School plan 2015 – 2017

The Channon Public School
### School background 2015 - 2017

#### School vision statement

The Channon Public School provides learning that is engaging within a safe, supportive and caring environment. This helps students achieve the skills, knowledge, values and attitudes they require as lifelong learners and to become integral members of society.

Our school is striving to become a model of quality student outcomes in a caring environment. Our staff will hold high expectations, providing appropriate and challenging 21st Century learning experiences that promote lifelong and sustained learning, within a nurturing school environment now and into the future.

The students at The Channon Public School will:
- grow into confident, responsible and respectful community members who know their own self-worth, have a strong sense of identity and value the process of learning
- be equipped with a broad range of personal resources for future success, and know how to work both independently and collaboratively.

#### School context

The Channon Public school has programs and initiatives that are designed to enhance the quality of student learning and engagement. The dedicated staff ensures that all students are attempting work that is relevant and meaningful through quality teaching and learning so all students can achieve to their full potential. We deliver high quality learning opportunities in the creative and performing arts including circus, drama productions and instrumentation in music.

The school also engages in technology programs that stimulate the minds of our 21st Century Learners including online programs and apps that tie in with our literacy and numeracy programs, and interactive online excursions using our connected classroom that takes our students on a journey to explore other parts of the world using the schools technology. These quality teaching and learning experiences are delivered to all students to enhance their knowledge, ensuring they remain at the forefront of a learning environment that is forever changing.

The school is part of ‘The Big Scrub’ community of schools. This small school cohesion promotes a shared learning and working environment so all staff are continually upskilled and at the forefront of teaching our 21st Century learners. The Channon Public School foster quality teaching and leadership by recognising the importance of continually increasing teacher skills using professional learning goals and meeting with the Principal in order to focus on and improve areas of development.

The Channon Public School has strategic learning partnerships with the community. Together we provide a safe, attractive and accepting environment that supports child-centred learning as well as personalised learning programs that increase confidence for the purpose of promoting learning as a lifelong process.

In addition, we work with other service providers, community organisations, parents and local businesses and this provides students with a range of opportunities to learn and develop academically, socially and emotionally.

Here the students enjoy a range of well-supported extra-curricular offerings, a proud history of participation and achievement and highly welcomed community support.

#### School planning process

To develop the school plan for 2015 – 2017 a number of processes were undertaken in terms of data sourcing and analysis inclusive of school community consultation.

The school staff utilised the components of the National School Improvement Tool to reflect on current strengths and areas for improvement. The staff also provided feedback through a staff survey as well as structured individual meetings at the end of term one to discuss programs and areas of improvement.

Parents were also given the opportunity to provide feedback to the school through a Parent Survey as well formalised interviews with the Principal to discuss areas of improvement.

The year six students attended a meeting with the Principal to discuss and plan for school improvement. During the meeting the team were able to identify three things they liked about our school and one thing they would like to change about our school.

The interviews with year six students, as well as the parents and staff, along with the surveys, were conducted to facilitate the formation of the Strategic Directions, including the purpose, people, processes, practices and products in this plan. Staff meetings in early term two were also held for the same purpose.

Careful analysis of data, including NAPLAN data, student wellbeing data and attendance data, also contributed to this plan. As did PLAN data and classroom teacher assessment data.
Purpose:
To create active and engaging learning environments for all students that is meaningful and challenging so all students are provided with quality learning experiences. The students learn and work as individuals and collaboratively through personalised and differentiated learning opportunities for the purpose of developing each student as a learner and leader; which instils the values of respectful and responsible citizenship.

Purpose:
To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; which allows for an alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provide feedback on current performance in order to enhance student outcomes.

Purpose:
To build a school learning environment that is supportive of the school's goals, enhances student learning and contributes to the school's ongoing improvement processes. The purpose of being a part of the local community enables all stakeholders to work together and build inclusive collaborative teams and school networks, and as a result the school can reach its full potential.
## Strategic Direction 1: Enhancing the quality of student learning and engagement

### Purpose
Why do we need this particular strategic direction and why is it important?

To create active and engaging learning environments for all students that is meaningful and challenging so all students are provided with quality learning experiences. The students learn and work as individuals and collaboratively through personalised and differentiated learning opportunities for the purpose of developing each student as a learner and leader; which instils the values of respectful and responsible citizenship.

