Charlestown Public School 1550

Learners
Students experience success as learners and responsible and productive citizens.

Leaders
Lead whole school practices enabling the delivery of innovative teaching and learning programs, equipping students with the necessary skills to be successful 21st Century learners.

Links
Cultivate the collaborative process within the Whitebridge Community of Schools to enhance the quality of teaching, learning and leadership.
School vision statement

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity. This will be achieved by:

- Nurturing and encouraging students to achieve their best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Operating in an atmosphere which is caring, co-operative and respectful, based on the You Can Do It principles of Confidence, Persistence, Resilience, Organisation and Getting Along.
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving and Information Communication Technology skills.
- Promoting and maintaining high standards and expectations across the learning community.
- Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs.
- Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development with an active and effective P&C, canteen and School Council.

School context

Charlestown Public School is centrally located in the township of Charlestown, very close to the business and shopping precinct. The school serves a diverse population. There are currently 126 students who attend the school, of whom 23 students have a language other than English spoken at home and 9 students are Aboriginal.

The school has successfully transitioned from a non-teaching Principal to a teaching Principal school in 2014. The staff consists of a mix of permanent and temporary teachers all of whom are experienced and enthusiastic. Our family occupation and Education Index (FOEI) currently sits at a value of 95. All staff meet the professional requirements for teaching in NSW public schools.

Students are provided with outstanding academic programs to develop 21st century skills, differentiated to meet individual needs. The school provides an extensive range of opportunities for students to develop sporting, creative, social and cultural skills through participation in gala days, Creative arts groups, Dance groups, Starstruck, cultural celebrations and student leadership positions.

Charlestown PS is a part of the Whitebridge Community of Schools which has exemplary integrated programs for Gifted and Talented students as well as outstanding programs in leadership, literacy, numeracy and technology for students in Years 5 to 8.

School planning process

As a school community our school planning began on the first day of Term 3, 2014. The staff, School Council and P&C met to formulate a new school vision and mission statement. When this was developed it was put onto the school’s website and into the newsletter for all the community to peruse and offer comments.

Student, staff and parent surveys were distributed in both hard and online formats giving everyone the opportunity to participate. A substantial number of parent surveys were returned and collated giving widespread data to work with.

A community forum, BBQ tea and student disco was held in mid Term 3. The community engagement matrix was also used to evaluate participation. This was a resounding success as there was a broad cross section of representation from K-6, varying economic backgrounds and mixed gender in attendance.

Results and discussions from the forum were evaluated and used as a basis for writing the School Plan. The School Plan reflects the DEC’s School’s Excellence Framework. The Principal, Assistant Principal, staff and community have all contributed to writing the plan, with the finished product discussed at the School Council and P & C meetings in Term 1 2015 and put on the school website.

Key DEC reforms also considered in the shaping or our plan were Great teaching Inspired learning; Local Schools Local Decisions, Rural and remote; early Action for success; Every Student Every School; Connected Communities; Literacy/Numeracy and Melbourne Declaration.
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:
- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

**Purpose:**
When students leave our school we want them to consider themselves lifelong learners. They will be able to think deeply and logically, and obtain and evaluate evidence in a disciplined way. To this end, students will have opportunities to be creative, innovative and resourceful. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.

**Purpose:**
As a school we want all teachers to have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Our teachers are actively engaged in individualised, team and shared professional learning for the 21st Century. Staff engage in opportunities to understand and develop their leadership skills and influence decision making in the school.

**Purpose:**
To ensure learning for all students across the WCoS is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices. To engage in meaningful shared learning experiences through a collaborative approach.

**Learners**
Students experience success as learners and responsible and productive citizens.

**Leaders**
Lead whole school practices enabling the delivery of innovative teaching and learning programs, equipping students with the necessary skills to be successful 21st Century learners.

**Links**
Cultivate the collaborative process within the Whitebridge Community of Schools to enhance the quality of teaching, learning and leadership.
## Strategic Direction 1: Students experience success as learners and responsible and productive citizens.

### Purpose
When students leave our school we want them to consider themselves life-long learners. They will be able to think deeply and logically, and obtain and evaluate evidence in a disciplined way. To this end, students will have opportunities to be creative, innovative and resourceful. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.

