p>NAPLAN:</p> <p>For matched cohort growth to close on state mean. Set targets using the on-line assessments in reading and number</p> | <p>To improve teaching and learning practices across the curriculum with particular emphasis on;</p> <ul style="list-style-type: none"> • the development of an agreed school-wide teaching and learning framework. • developing shared understandings around implementing and consolidating school wide Literacy and Numeracy programs. • enhanced teacher knowledge and understanding of EAL learners and assessment of their learning. <p>Further develop collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole</p> <p>To build teamwork across the school and effectiveness of PLTs; Establish Professional Learning Teams for Literacy, Numeracy, EAL and ICT</p> <p>Embrace the use of learning technologies to strengthen student engagement in learning and improve student learning outcomes.</p> <p>Consolidate an e-learning plan to include the</p> |

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| | | | <p>ultranet implementation strategy. Plan to use the Ultranet to support and improve student learning e.g. extending digital portfolios and learning tasks.</p> <p>Build the educational leadership capacity of all staff through the adoption of a distributed model of leadership</p> <p>Link performance planning for staff to include student learning goals for Literacy and Numeracy.</p> <p>Continue to develop with students the purpose of their learning (learning intention/skill to be developed) and what success/achievement will look like (success criteria).</p> |
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| <p>Student Engagement and Wellbeing</p> | <p>To strengthen students' social and emotional learning.</p> <p>To develop and promote behaviours and attitudes across the school community that support the achievement of 'personal best'.</p> <p>Increase Student Voice across the school and build student leadership capacity.</p> | <p>Improve the score in the student engagement index of the Student Survey Current Score: 4.4 (Average of the six engagement variables) Targeted Score: 4.60</p> <p>To improve the score in the student behaviour variable of the student survey Current Score: 3.1 Targeted Score: 3.5</p> <p>To improve the score in the student behaviour (school) variable of the staff survey Current Score: 80/100 Targeted Score: 85/100</p> <p>80% of students achieve the VELS (AUSVELS) standard in interpersonal skill development.</p> | <p>Increase student involvement and participation in decision making through an enhanced student voice</p> <p>Develop and implement an agreed approach to student safety and a social skills program.</p> <p>Use the Kids Matter Framework to revise our whole school approach to student well-being.</p> <p>Build positive home school wellbeing links through strong communication, celebration of student achievement, parent training programs and parent helpers under the Kids Matter framework.</p> <p>Establish a Wellbeing team responsible for program implementation and assessment .</p> |
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| <p>Student Pathways and Transitions</p> | <p>To expand the pathway options for EAL students</p> <p>To strengthen learning transition through the school.</p> <p>To improve transitions for students into and out of the school.</p> <p>To improve student induction processes for students new to the school including those of International Students.</p> | <p>The proportion of parents reporting satisfaction with the preschool-to-school transition and orientation program to improve from 70% in 2011 to 95% or above by 2016</p> <p>The school should set targets for cohort growth in Naplan</p> | <p>Develop and implement effective teacher professional learning to improve pathways planning for all students.</p> <p>Develop agreed processes and protocols to support successful transitions through the school and beyond.</p> <p>Develop the year prep program to ensure a strong focus on learning readiness.</p> <p>Ensure that adequate EAL resources are directed to the year prep intake.</p> <p>Ensure that the year five and six programs focus on developing EAL students as independent learners.</p> <p>Review transition practices for new enrolments other than year prep.</p> <p>Review transition programs for International students.</p> |
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School Strategic Planner 2013- 2016: Indicative Planner