### People
How do we develop the capabilities of our people to bring about transformation?

**Students:** Engage students in order to develop them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

**Staff:** Develop teaching capacity through professional learning and support to improve their knowledge, skills and understandings, to deliver programs for improved student outcomes. Staff broaden the teaching of the educational curriculum in order to extend student learning as per the goals of the Melbourne Declaration.

**Parents/Carers:** Parents as educational partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through participation in parent information sessions.

**Community Partners:** Maintain a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

**Leaders:** Current school leaders given opportunities to develop their leadership and management capabilities.

### Processes
How do we do it and how will we know?

**Building Community Spirit and Values**
To create opportunities for all of our students to actively engage and participate in a wide variety of internal and external extra-curricular activities which promotes learning; engagement; and wellbeing.

**2. Creating Passionate Learners**
To sustain and develop key programs of; Focus on Reading; Newman’s Analysis; Language, Learning and Literacy (L3); Restorative Practice/Choice Theory through the provision of specific feedback related to student performance.

**Evaluation plan:**
- Regular monitoring of NAPLAN and internal school based program assessments undertaken, in order to analyse student achievement in Literacy (Reading/Writing) and Numeracy.
- Analysis of student reward; suspension; behavioural; and attendance internal data sets.
- The school will develop targeted programs and strategies to improve these areas as required.

### Products and Practices
What is achieved and how do we measure?

**Products:**
- Students in years 3&5 to achieve above state average growth over a rolling three year average by 2017.
- All students to have personalised learning plans developed in consultation with the parent/s, teacher and school principal by the end of 2015. Every child to have shown growth in academic performance and achieve their benchmarks by 2017.

**Practices:**
- Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student achievement.
- Staff and students reflecting and reporting on the achievement of their own learning.
- Explicit targets for improvement in student achievement levels have been set and regularly communicated to parents and staff.
- The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully, irrespective of ability or disability.

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The Channon Public School - 1548

Page 4

Planning template – V2.0
### Strategic Direction 2: Fostering quality teaching and leadership

#### Purpose
Why do we need this particular strategic direction and why is it important?

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; which allows for an alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provide feedback on current performance in order to enhance student outcomes.

#### Improvement Measures
- Alignment of policies and practices that are research driven, which describe, develop and evaluate teacher; school leader; and school capacity by 2017.
- To increase teacher professional learning, professional judgements, and understandings of key DEC reforms and frameworks which are aligned to school strategic directions; personal learning goals; system requirements; and career aspirations of staff by 2017.
- Develop professional learning plans with all teachers in accordance with the ‘National Teaching Standards’

#### People
How do we develop the capabilities of our people to bring about transformation?

- **Students:** Develop, incorporate and embed new learning strategies to gain deeper understanding, towards improved engagement, learning, and wellbeing outcomes.
- **Staff:** Engage teachers to find new solutions, by challenging their assumptions about their practice through deep, purposeful and aligned professional learning, in order to improve their knowledge, skills and understandings in the delivery of quality student outcomes. Develop professional learning plans with all teachers in accordance with the ‘National Teaching Standards’
- **Parents/Carers:** Build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.
- **Community Partners:** Establish proactive learning alliances within the ‘Big Scrub’ community of schools.
- **Leaders:** Identify and implement professional learning opportunities with staff that are aligned with school priorities; individual learning plans; effective performance and development practices; and DEC accountabilities.

#### Processes
How do we do it and how will we know?

To provide the Principal time to effectively lead, manage and administer key DEC reforms, and school innovations/projects through the lens of educational leadership; professional learning; educational programs; performance and development; learning outcomes; student welfare; financial resource management; and school/community partnerships.

