



Business Plan

2017 - 2020

Comet Bay Professional Learning Community (CBPLC)

Comet Bay College | Comet Bay Primary School | Golden Bay Primary School
Secret Harbour Primary School | Singleton Primary School

Introduction

Comet Bay Professional Learning Community (CBPLC) is a strategic school improvement initiative between Comet Bay College, Comet Bay Primary School, Golden Bay Primary School, Secret Harbour Primary School and Singleton Primary School.



There is growing consensus that the most promising strategy for sustained, substantive school improvement is developing the capacity of school personnel to function as a professional learning community.

The professional learning community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. Collaboration has a powerful effect in magnifying and spreading the benefits of professional learning and adds a new and valuable dimension to the learning undertaken by individuals. It connects teachers and leaders to their colleagues within and across schools and to external experts. Effective collaboration involves more than simply working together. It demands a disciplined and purposeful approach to collaborating, to solve the challenges that are most important to improving student outcomes. Therefore we need to look for professional learning that develops professional learning communities within and between schools.

Characteristics of professional learning communities:

1. A professional culture
2. Leadership that fosters and supports a professional culture
3. A focus on student engagement, learning and well-being
4. A focus on improving professional knowledge and practice
5. Teachers think systematically about their practice and learn from experience

The three big ideas that drive the work of the Comet Bay Professional Learning Community:

- 1. A Focus on Learning** - The purpose of our CBPLC schools is to ensure all students learn at high levels. We accept learning as the fundamental purpose of our schools and therefore are willing to examine all practices in light of their impact on learning.
- 2. A Focus on Collaboration** - Helping students learn requires a collaborative and collective effort. We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams. We work together interdependently to achieve common goals that are directly related to improved student learning. We are mutually accountable for achieving those goals and teams are provided with the time, resources and support essential to their effectiveness.
- 3. A Focus on Results** - To assess the effectiveness in helping all students learn we must focus on results (evidence of student learning), and use results to inform and improve our professional practice, and respond to students who need intervention or enrichment.

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and the schools, seek relevant evidence and information and use that information to promote continuous improvement across the CBPLC.

Our Overarching Goal

The goal of our collective actions is to enhance our effectiveness as educators so that all of our students benefit.

The CBPLC continuously seeks out and shares learning, and then acts on that learning. We are a cohesive K-12 professional learning community organised into interdependent collaborative teams, united by a professional learning community foundation.

Our CBPLC Business Plan

The Business Plan references and implements the Department of Education Corporate Framework, including the Strategic Plan for WA Schools and the Director General's Classroom First Strategy. The plan outlines an overview of the strategic intent of the CBPLC towards improvement strategies that improve the quality of teaching and learning in our schools.

The Business Plan has been aligned to the National School Improvement Tool (ACER 2013) and the Professional Learning Community Framework (ACER 2016), to support the CBPLC in making judgements about where we are at on our improvement journey, to set goals and design strategies for improvement and to monitor and demonstrate improvement over time.



What is CBPLC?

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Our Executive Team

The CBPLC Executive Team is comprised of representatives from the following schools;





- > Jamie Hayres - Principal - Comet Bay College
- > Graeme Watson - Principal - Comet Bay Primary School
- > Peta Lawrence - Principal - Golden Bay Primary School
- > Lisa Fletcher - Principal - Secret Harbour Primary School
- > Bevan Ripp - Principal - Singleton Primary School