| Key Improvement Strategies (KIS across the three student outcomes areas) | | Actions | Achievement Milestones (Changes in practice and behaviours) |
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| <p>Enhanced teacher practice through the development of an agreed school-wide teaching and learning framework.</p> <p>Improve school curriculum planning and documentation to ensure alignment with the Australian Curriculum.</p> <p>Enhanced teacher knowledge and understanding of EAL learners and assessment of their learning.</p> <p>Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole</p> <p>To build teamwork across the school and effectiveness of PLTs in providing whole school consistency and common direction using data analysis as the basis for determining needs.</p> | Year 1 | <p>Development of Teaching and Learning Framework.</p> <p>Establish Professional Learning Teams for Literacy, Numeracy and Teaching and Learning responsible for monitoring of achievement data and curriculum planning and direction.</p> <p>Strategically use the ESL Companion guide with AUSVELS document for planning to ensure specification for EAL learners in Literacy and Numeracy.</p> <p>PLTs to monitor, discuss and provide feedback on area and whole school data.</p> <p>The Numeracy team to review the teaching of Number and Place Value across the school ensuring the encompassing of needs of EAL learners.</p> <p>The Literacy team to focus on revising the Whole School Writing Program, consolidating the implementation and consistency of the SWST program and reading comprehension ensuring encompassing the needs of EAL learners.</p> | <p>Improved teaching practices through implementation of the agreed school-wide teaching and learning framework.</p> <p>All planning documents revised in line with AusVels.</p> <p>Ensure the planning documents include specific EAL strategies for all students attending EAL programs.</p> <p>Use the ESL developmental continuum to strengthen assessment and reporting processes.</p> <p>Use of data tracking to monitor all students and PLTs regularly discussing data of area levels and cohorts.</p> |

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| <p>Link performance planning for staff to include student learning goals for literacy and numeracy and improved instructional practice</p> <p>Build the educational leadership capacity of all staff through the adoption of a distributed model of leadership.</p> | | <p>Review the Staff Performance & Development Culture and staff review process.</p> <p>Staff to take on a leadership role within their team in the areas of Literacy, Numeracy, ICT, administration of the team or Student Wellbeing in line with PLTs. This is linked to performance review and capacity building goals.</p> | <p>All staff to have an understanding of how to link student achievement of their performance, reviews to include analysis of student cohort data with data chats with team leaders and the principal each term.</p> <p>Staff capacity built through the accountability within and across teams, knowing their area of improvement and working with staff within their team to improve that area.</p> |
| | Year 2 | <p>Review and revise year 1 goals.</p> <p>Review the goals and elements of the oral language program and make this a school priority, ensuring that experiential learning is the springboard for oral language development. Identify relevant oral language assessment tools. Consider participating in the OLSEL (Oral Language Support in Early Literacy) Project.</p> <p>Review of learning assessments in Numeracy and common misconceptions.</p> | ▪ |
| | Year 3 | <p>Revise and Review Years 1 & 2 to determine future growth areas</p> | ▪ |
| | Year 4 | <p>Revise and Review Years 1 to 3 to determine new directions.</p> | ▪ |
| <p>Increase student involvement and participation in decision making through an enhanced student voice</p> <p>Develop and implement an agreed approach to student safety and a social skills program through the introduction of Kids Matter through the staff Wellbeing</p> | Year 1 | <p>Develop teacher's understandings in using assessment 'as' learning: students reflecting on and monitoring their progress to inform their future learning goals.</p> <p>Student Social skills awareness increased through</p> | <p>ISGS developed by end of Feb and reviewed in May with students and parents.</p> <p>PSD, International and WANNIK students progress to be revised each term with new learning goals set. Parent support group meetings to be held each term for these</p> |

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| PLT. | | the development of a social skills program delivered to students using student voice. | students. Social Skills variable on both Student and Parent Opinion Surveys increased. |
| | Year 2 | Review and revise year 1 strategies and targets. | ISGs developed by end of Feb and reviewed in May with students and parents. PSD, WANNIK and International students to have quarterly ISG's developed and parent support group meetings held. |
| | Year 3 | Review and revise year 1 & 2 strategies and targets. | ▪ |
| | Year 4 | Review years 1-3 and provide direction for further improvement. | ▪ |
| <p>Develop and implement effective teacher professional learning to improve pathways planning for all students</p> <p>Develop agreed processes and protocols to support successful transitions through the school and beyond.</p> | Year 1 | <p>Review current levels of satisfaction with Induction and Transition.</p> <p>Administer a school developed survey for feedback on preparedness for school/new year level.</p> <p>Maintain links with the local Secondary Colleges and pre-schools through active part of network transition groups</p> <p>Review and revise end of year transition activities across all levels.</p> | <p>Analysis of feedback from teachers, parents and students re Transition programs.</p> <p>Positive transition into the school for all students.</p> <p>Revision of Student Induction processes for students new to the school including EAL and International students.</p> <p>Participation in Cluster and network activities. Formal timetable of transition activities promoted to school community.</p> |
| | Year 2 | Revise and consolidate year 1 actions | |
| | Year 3 | Revise and consolidate year 1 & 2 actions | |
| | Year 4 | Review and develop further actions. | |

