**The Entrance Public School 1849**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| The Entrance Public School aims to provide quality learning and teaching opportunities that are personalised, differentiated, evidenced based and build on 21st century skills to become successful, active and informed citizens.    At The Entrance Public School students will be active collaborators and integral contributors to school culture, where authentic relationships are valued by the school community.  The Entrance Public School aims to build global citizens through fostering innovative thinking, creative problem-solving and global perspectives where all are valued, inspired and motivated to reach their full potential. |  | The Entrance Public School is located on the Central Coast of NSW and forms part of the Wyong network of schools and is a proud member of the Tuggerah Lakes Learning Community. The school has 21 mainstream classes, an IO class for students with a moderate intellectual delay and pre-school. The school has a dedicated staff and an excellent reputation for its innovative and differentiated programs for all students. The school has a transient student population with a mobility rate of 20%. In 2014, 132 new students enrolled and 102 students transferred out. The school serves a low socio-economic community with 66% of students living with a single parent and approximately 20% of students identifying as Aboriginal. The school also has strong links with the local AECG-Kuriwa and promotes cultural acknowledgment of Aboriginal families through special events. We celebrate our cultural and community diversity. We are active members of the “Tuggerah Lakes Learning Community”, a group of outstanding schools focussing on providing a strong, rich P-12 experience. The schools work together to deliver excellent transition and differentiation –opt-in professional learning programs which support the sharing of expertise and networks across our community of schools. The school is supported by an active Parents’ and Citizens’ Association and has developed productive partnerships with local businesses. The school receives funding for equity programs under the new Resource Allocation Model (RAM). With this funding the school implements major initiatives focusing on improving literacy and numeracy outcomes. These include Reading Recovery (RR), Targeted Early Numeracy Strategy (TENS). Targeted initiatives such as Focus on Reading (FoR), Language, Literacy and Learning (L3) Quick Smart, Advancement Via Individual Determination (AVID), speech and language. As a result of this extensive professional learning staff are implementing the latest strategies and initiatives in teaching and learning programs. Building sustainability to programs for continuity is important aspects to school programs. |  | In 2014 all stakeholders were involved in a rigorous and authentic school evaluation and analysis using current research based practises. This included school community interviews and focus groups, parent surveys, teacher and student focus groups, teacher and student surveys, analysis of policy and documentation, utilising DEC matrixes, analysis of NAPLAN, SMART items and school based data through the Literacy and Numeracy Continuums. The school staff evaluated and analysed current programs and practices and identified strengths and opportunities for school improvement. Executive and staff were involved in several planning meetings and working parties where information was gathered on the future directions of the school, our priority areas, our vision and what our data 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 and reforms. This information was assessed and evaluated in terms of the impact on the school’s future directions and formed part of the total picture.  The journey involved our parents and community members, staff members and students. All executive and 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 Parents and Community meetings (P&C) meetings and via the surveys and focus groups. The Aboriginal Education Consultative Group (AECG) was consulted as part of our data gathering process. The finance team then allocated funding to support the directions of the school.  From this information three strategic directions were formulated aligned between school mission statement, vision and milestones. |
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| **Purpose:**  Initiate and develop effective, innovative and collaborative quality learning and teaching that is built on personalisation, precision, high expectations and engagement. High-quality, evidence based, instructional professional learning will ensure our teachers are leading learners with the capacity to shape teaching around the needs of the whole individual. |  | **Purpose:**  Initiate and develop an environment where all stakeholders collaborate and contribute towards common understandings. These relationships nurture a sense of belonging, being and becoming through productive partnerships for all. |  | **Purpose:**  Initiate and develop opportunities to become active, engaged and informed decision makers to prepare them for potential life roles. Create and develop character to enhance future pathways as successful family, community and workforce members. |

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| Strategic Direction 1: Effective, innovative and collaborative learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Initiate and develop effective, innovative and collaborative quality learning and teaching that is built on personalisation, precision, high expectations and engagement. High-quality, evidence based, instructional professional learning will ensure our teachers are leading learners with the capacity to shape teaching around the needs of the whole individual. |  | **Students** understand and develop skills that will achieve positive outcomes associated with challenging learning experiences and develop the capacity and confidence to actively engage, self-regulate and take risks in their learning.  **Teachers** understand and develop skills needed to provide a rich and deeply engaging formal and informal curriculum. Teachers engage in individual, team, shared and differentiated professional learning which enhances all students’ learning through explicit quality teaching practices. Teachers understand expertise in delivering best practise through L3, FoR, TEN, Speech and Language.  **Parents/Carers** acknowledge and engage in the school community. They understand the positive outcomes associated with collaborating, participating and being involved in all levels of student learning. Parents will understand the positive outcomes associated with programs and new syllabus documents.  **Community Partners** access the information that enables an understanding of the educational decisions made by the school.  **Leaders** create and sustain learning opportunities and skills that are supportive of individual needs aligned to school and DEC priorities. School leaders recognise and develop skills needed to create a culture aimed at ongoing improvement. They recognise the skills needed to increase the capacity of teachers as they coach and mentor improving teaching practices. |  | **Students, teachers and parent/carers** implement and develop visible personalised learning goals and seek regular feedback.  **Teachers** effectively implement and undergo professional learning of English, Mathematics, Science and Technology and History syllabus documents.  **Teachers** develop and implement consistent teacher judgement practices in English, Mathematics, S&T and History.  **Teachers** implement and engage in professional learning L3, TEN and FoR. Teachers implementing these programs will improve personalising learning and student outcomes.  **Teachers** implement and participate in innovative programs in Speech and Language, Quick Smart and RR. These programs will deliver innovative and personalised teaching. Employ SLSO’s to support tier one and two interventions with EA4S IL.  **Teachers** engage in professional learning, stage planning, collaborative and strategic planning. This is to ensure true fidelity of programs, high expectations, tracking of student performance, continual use of evidenced based practices to inform personalised, innovate and collaborative teaching and learning.  **Teachers** participate in mentoring and coaching through Windows of Practice, Quality Teaching Rounds and STEAM Lab.  **Teachers,** beginning and early career teachers are actively engaged in planning their own professional development. This will improve their performance with emphasis on teaching and learning. This will be aligned to DEC policies PDF and ATS.  **Evaluation Plan**  Progress will be monitored by:   * PLAN continuum & NAPLAN analysis * TTFM survey, Guskey Thermometer & teacher, student and community focus groups. This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff. |  | **Product**  The average proportion over each three year period of students in Years 3, 5, 7 attain the proficient bands in NAPLAN in reading, spelling, writing, grammar, punctuation and numeracy with an increase by 8%  85% of students are above minimum standard in reading, writing, spelling, grammar, punctuation and numeracy.  85% of students will achieve their cluster / level expectations on the literacy and numeracy continuums.  100% of staff members develop a PDP in line with the teacher performance and development process.  100% of staff members engage in mentoring and coaching professional development and learning.  **Practice:**  All executive and teachers evaluate lesson quality through mentoring and coaching processes based on the Quality Teaching Framework (QTF).  All executive and teachers are confident and engage in the moderation and practices for consistent teacher judgement using internal and external data.  All executive, teachers, early and beginning career teachers are mentored by an experienced classroom teacher based on school induction processes. All staff are supported at all levels of their career through a cycle of performance and development.  All staff confidently analyse school and external data. This provides individual adjustments and differentiated learning experiences. Fluid and flexible groups modelled and guided approaches and individualised learning plans based on student need.  All teachers embed Information Communication Technologies (ICT) and 21st capabilities, software and multimedia programs to enhance the teaching and learning practices and engage students daily.  The School Excellence Framework forms the basis for ongoing reflective practices. |
| **Improvement Measures** |  |
| NAPLAN data shows an increase in expected growth in reading, writing and numeracy when measured as an average across each last three year period  NAPLAN data shows equal to or greater than expected growth when compared to state in reading, spelling, writing, grammar, punctuation and numeracy.  PLAN data showing students working at expected or above levels.  Staff members develop a Performance and Development Plan (PDP) with identified professional goals and evidence of achievement.    Staff members engage in mentoring or coaching opportunities through a variety of structures. |  |
| Strategic Direction 2: Authentic Connections | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Initiate and develop an environment where all stakeholders collaborate and contribute towards common understandings. These relationships nurture a sense of belonging, being and becoming through productive partnerships for all. |  | **Students** understand that all staff, teachers, parents and community members are supportive in their education and school life and understand that we are all individuals and require personalised plans, relationships and connections to develop a sense of wellbeing.  **Teachers** understand that increased family and community engagement and open three-way communication and the benefits this has on improving student learning outcomes. Teachers communicate effectively with all community members. Teachers 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/Carers** understand the important role they play as a valued partner in the consultative decision making process and recognise their input and ideas are reflected in school processes and practices are valued. Parents understand that they are an important part of the educational process when developing plans and programs for their child. Parents understand and support student learning through interviews, meetings, three way communication, workshops and information sessions to build connections.  **Community Partners** understand that they play an integral part in the education of students P-6.  **Leaders** understand the positive impact community connections can have on student learning outcomes and have the skills and capacity to build strong consultative practices. |  | **Teachers and the Learning Support Team (LST)** implementEAL/D, cultural groups (ATSI), ATSI literacy and numeracy strategies for the critically low, ILP’s for those targeted through the LST, intensive literacy and numeracy LAST programs, behaviour interventions and embed the 8 ways pedagogy throughout the curriculum.  **Teachers** will undertake professional learning on how to write PLP's and provide evidence of adjustments in compliance with the Disability Discrimination Act and the Disability Standards for Education. The system for referral of students to the LST and collaboration between teachers, LASTS and LST will be improved.  **Community Liaison Officer (CLO)** builds partnerships with agencies and businesses.  **Aboriginal SLSO** builds partnerships with AECG and the local community and families.  **Parents** provided with opportunities to engage in information sessions and workshops on English, Mathematics, Science, Technology, Speech and Language, AVID and well-being.  **Community** employs a teacher to support and address the literacy and numeracy needs of the school community.  **Evaluation Plan**  Progress will be monitored by:   * Teacher, student and community focus groups annually * Polling parents * Tell Them From Me surveys annually   This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff. |  | **Product**  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.  85% of Aboriginal students are working in or at their cluster expectation in literacy and numeracy.  Increase the percentage of PLP’s, developed in consultation with parents, from 95% to 96%.  40% or above of families provide feedback to inform decision making processes within the school by representation at forums, workshops or surveys.  **Practice:**  Systematic implementation of the LST requirements this includes confidently collaborating and planning with the LST to build and nurture productive relationships and community.  Effective PLP’s and ILP’s regularly providing feedback to students and parents formally and informally so all are involved working in harmony to improve student outcomes.  Rich and engaging Aboriginal culture and presence in the school increasing the practice of culture, knowledge, understanding and a high profile within the community.  Consistent and regular parent learning opportunities to enhance understandings of how they can support their child in learning and their own.  Collaborative partnerships with the Aboriginal Education Consultative Group and our Aboriginal community are strengthened with ongoing opportunities for input on how we can best support our Aboriginal students and their families.  The School Excellence Framework forms the basis for ongoing reflective practices. |
| **Improvement Measures** |  |
| Parent survey indicates an increase in their contribution to school life.  Increase in average of parent participation in information and sessions at school.  Increase in PLP’s for Aboriginal students in the school and ILP for students referred LST.  Increase in community agencies, businesses, programs and agencies in the school. |  |
| Strategic Direction 3: Global Citizens | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Initiate and develop opportunities to become active, engaged and informed decision makers to prepare them for potential life roles. Create and develop character to enhance future pathways as successful family, community and workforce members. |  | **Students** will understand and develop skills associated with global citizenship and display the core values and morals of the school. Students will take an active role in learning with the ability to communicate and collaborate locally and globally. Students will actively take responsibility for their learning goals. Students understand the positive outcomes associated with challenging learning experiences and develop skills and a capacity and confidence to actively engage and take risks in their learning.  **Teachers** will understand and develop skills associated with global citizenship and display the core values and morals of the school. Teachers will understand and implement consistent practices in the classroom. Teachers will demonstrate an understanding of lifelong collaborators and learners. Teachers will have a deep understanding, skills and working knowledge of the growth mindset with the capacity to help students transform, engage and challenge their approach to learning.  **Parents/Carers** will understand and develop skills associated with global citizenship and display the core values and morals of the school.  **Community Partners** will understand and develop skills associated with global citizenship and display the core values and morals of the school. Community partners will enhance and encourage individuals and the school to communicate, grow and collaborate globally and locally.  **Leaders** will recognise and develop the skills needed to create a culture aimed at ongoing improvement. |  | **Students** engage and implement student leadership opportunities through Peer Support, Student Representative Council (SRC), Environmental Club, Student Leadership Conference and PSSA and sporting roles.  **Teachers and staff** implement a positive behaviour systems based on a negotiated set of values of Peer Support, Rock and Water, PAVE 3-6, Lilly Pad, Oasis, Breakfast Club.  **Teachers** will engage in mentoring systems through the STEAM lab and TPL on coding, robotics, google and digital citizenship  **Teachers, students and the community** will learn and engage with the positive behaviour for learning framework. This will involve improved profile with the school through signage, behaviour management systems transforming the welfare and well-being of the school.  **Community and parents** construct a play space to provide alternatives for positive behaviour management.  **Parents** provided with opportunities to engage in AVID and parent sessions to support parents in the welfare and wellbeing of their child. Parents will have the opportunity to do parent coding and robotics through the STEAM lab.  **Evaluation Plan**  Progress will be monitored by:   * Return of absences * Sentral * Attendance report * Teacher, student and community focus groups annually * Tell Them From Me surveys annually   This plan will be monitored against the milestones every five weeks by the leadership team and every term by the whole staff. |  | **Product**  85% or above of students receive onward and upward awards in recognition of achieving school expectations.  Decrease the amount of negative behaviour exhibited in the playground by a further 5%.  100% of students 3-6 engage with AVID primary foundation strategies.  100% of students will engage in coding, robotics and digital citizenship learning.  100% of teachers engage in collaborative planning and programming  **Practice:**  Technology is used to engage students, parents and community members to enhance learning experiences.  All members of the learning community display respectful, responsible and personal best behaviours.  All members of the school community recognise the importance of displaying set values and consistent implementation of behaviour systems.  Teachers incorporate alternatives to welfare and wellbeing in classrooms and out of the classroom to enhance student engagement of school and community life.  Students will be self-directed learners in their well-being and welfare.  Staff communicates and collaborates utilising ICT embedded in Quality Teaching practices.  Mentoring through collaborative planning and programming to create a learning culture. Learning culture created with an increased capacity for teachers and student mind set and improvement.  Teachers incorporate individual, pair and group learning experiences for explicit, collaborative and cooperative practices. |
| **Improvement Measures** |  |
| Students receiving an ‘onward and upward” award in recognition of achieving school behavioural expectations.  Implementation of AVID Primary Foundation strategies in classrooms.  Attendance of students and parents in coding, robotics and digital citizenship opportunities and curriculum.  Teacher participation and engagement in collaborative planning and programming across all areas of the curriculum. |  |