### People

<table>
<thead>
<tr>
<th>Students</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work independently and collaboratively to explore learning and communicate ideas</td>
<td>• Improve ES1 from 21% of students achieving Level 9 in Benchmarking in 2014 to 85% of students achieving Level 9 in 2017</td>
<td>• Project based learning</td>
<td>Students demonstrate success as learners</td>
</tr>
<tr>
<td>• Can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement</td>
<td>• Improve Y1 students achieving Level 19 in Benchmarking from 47% in 2014 to 85% in 2017</td>
<td>• Direct Explicit Instruction</td>
<td>• 85% of K students achieve Level 9 in Benchmarking by end of year</td>
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<td>• Feel as though they are valued members of the school community and can actively contribute to that community</td>
<td>• Improve Y2 students achieving Level 26 in Benchmarking from 80% in 2014 to 85% in 2017</td>
<td>• Kagan learning</td>
<td>• 85% of Y1 students achieve Level 19 in Benchmarking by end of year</td>
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<tr>
<td></td>
<td>• Increase the percentage of students who perceive themselves as successful learners from 80% in 2014 to 95% in 2017</td>
<td>• To increase students care and concern for others, the environment and global issues.</td>
<td>• 85% of Y2 students achieve the equivalent of Reading Recovery Level 26 by end of year</td>
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<td></td>
<td>• Increased numbers of student growth in NAPLAN by &lt;20% between Years 3,5,7 as measured by three year Trend Data average</td>
<td></td>
<td>• Students with IEPs/PLPs achieve stated goals</td>
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### Staff
- Show evidence of individualised instructive teaching.
- Design and implement teaching and learning experiences and assessment processes that encompass deep thinking, innovation and creativity
- Create a classroom environment that facilitates a rapport where all students are valued and feel safe.
- Provide regular opportunities for students to collaboratively complete tasks

### Parents
- Families will engage with their children’s learning
- Families will develop an understanding of curriculum, school and DEC policies

### Community
- Involve wider community in cultural celebrations

### Improvement Measures
- • Improve ES1 from 21% of students achieving Level 9 in Benchmarking in 2014 to 85% of students achieving Level 9 in 2017
- • Improve Y1 students achieving Level 19 in Benchmarking from 47% in 2014 to 85% in 2017
- • Improve Y2 students achieving Level 26 in Benchmarking from 80% in 2014 to 85% in 2017
- • Increase the percentage of students who perceive themselves as successful learners from 80% in 2014 to 95% in 2017
- • Increased numbers of student growth in NAPLAN by <20% between Years 3,5,7 as measured by three year Trend Data average

### Processes
- • Project based learning
  - Familiarise staff with theory behind Project based learning and for the program to be successfully implemented Y 2-6
- • Direct Explicit Instruction
  - Familiarise staff with theory behind Direct Explicit Instruction and for the program to be successfully implemented K-6
  - Students’ participate in daily Direct, Explicit Instruction
  - IEPs and PLPs developed for every identified student in consultation with parents/carers, teachers, students and LAST

### Products and Practices
- • Kagan learning
  - Kagan/cooperative based learning principles incorporated into class teaching and learning
  - L3
    - K-2 teachers trained and implementing L3 procedures

To increase students care and concern for others, the environment and global issues.
- • Teachers continue to implement and develop understandings of the You Can Do It (YCDI) program and introduce Mind Matters program
- • Regular opportunities provided for students to develop knowledge and skills in the area of global issues

### Evaluation Measures
- • Regular data collection and analysis
- • Annual surveys

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Charlestown Public School 1550

Planning template – V2.0
### Strategic Direction 2: Lead whole school practices enabling the delivery of innovative teaching and learning programs, equipping students with the necessary skills to be successful 21st Century learners

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</table>
| As a school we want all teachers to have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Our teachers are actively engaged in individualised, team and shared professional learning for the 21st Century. Staff engage in opportunities to understand and develop their leadership skills and influence decision making in the school. | **Students**  
- Engage with their learning in a positive and productive manner.  
- Receive individualised explicit teaching to meet curriculum requirements and identified needs  
- Students are regularly engaged with technology as a tool for learning.  

**Staff**  
- The staff have the learning skills, knowledge and professional capabilities to confidently implement all BOSTES syllabi  
- All Staff develop further skills in creating a classroom environments where students feel valued and safe and teachers have the skills to respond appropriately to a range of behaviours
- All staff have the skills and capacity to manage a range of technologies to competently implement activities to facilitate 21st Century learning  

**Parents**  
- Families will engage with school Student Welfare policy  
- Families will support and reinforce behaviour management strategies being used by staff  
- Will participate in fund raising activities to raise funds to purchase educational resources  

**Community**  
- Involve wider community in fund raising events. | **BOSTES New Syllabi**  
- Staff will be provided with ongoing professional learning and resources to implement all BOSTES syllabi.  