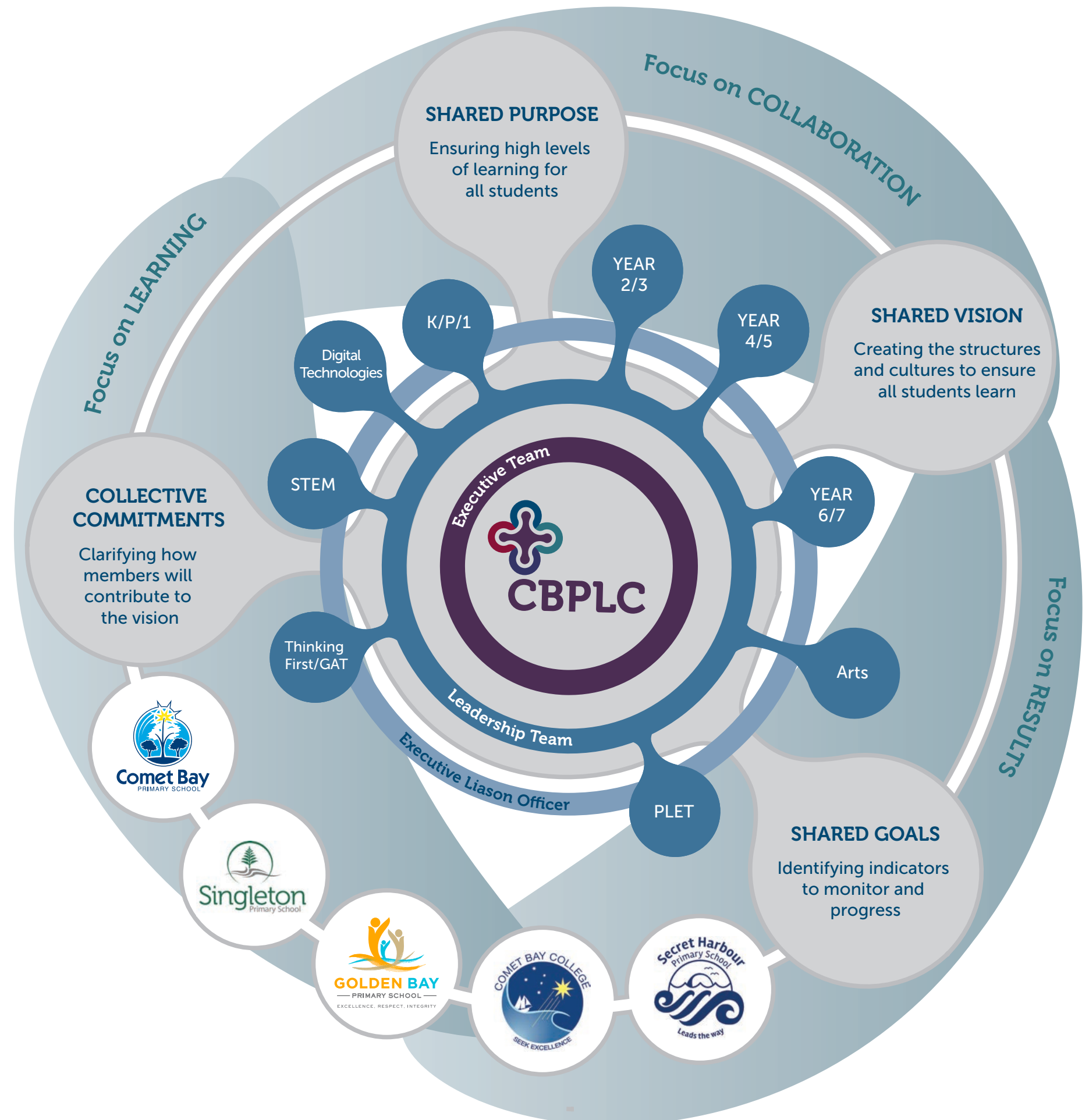
Our Leadership Team

The CBPLC Leadership Team is comprised of representatives from each school and works with our Executive Team and our Executive Liaison Officer.

Our Executive Liaison Officer

Our Executive Liaison Officer - Nancy McNally from Comet Bay College works with each focus pod and liaises with our Leadership Team.

-  The CBPLC Executive Team work to create the optimum learning environment for all students.
-  CBPLC Leadership Team - Information flows from each focus pod and the 4 pillars - **SHARED PURPOSE, SHARED VISION, SHARED GOALS** and **COLLECTIVE COMMITMENTS** are reinforced.
-  The core foundation for CBPLC is comprised of **Focus on LEARNING, Focus on COLLABORATION** and **Focus on RESULTS**.
-  The five schools in the CBPLC community collaborate and share information and results to improve learning across each school.



The Comet Bay Professional Learning Community comprises five Independent Public Schools - Comet Bay College, Comet Bay Primary School, Golden Bay Primary School, Secret Harbour Primary School and Singleton Primary School. 96% of the Year 6 primary cohort enrol for Year 7 at the college.



Comet Bay College

Comet Bay College is a modern state of the art educational facility catering for students in Year 7 to Year 12. The college is situated in Secret Harbour and draws students from its partner primary schools located in the Golden Bay, Secret Harbour and Singleton areas.

