

Shark Bay School Strategic Plan 2020 – 22



'Learning in Harmony'

Shark Bay School is a caring community in a unique cultural and natural setting in which we unleash our students' full potential.

This document explains our strategic planning that ensures ***Learning in Harmony*** at our school, so that every student can achieve their best outcomes, demonstrating growth in achievement, while feeling happy and secure at school and building social skills for productive relationships.

Shark Bay School is situated within a World Heritage Area, strengthening our commitment to both social and environmental sustainability as our students develop themselves amidst respectful, responsible relationships with each other and their surroundings. This plan, in compliance with current Departmental policies, is intended to ensure that our school shines as a site of educational excellence, stimulated by its challenges and its opportunities. The plan links with Operational planning documents in all subjects, and through them, with classroom planning, providing a coherent approach to school improvement.

At Shark Bay School we build a culture of shared responsibility for learning and wellbeing.

Our school planning is guided by the current Department of Education's statement *Building on Strength: Future directions for the Western Australian public school system* (2019) and *Every student, every classroom, every day: Strategic directions for public schools 2020-24* (2019), fine-tuned within each years' operational planning by the current *Focus* document.

We aim for every student to:

- Make a good start in the Early Years of schooling
- Achieve continual growth in learning, especially in literacy and numeracy, so as to fulfil their full learning potential
- Develop personal and social attributes for long term well-being
- Build capabilities for the emerging work environment, including STEM
- Leave school well-prepared for future learning and work opportunities

In conformance with *Building on Strength*, our planning will focus on:

1. Providing every student, Aboriginal and non-Aboriginal, with a successful 'pathway', from the Early Years through to preparedness to leave school ready for work or further training, as a well-rounded, healthy and confident individual
2. Ensuring optimal conditions for teachers to teach and students to learn, and for school staff to be empowered through distributed leadership, staff development and collegial commitment
3. Enhancing capabilities of students, Council, teachers, allied professionals and school administration to work together for continual school improvement, using the school review process and its electronic portal (the 'esat') as a tool to monitor progress
4. Embracing the opportunities for continual improvement related to school autonomy, collaboration between schools and networks of support for school leaders
5. Developing our outward-looking, culturally-responsive, safe, caring, inclusive learning environment, engaging all members of the school community and accessing specialist support where required
6. Building a culture of practice based upon evidence-based approaches using evidence from the Education Endowment Foundation and the systematic collection and analysis of data, including attendance, behaviour, attitudes, well-being, academic progress and learning needs using data from multiple sources including assessments (KAT, OnEntry, NAPLAN, PAT, Brightpath), surveys (NSOS), Department of Education WA Student Attendance Reporting data (SAR) and teacher judgements

Interpreting the above principles in educational measures that can be enacted in Operational Planning, we seek to promote Learning in Harmony with the following strategies and means of evaluating success:

Shark Bay's Focus 2020-2022	Strategies for Success	Measurement – Sources of Evidence
1. Providing every student, Aboriginal and non-Aboriginal, with a successful 'pathway', from the Early Years through to preparedness to leave school ready for work or further training, as a well-rounded, healthy and confident individual	<ul style="list-style-type: none"> • Regular review of Aboriginal Cultural Standards Framework, close relationships with Aboriginal community and integrated learning opportunities for language/culture • Review/Maintain implementation of the Early Years Framework and National Quality Standards • Kindy orientation, Y7 Transition, and specific Parent Information sessions and leaflets for K, P-6 and Secondary students, to provide parents and students with information for success at school • Class meetings for students/parents to review progress together and plan for future course selections • KAT and OnEntry assessments to inform planning for early years • Strong whole school literacy and numeracy planning, with cross-curricular emphasis on creativity and STEM 	<ul style="list-style-type: none"> • Annotated ACSF • NQS review and self-audit tool documentation • Updated Information leaflets (annually) • Term planners confirm class meetings/parent information sessions and interview sessions • KAT and OE data analysed and utilised • NAPLAN, PAT, Brightpath etc data analysed and linked with class and planning/goal – setting • Family and student feedback via NSOS • Feedback from SIDE on student engagement and progress • Strong engagement and effort of students reflected in ABE grades