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; collaborative teamwork; shared purpose; and enhanced student outcomes.

**Evaluation plan:**
- Staff surveys to review leading and management of school performance and impact undertaken and analysed.
- Formal and informal classroom observations and structured feedback sessions timetabled and evident.
- Regular collegial professional sharing sessions timetabled and evident including our community of schools partners.
- School Excellence Framework.
- Performance and Development Framework.

#### Products and Practices
What is achieved and how do we measure?

**Products:**
- Improved leadership, management and administration policies, practices and efficiencies through collegial and ongoing meetings with all staff and improved sharing sessions with our community of schools partners.
- All teachers (100%) are aligned to the goals within the school plan; focus on collaborative planning and programming; and actively support personal and collective efficacy.

**Practices:**
- Quality educational and organisational innovations are championed within the school to improve leadership, management and administration effectiveness.
- Proactive leadership learning across the school supports quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; School Excellence Framework; Performance and Development Framework; and NSW syllabus for Australian curriculum.
- Regular professional learning activities occurring which are aligned to strategic directions; school learning goals; system requirements; and professional career aspirations of staff.
# Strategic Direction 3: Building strategic community learning partnerships

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<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<tr>
<td>To build a school learning environment that is supportive of the school’s goals, enhances student learning and contributes to the school’s ongoing improvement processes. The purpose of being a part of the local community enables all stakeholders to work together and build inclusive collaborative teams and school networks, and as a result the school can reach its full potential.</td>
<td>Students: Engage in decision making and leadership opportunities.</td>
<td>School Improvement Project</td>
<td>Products:</td>
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<td></td>
<td>Staff: Develop the capacity to build stronger community relationships and improve communication through a consultation processes. All staff become actively involved in reviewing and refining effective and efficient systems to drive whole school improvement.</td>
<td>Implementing, refining and reviewing whole school policies and procedures to ensure effective systems and practices are in place to provide a framework for efficient functioning and improvement.</td>
<td>An established learning community which forms a supportive school community.</td>
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<td>Parents/Carers: Encourage through a collaborative learning community to form family-school partnerships for the educational benefit of all students. Parents engage in discussions at P&amp;C Meetings, informally, from the newsletter and website at key points as new systems and reforms are rolled out.</td>
<td>School ensures DEC policies and operating systems are implemented in an effective and efficient manner within departmental guidelines to provide high levels of functionality.</td>
<td>Enhanced student voice, leadership and consultation through student input.</td>
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<td>Improvement Measures</td>
<td>Community Partners: Strengthen learning alliances within and beyond our school to support school programs including: Indigenous; creative arts; enrichment; environmental; sporting; transition and other innovative initiatives.</td>
<td>Community Partnership Project</td>
<td>Practices:</td>
</tr>
<tr>
<td>An established learning community which forms a supportive school community by participating in more community events and initiatives as well as inviting the community in to our school to experience our own initiatives and programs.</td>
<td>Leaders: Current and aspirant school leaders will be given opportunities to manage and lead key projects at school and across the ‘Big Scrub’ community of schools to develop their educational management and leadership capabilities.</td>
<td>To create communication processes that support active, frequent and culturally and environmentally sensitive collaboration between school and the community. Increase the number of parents engaging in community learning sessions by providing relevant support through needs based analysis.</td>
<td>School engages with and develops parent and community partnerships and connects with other organisations</td>
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<td>To increase the attendance of parents and community members at P&amp;C meetings by promoting a shared vision and values.</td>
<td></td>
<td>Evaluation Plan</td>
<td>A proactive leadership culture that supports students in project managing school events and provides leadership opportunities.</td>
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<td>Enhanced student voice, leadership and consultation through student input by 2017 by enhancing the role of the SRC within the school and community. This will provide the students with a voice so they too have a shared vision for the school.</td>
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<td>Closely monitor efficiency and effectiveness of processes and systems, collection of data, feedback, surveys and community attendance to develop targeted programs and strategies to improve in areas as required.</td>
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