School plan 2015 – 2017

Empire Bay Public School - 1839

Students
Engaged & growing through quality learning

Teachers
Providers of quality pedagogy, supported by professional learning

Community
Partners – Informed & engaged contributors via quality systems & practices
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
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<tbody>
<tr>
<td>Empire Bay Public School is committed to:</td>
<td>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:</td>
<td>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:</td>
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</tbody>
</table>
| - A professional learning program that enables our teachers to provide high quality learning opportunities to our students, | - The implementation of ‘Focus On Reading’  
- The maintenance of L3, and  
- The continued roll-out of ‘Quality Teaching Rounds’ | - Surveys via ‘SurveyMonkey’,  
- Parent forums,  
- Interviews,  
- Focus group meetings, and  
- Informal opportunities |
| - Developing & maintaining high quality systems and procedures that allow genuine partnerships to flourish within our school community, and | Additional whole-school programs include: | Focus groups have included: |
| - Providing high quality learning opportunities to our students – opportunities that are engaging, relevant, significant, challenging and meeting the needs of the individual. | - A school band (x 2 - training & concert)  
- Environmental program  
- Digital learning – BYOD class trial  
- Ethics program K-6  
- Student Leadership Community Engagement program | - 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 |

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

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 |
School strategic directions 2015 - 2017

**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.

### 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 SGP’s
- 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

### 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 SGP’s
- 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
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.

**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/Leaming 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
- 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

**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.

**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
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Planning template – V2.0 [11/11/14]
### 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.
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- 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

**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