	<ul style="list-style-type: none"> • NAPLAN progress and other data to be used to inform decisions for course selections; PAT testing to commence in 2020 • Career information sessions to be held for secondary students and SIDE teachers invited to visit, meet and provide information • Community links to be strengthened to improve opportunities for workplace learning and field experience e.g. UWA scientists • Students in all year levels having age-appropriate roles and responsibilities to ensure feeling connected, belonging, valued - i.e. environmental and social sustainability both strongly promoted 	<ul style="list-style-type: none"> • NAPLAN and OLN results • Data on school completion and destinations • Student attendance rate • ClassDojo usage indicating staff-family connection, close communication and positive relationships
2. Ensuring optimal conditions for teachers to teach and students to learn, and for school staff to be empowered through distributed leadership, staff development and collegial commitment	<ul style="list-style-type: none"> • Proactive maintenance of built environment, play areas and infrastructure • Effective supervision at play times to ensure safety and happiness • Explore PBS and Trauma Informed Practice approaches to optimising student engagement and behaviour, along with consistent implementation of the Student Engagement Policy; annual school reflection using PBIS Self-Assessment Survey • Promote student attendance through enhancement/incentives and information for families, promptly following up on unexpected absences; ensure learning and playtimes are enjoyable and that the aims/point of each lesson are explicit so children know why they are there • Focus on vision-sharing, strategic and operational planning on School Development Days (SDD) • Curriculum teams, with designated curriculum area leaders and with common planning time • Professional Learning Plan to align staff needs with school priorities • Staff Folders for all staff members including key shared documents, and Staff Connect group • Staff supported through career progression e.g. Graduate Teacher, Senior Teacher • Upskill staff with specific PL to ensure confidence in roles e.g. reporting, SEN planning, assessment, data analysis • Assessment schedules in Operational plans to optimise Plan-Teach-Assess cycle • Ensure curriculum teaching is focussed on what matters most, with key resources and teaching strategies used consistently • Culture of mutual observation, feedback and support amongst teachers 	<ul style="list-style-type: none"> • Schedules/budgets for maintenance and enhancement of learning environment • Supervision rosters • Student behaviour data, e.g. reflection sheet completion, suspension data, PBIS Self-assessment survey data • Attendance data • Timetabling to ensure most effective deployment of human resources in teaching areas • Suite of connected planning documents complete and current with input from all staff • SDD Minutes and outcomes summaries • Timetabled common planning time • Staff meeting minutes • Staff folders current • Staff reflections on PL etc in esat • Staff fulfilling requirements for recognition for full registration, senior teacher etc • Classroom (subject) planning and SEN plans show evidence of Plan-Teach-Assess cycle • Evidence of mutual and line manager feedback in teacher files • Classroom walkthroughs and observations
3. Enhancing capabilities of students, Council, teachers, allied professionals and school administration	<ul style="list-style-type: none"> • Secondary Students' Committee to present issues for students, provide feedback and input into policies and planning 	<ul style="list-style-type: none"> • Secondary Students' Committee minutes • Council minutes • Coral Coast network meeting minutes