Comet Bay's motto is 'Seek Excellence' and the college is working strongly towards this being reflected in every aspect of the school. Students are encouraged to perform to their highest standard and are given the opportunity to excel in a number of high quality programs.

Comet Bay College has been a Department of Education and Training endorsed Gifted and Talented Academic Program school since 2007 and is one of only nine such schools in the state. The college also offers students extension through Drama, Dance, Music, Media and Art as well as having a fully accredited Specialist Australian Rules Football Program, with direct links to the Fremantle Dockers and Peel Thunder.



Comet Bay Primary School

Comet Bay Primary School was established in 2007 and has grown to one of the largest primary schools in the state with over 900 enrolments in 2017. Through community consultation the school was set up as a Health Promoting School where the domains of Curriculum, Ethos and Partnerships are interconnected in order to bring about 'Magic' in our school.

The school is set across two sites, the main campus on Miltna Drive and the Early Childhood Annexe located just over 2 km from the main campus. Our school's motto is 'Growing Together' and our current enrolment information shows we have 24% of our students from the United Kingdom and 20% of parents working fly in, fly out rosters in the mining sector. The school community has a close relationship with the Defence Force hosting many students with parents based at Garden Island.

Comet Bay PS was a finalist in the 2014 WA Education Awards for Primary School of the Year.



Golden Bay Primary School

Golden Bay Primary School was established in 2015. Staff focused on creating a positive and supportive culture with delivery of quality education that engaged students with learning. Significantly, the leadership team continue to work closely with the school community and future parents to progress our school vision, values and general direction based on what the community value for education, the environment and community. We are committed to providing learning in a safe and caring environment that nurtures each child's specific abilities and interests. Each unique individual will be encouraged to develop a pride of place and self, while respecting and absorbing the world around them.

Our beliefs inform how we work together as a learning community. We believe that:

- Every child is capable of successful learning.
- Self-discipline, and working and learning with and from others, develops a desire to learn and positive self-esteem.
- Families and community members are essential partners to enrich learning and engage children with authentic experiences.
- Cultural diversity and inclusive education strengthens our learning and sense of community.





Secret Harbour Primary School

Secret Harbour Primary has always been known for innovation since the school opened in 1997 as Australia's first ever 'School in Shops'. Secret Harbour Primary has long occupied the regular classroom and school buildings but has retained the 'community school' feel. Opening in 1997 with approximately 160 students, Secret Harbour Primary now has over 750 students and attracts enrolments from South Africa, United Kingdom, New Zealand, Japan, Switzerland, Uruguay, Malaysia, Thailand and Philippines. In addition there are students from all parts of Australia with many parents working within Defence Forces. The school employs a Defence Force Transitional Aide to support Defence Force families.

Secret Harbour Primary works closely with parents and the wider school community to collectively realise our goals of 'excellence and life-long learning' and 'developing the whole child'. This focus demands a strong emphasis on literacy and numeracy skills while also providing a safe environment that supports each child's physical, social and emotional development.



Singleton Primary School

As the African proverb states: "It takes a village to raise a child". Singleton Primary School brings this ethos to life. Established in 1996 the school now serves the southern metropolitan coastal communities of Singleton, Golden Bay and semi-rural Karnup, it is now an independent public school recognised for its commitment to equity and inclusivity. Over the past twenty years the school has grown significantly, but it remains a "village school" in every sense, with the school's ethos of "equity, enterprise and endeavour" central to the notion of collective community responsibility for child development. The Singleton village serves as an extended family where children are schooled in an environment of mutual respect and community mindedness.

The collaborative culture has evolved to provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of every student. Every single staff member at Singleton recognises the importance of their role as an educator in the development of the whole child. In this endeavour they lead the process of learning which embraces all things academic, creative, physical, social and emotional.

In this school community a successful learner is a student who makes the most of their talents, adopts a strong work ethic and lives by the principles and values of the community. We are confident our focus on the student as a "whole being" underpins our commitment to the Singleton village and the ethos and values that drive it.



FOCUS 1

An explicit improvement agenda

Comet Bay Professional Learning Community has established and is driving a strong improvement agenda, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

Explicit and clear targets for improvement have been set and communicated.