**Student wellbeing**  
- Teachers will develop productive classroom environments through professional learning in Got It, Brain Gym, Managing Challenging Behaviours and Kagan  
- Executive to complete Non Violent Crisis Intervention training  
- New behaviour management techniques shared with parents  

**Teacher Review Schedule**  
- Teachers develop highly effective teaching and learning processes. This will include 21st century learning skills, technology skills, deep knowledge of curriculum and reflective practice. This will occur within the framework of the Teacher Review Schedule and the Excellence in School Framework.  

**Evaluation Measures**  
- Lesson Observations  
- Program supervision  
- Surveys  
- Formal evaluation of programs participated in, eg. Got It, Managing Challenging Behaviours  

**Improvement Measures**  
- 100% of staff indicate via annual survey or TRS meeting that they are satisfied with the opportunities they have had to develop their leadership skills and influence decision making in the school  
- 100% of staff indicate at TRS meeting that they have had opportunities to set and achieve personal goals  
- 100% of teacher programs include regular reference to the implementation of activities that develop 21st Century skills.  

- All teachers will have the capacity to implement differentiated curriculum that develops 21st Century Learning skills  
- All teachers indicate they feel equipped and supported to implement BOSTES syllabi  
- All teachers indicate they feel supported to implement strategies to engage students  
- Technology plan has been developed, implemented and 21st century teaching and learning skills are evident in all classrooms.  
- 100% of teacher programs include regular reference to the implementation of activities that develop 21st Century skills.  
- 85% of staff and students indicate via annual survey that they have the technology resources and competence to utilise technology to engage in 21st Century learning tasks  
- 85% of parents indicate via survey or verbal feedback that they support the student wellbeing strategies being used within the school.  
- 100% of staff use agreed student well being procedures. Staff engage in opportunities to understand and develop their leadership skills and influence decision making in the school  
- Individualised professional learning plans in place for staff  
- Teachers reflect on own practice, student learning and participate in annual school planning process.
### Strategic Direction 3: Cultivate the collaborative process within the Whitebridge Community of Schools to enhance the quality of teaching, learning and leadership.

#### Purpose
To ensure learning for all students across the WCoS is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices. To engage in meaningful shared learning experiences through a collaborative approach.

#### Improvement Measures
- Commencing a common unit of maths for Stage 3 that will be taught in all WCoS Primary schools based upon the identifiable needs as highlighted in the 2014 Year 6 WHS Assessment and NAPLAN.
- Review and critically analyse each event in determining future directions
- Increase parent participation in the P&C and school home partnerships.

#### People

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<th><strong>Students:</strong></th>
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<tbody>
<tr>
<td>Engage student leaders in the development of student leadership capabilities.</td>
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<td>Develop networking opportunities through participation in WCoS events.</td>
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<th><strong>Staff:</strong></th>
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<tr>
<td>Stage 3 teachers and Head Teacher Mathematics</td>
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<tr>
<td>Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.</td>
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<th><strong>School Leaders:</strong></th>
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<td>Build the capacity of staff leadership through the provision of targeted professional development and network opportunities.</td>
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<th><strong>Community:</strong></th>
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<td>Build and increase awareness and understanding amongst parents of the K-12 WCoS pathway.</td>
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#### Processes

- Develop and maintain WCoS calendar – staff to use as their means of communication within WCoS in planning combined TPL, student focused and WCoS Community events.
- Shared professional learning to be planned in collaboration with input from every staff member from every school including a common TPL time.
- Developing a deeper, shared understanding of quality teaching across WCoS, including a framework for teacher self-evaluations, lesson observations, feedback and TARS process.
- Develop positive student relationships in our WCoS schools.
- Regularly monitoring of parent P&C attendance data, home-school data; and other community event/fundraising data, throughout the year.

#### Products and Practices

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<tr>
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<tr>
<td>Provide combined WCoS events that promote student engagement, collaboration and global thinking.</td>
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<tr>
<td>Events including - Combined Student Leadership Group, Year 6 Leadership Day, Charlestown Cup, Enrichment programs, WCoS Band, Have A Go Day, Year 9 WHS Sport Coaching, Service Learning, Netball Gala Day, NAIDOC Celebrations, Transition Program, SWAN.</td>
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<td>Provide combined WCoS events that foster collegiality, collaboration and professional learning.</td>
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<tr>
<td>Events including – a minimum of once termly network meetings for Principals, APs, LASTs, SAMS, ICT Coordinators, Stage Teachers &amp; Librarians. SDDs sharing expertise, WCoS NAPLAN Analysis</td>
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<tr>
<td>Provide combined WCoS events that promote community, learning and information sharing across the WCoS parent bodies.</td>
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<tr>
<td>Events including - Peaceful Parenting, Restorative Practices, Pre-School Information Session, Aboriginal Partnership Day, Presentation Days, Award Ceremonies</td>
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