to work together for continual school improvement, using the school review process and its electronic portal (the 'esat') as a tool to monitor progress	<ul style="list-style-type: none"> • School Council to complete training modules, maintain broad membership and utilise Connect for shared documents and planning • Participation in Coral Coast Network and Connect opportunities for PL and networking for admin and teaching staff • Develop stronger links with neighbouring schools for sport and other activities for students, moderation and sharing practice for staff • All staff to engage in ongoing reflection in esat as part of continual reflection, review and improvement cycle • Annual National School Opinion Survey data analysed and actions for improvement identified • All School Development Days to be based around school improvement, using strategies/profoma planning documents from Leading School Improvement 	<ul style="list-style-type: none"> • Staff meeting minutes • Correspondence with other schools e.g. Useless Loop and records of joint activities and teacher visits • Esat entries • Staff folders and performance Management documentation • Annual NSOS data • SDD records, planning and reflection documents for school improvement • Workforce Plan • Professional Learning Plan
4. Embracing the opportunities for continual improvement related to school autonomy, collaboration between schools and networks of support for school leaders	<ul style="list-style-type: none"> • Ensure staff and Council are highly familiar with and understand DoE strategic planning documents • Participation in Coral Coast Network and with mentors & coaches • Close links with MidWest regional office for support/advice • Admin, teaching and support staff developing networks of colleagues e.g. via Connect, with support agencies e.g. SEND, WCLDC 	<ul style="list-style-type: none"> • SDD records • Staff Meeting Minutes • Network Minutes • PD discussions (confidential)
5. Developing our outward-looking, culturally-responsive, safe, caring, inclusive learning environment, engaging all members of the school community and accessing specialist support where required	<ul style="list-style-type: none"> • Nourishing our links with our local Aboriginal community and seeking opportunities to include language and culture in our learning, and to collaborate in caring for our local environment • Close, efficient communication with support specialists e.g. School Psychologist, Occupational Therapist, Speech Pathologist, School Nurse • ClassDojo used to create weekly parent newsletters with student assistance in writing, taking and embedding images and videos and editing • Formal Assemblies and/or informal Open Class sessions for families to become aware of and involved in student learning • Student projects such as establishing, promoting and running a book exchange or 'shop' selling items made from recycled materials, area maps/guides created by students etc, including keeping accounts using ICT • Lesson and 'club' opportunities for students to build skills e.g. in coding, robotics • Use of editing and publishing ICT to use output from artist-in-residence program, and HASS inquiry, into published book • UWA affiliated Scientists-and Mathematicians-in-Schools (SMIS) partner to be in contact with the school through skype, email and visits to stimulate 	<ul style="list-style-type: none"> • Events and regular contact with our Aboriginal Community • Monitored progress against Aboriginal Cultural Standards Framework • Student Support spreadsheets current • % families engaging with ClassDojo and attending Assemblies • Establishment of special student-led projects • Checklists of students' skills to include those acquired during 'clubs' • Current, specific SEN plans for students who need them and evidence of moderation in Sen system against NCCD criteria • Successful events/projects completed with partners

	<p>students' interest in Science and awareness of its importance as a human endeavour</p> <ul style="list-style-type: none"> • UWA-affiliated Artist-in-Residence to work with students to produce collaborative artwork 	
<p>6. Building a culture of practice based upon evidence-based approaches using evidence from the Education Endowment Foundation and the systematic collection and analysis of data, including attendance, behaviour, attitudes, well-being, academic progress and learning needs using data from multiple sources including KAT, OnEntry, NAPLAN, surveys, valid and widely-used assessments such as Brightpath and teacher judgements</p>	<ul style="list-style-type: none"> • Staff investigate Education Endowment Foundation's evidence base at SDD and Staff Meetings • Staff work collaboratively to develop and revise Operational Plans in each subject area, linked with classroom planning, agreeing upon consistent best practice and a focus on literacy and numeracy • Incorporation of evidence-based approaches to teaching e.g. Visible Learning (specific goals, measured outcomes, reflection at ends of lessons), Cross-age peer tutoring, Brightpath writing moderation, accredited online learning programs • Student assessment completed continuously (formative) and summatively (as per Operational Plans) so that IEPS/goals are adjusted, and additional support provided where required • Staff upskill in data analysis and work together to identify strategies for improvement • Assessment schedules for each subject area included in Operational plans • Whole-school data capture overview used to ensure timely collection and analysis 	<ul style="list-style-type: none"> • Data analysis and Evidence Based investigation evident in performance management, SDD, staff meetings • Teacher files and admin/team planning documents (hard and soft copy) demonstrate extensive use of data from multiple sources • Staff room displays of de-identified data (NAPLAN, OE, Brightpath etc) • Data capture overview document

Reviewing progress at the end of 2020, 21 and 22 will allow us to select priorities and refine strategies for the coming year. Progress will be assessed by the following outcome measurements:

- Attendance as a measure of student engagement/commitment (percentage students achieving $\geq 90\%$ attendance; this has been 40-50% over several recent years).
Target: 66% of students with $\geq 90\%$ attendance, i.e. the % of students achieving over 90% will increase from under 50% to 66% for all students, Aboriginal and non-Aboriginal
- Percentage of students making moderate, high or very high progress in literacy and numeracy between system assessments (OnEntry, NAPLAN). From NAPLAN 2019 data, 63% students made moderate, high or very high progress. (Note: NCCD data in Sem 2 2019 show that 32% of Shark Bay students have been identified as having a disability of some sort that might impact their learning. Thus we should *expect* all students *not* with a disability to make at least moderate progress and aim for moderate or better progress in students with learning disabilities.)
Target: 70% of students to make moderate, high or very high progress, i.e. the % of students making moderate or higher progress between Y3 and Y5 NAPLAN will increase from 63% to 70%

- A scatterplot of NAPLAN data across all areas (Numeracy, Reading, Writing, Grammar & Punctuation and Spelling, comparing Year 3-5 longitudinal data (achievement and progress) compared with like schools from 2015-2019 shows Shark Bay student data clustered around approximately 0 on y axis (difference in progress compared with like schools) and -50 on the x axis (achievement compared with like schools).

Target: Shark Bay data will ‘cluster’ around +10 NAPLANs on y axis (difference in school and like schools’ progress) and 0 on x (difference in school and like schools’ achievement) axis.

- Satisfaction of students, parents and educators measured through anonymous feedback surveys. Traditionally, completion rates by family members have been very low.

Target: for each group (students, parents, educators), the average rating to be 4 or greater in all areas; response rate to be over 50% in all categories (students K-12, family/community, staff).

In event of prolonged disruption/change to NAPLAN testing schedules due to COVID-19, PAT data (Reading, Maths) and Brightpath data (Writing) will enable evaluation of individual student progress and school performance against national norms. PAT testing will be conducted early in Term 4 each year to contribute to summative testing for reporting to parents and to assist teachers’ planning for the following year. Both KAT and PAT tests will be performed for the first time in 2020.

Operational Plans

Operational Plans are developed annually to translate this Strategic Plan into effective planning for each subject area. Operational Plans are working documents, designed for regular review, continually adjusting so as to achieve best outcomes, providing educators with guidance for day-day classroom planning for teaching and learning. The suite of Operational Plans which relate to this Strategic Plan includes:

- English
- Maths
- Science
- Humanities and Social Sciences
- Technologies
- Health and Physical Education
- Arts
- Languages Other Than English (LOTE)
- Early Years (K-2)

Each plan is regularly reviewed by staff - the Principal, teachers and allied professionals according to their areas of maximum interest and expertise - during School Development days, staff meetings and common time (duties other than teaching). Each Plan includes objectives, strategies, an assessment schedule and a budget. Budgets are reviewed by the Finance Committee to ensure fair, equitable and effective use of resources to achieve the best outcomes for our students. Any Operational Plan variation that requires an increase to the provisional budget must gain approval from the Finance Committee. The Operational Plans are appended to this Strategic Plan. All students in multi-age classes will be exposed to year-level specific content, with enrichment and collaborative inquiry opportunities being embedded in lessons. Homework in reading, spelling and maths complements the class program and is a mix of hard copy and computer-based work. Close communication with families, School staff, P&C and Council is enhanced by use of ClassDojo and Connect.

Enrichment

Shark Bay's unique situation provides opportunities for students to experience enhanced and special projects. During 2020-22 this could include environmental science programs, art and performance programs, regional NUMERO competitions, camps and publishing work. Students undergo PEAC testing to enable participation in programs where indicated.

Budget

Detailed budgets are shown in each Operational Plan for areas of the curriculum, which link with the overall School Budget for 2020.

Presented to Council on: 03/03/2020

Effective from: 03/03/2020; reviewed and updated due to COVID disturbance May 2020

Interim review dates: November 2020, November 2021

Final review date: November 2022