WE WILL:

- > Develop an annual CBPLC Operational Plan and CBPLC Team Plans aligned to the focus areas
- > CBPLC staff are united in their commitment to improve the quality of teaching and learning throughout the schools

FOCUS 2

Analysis and discussion of data

A high priority is given to CBPLC-wide analysis and discussion of systematically collected data (including all relevant information) on student outcomes. Data analyses consider overall schools' performance as well as performances of individual schools, evidence of improvement/regression over time, and measures of growth across the years of schooling.

WE WILL:

- > Collect, analyse and use a range of student achievement and well-being data and track student achievement and progress over the years of school
- > Continue to build staff capacity in analysing and interpreting a range of school data



FOCUS 3

A culture that promotes learning

CBPLC is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among all teachers and school leaders and parents are treated as partners in the promotion of student learning and well-being. The CBPLC works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

WE WILL:

- > Promote and maintain an environment reflective of our high standards that all students will engage and progress in their learning
- > CBPLC staff work to build mutually respectful relationships across school communities

FOCUS 4

Targeted use of resources

The CBPLC applies its resources in a targeted manner to facilitate collaboration and a focus on learning and results.

WE WILL:

- > Allocate human, physical and financial resources in alignment with the CBPLC Business Plan

FOCUS 5

An expert teaching team

CBPLC continually seeks to build a professional team of highly able educators, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

WE WILL:

- > Continue to implement a targeted professional learning strategy to:
 - retain and develop high quality educators
 - identify and build capacity of aspirant and existing school leaders



FOCUS 6

Systematic curriculum delivery

CBPLC is developing a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning across the year levels.

The plan, within which evidence based teaching practices are embedded, has been developed and refined collaboratively, to provide a shared vision for curriculum delivery.

WE WILL:

- > Continue to develop an explicit, coherent, sequenced plan for curriculum delivery in priority curriculum areas to ensure seamless transition from the primary schools to the college through the CBPLC
- > Include a strong focus on the development of cross curricula skills and attributes such as literacy, numeracy, information and communication technology and critical and creative thinking skills

FOCUS 7

Differentiated teaching and learning

CBPLC places a high priority on ensuring that, in their day-to-day teaching, educators identify and address learning needs of individual students, including high achieving students.

Educators are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

WE WILL:

- > Work to ensure that all students are appropriately engaged, challenged and extended

FOCUS 8

Effective pedagogical practices

CBPLC recognises that highly effective teaching is the key to improving student learning throughout the schools.

The CBPLC encourages the use of research based teaching practices to ensure every student is engaged, challenged and learning successfully.

WE WILL:

- > Continue development and implementation of a teaching and learning culture to establish and communicate clear and consistent understandings and expectations concerning the use of highly effective teaching strategies throughout the schools

FOCUS 9

School-community partnerships

CBPLC actively seeks out ways to enhance partnerships across the wider community to strategically address identified needs.

WE WILL:

- > Continue to enhance the Comet Bay Professional Learning Community (CBPLC) K-12 strategic improvement initiative
- > Continue to identify and develop potential community partnerships that intentionally impact to improve opportunities and outcomes for staff and students

- > Overall NAPLAN cluster data performance to be similar to or above 'like schools' based on average ICSEA
- > Decrease the percentage of students who achieve below the National Minimum Standard against like schools (based on average ICSEA) in all test areas of NAPLAN
- > Increase percentage of students in each cohort achieving 'consistently' in attribute data for 'set goals and works towards them with perseverance' on semesterised reports
- > Increase the number of teachers participating in CBPLC teams as a Chair or Member

- > Increase the number of teachers completing the Advanced Instructional Intelligence Program to 50 by the end of 2019
- > Increase the number of participants attending scheduled CBPLC professional learning opportunities
- > Promotion of STEM through a joint CBPLC Showcase in 2018/2019
- > K-2 programs in the CBPLC primary schools to meet requirements of the National Quality Standard areas
- > All schools meeting individually set targets as identified in their respective Business Plan





Secret Harbour Primary School

www.secretharbourps.wa.edu.au



Singleton Primary School singletonps.capturesport.com



Golden Bay Primary School

www.goldenbayps.wa.edu.au



Comet Bay College www.cometbaycollege.wa.edu.au



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www.cometbayps.wa.edu.au