

School plan 2015-2017

Portland Central School 2897



School background 2015–2017

School vision statement

Innovation, Opportunity and Student Success

Portland Central School prepares students for the 21st Century by engaging all learners in meaningful learning experiences. These experiences meet the highest educational and ethical standards, in a caring, collaborative learning community. Supported through partnerships with parents/ carers and families, businesses, civic organisations and higher education, students achieve personal success.

In a culture of collaboration and cooperation, we encourage and support students to become respectful of themselves, each other and the wider community. We endeavour to assist each student to transition into the working world, where they can become productive citizens of both their community and society at large.

School context

Portland Central is an innovative, student centred school with the priority of developing students into positive, well-rounded citizens.

We are a 'Positive Behaviour for Learning' school with the mantra of 'Safe Respectful Learners'. Throughout each year students participate in our school developed 'students4success' program. This explicitly teaches their roles and responsibilities in our school as positive, engaged learners; striving to achieve success in all aspects of school and life.

Our initiative, 'Beyond Portland' is the key element of the school's direction, enriching each student's perspective of their wider community. Meaningful learning opportunities are provided to all students within and beyond the school parameters. This is fundamental to broadening life experiences to enhance student learning and their understanding of the world around them.

Portland Central School has committed teaching teams who work collaboratively to understand students and their backgrounds, ensuring that their unique needs are met. The implementation of an integrated curriculum ensures deep knowledge and understanding of the key concepts of the National Curriculum are achieved. Student engagement is central to all teaching strategies, with staff actively involved in professional learning to ensure that students are exposed to the skills and understanding required to meet these outcomes.

Our school is located in the main street of Portland, a small village in the Central Tablelands of NSW, which historically has a high level of unemployment. Equity RAM funding has been targeted to enable the provision of opportunities to improve educational outcomes. This is a high priority for Portland Central School to assist the community in breaking the cycle of unemployment.

Individualised student growth is at the forefront of all programs. Best Start data indicates a high percentage of students are entering school with below expected levels in literacy and numeracy. A positive foundation for improved

School planning process

Initially, all relevant stakeholders were active participants in workshops identifying our school strengths and brainstorming wishes for our school. From this, ideas were classified to identify three focus areas; community and culture; learning and technology; resources and physicality of teaching.

School staff were guided through the new format of the School Management Plan to identify the strengths and weaknesses of a variety of examples. This enabled us to witness the language being used, the key terms and phrases required, and what other schools viewed as important in an attempt to develop a student centred, effective plan which reflected the sense of positivity that we wished to portray.

From there, interested, committed teachers formed a School Management Plan committee to begin the formal process of writing our plan.

The first question posed to our team was "What is the goal of education?" This reflection resulted in another brainstorming session with terms that were further classified into our three focus areas: Experiential Learning, Positive Culture and Personalised Programs.

Using these terms we developed our strategic directions and the purpose of each in achieving our end goal. We then devised a comprehensive list of products and procedures relevant to each direction.

The next step was to take these directions and the products and procedures to our parent and community bodies, for their feedback and information.

Using the products and procedures as a guide, we then formulated the milestones and tracking information to be used as a working document to implement the plan.

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learning for all students is provided and supported by the implementation of the 'Early Action for Success' initiative and opportunities for professional learning, including 'Literacy, Language and Learning'.

Our strategic directions have been developed in consultation with staff, parents and students. Our progress in the three strategic directions will be monitored and evaluated throughout each year. All of the strategic directions are long term aspirations. It will take a number of years to demonstrate significant, embedded cultural change with well rounded, productive citizens transitioning into society.

School planning process

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Students are engaged and have a positive attitude towards their learning, life and future by developing resilience, responsibility and confidence. They achieve their potential with literacy and numeracy.

Purpose:

To foster active student participation in school and life by providing relevant learning opportunities and experiences so that students will become positive contributors to society. PCS focuses on encouraging creative, reflective and critical thinkers, who are responsible for their learning.

STRATEGIC DIRECTION 2

Students value learning and appreciate the relevance of the acquired knowledge and skills in seeking a meaningful and significant future.

Purpose:

To encourage responsible students who take an active role in their own learning by being self-managed, curious, and driven to succeed. The school community demonstrates respect, reflection and pride in Portland Central School.

STRATEGIC DIRECTION 3

Students are able to maximise their potential through dynamic, personalised and flexible teaching and learning practices.

Purpose:

To embed structures and pedagogies at Portland Central School that support and enhance individualised student outcome achievement. Students are challenged and self-reflective, through positive school experiences.

Strategic Direction 1: Students are engaged and have a positive attitude towards their learning, life and future by developing resilience, responsibility and confidence to achieve their potential with stronger literacy and numeracy skills

<p>Purpose</p> <p>To foster active student participation in school and life by providing relevant learning opportunities and experiences so that students will become positive contributors to society. PCS focuses on encouraging creative, reflective and critical thinkers, who are responsible for their learning.</p>
<p>Improvement Measures</p> <p>School attendance data is at state level in all stages</p> <p>Integrated units are implemented across faculties at all stages for at least 5 weeks each term</p> <p>Students participate in students4success each term and have the tools for positive outcome achievement at appropriate stage levels</p>

<p>People</p> <p>Students</p> <p>Value the hands on experiences provided and utilise these to maximise learning opportunities</p> <p>Staff</p> <p>Recognise the importance of providing experiences and opportunities</p> <p>Parents/Carers</p> <p>Support all students to actively participate in organised learning opportunities</p> <p>Students</p> <p>Develop a deep knowledge of specific contexts studied across Key Learning Areas</p> <p>Staff</p> <p>Effectively work in teams to program and deliver integrated units</p> <p>Students</p> <p>Utilise provided schedules, rubrics and marking criteria to maximise their outcome achievement</p> <p>Staff</p> <p>Provide timely and critical feedback to students regarding their learning</p> <p>Staff</p> <p>Recognise and acknowledge students' achievement regularly and publicly</p>
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<p>Processes</p> <p>Students are actively engaged in relevant and significant learning experiences, ensuring opportunities are maximised and stage appropriate outcomes achieved.</p> <p>Develop staff capacity in collaborating with a team of teachers to deliver integrated curriculum to develop deep knowledge and understanding</p> <p>Student achievement is clearly defined and recognised through regular celebrations of success</p> <p>Delivery of authentic education, embedding 21st Century competencies to develop curious, creative, reflective and critical thinkers who are able to problem solve</p> <p>Evaluation Plan</p> <p>Team of staff analyse our milestones every 5 weeks to ascertain progress and collect data, including PLAN K-2. Attendance is reviewed through LST and areas of concern are followed up through HSLO and family contact. Engagement is analysed through TTFM, Principal interviews and general observation.</p>
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<p>Practices and Products</p> <p>Practices</p> <p>Cost effective ways of enabling students to engage in experiential learning through relevant, stage specific , curriculum based tasks</p> <p>Maintenance and delivering of new programming and assessment practices</p> <p>21st Century competencies are embedded across all KLAS</p> <p>Provision of timely constructive feedback, which is focused on effort, achievement and improvement</p> <p>21st Century competencies are embedded in teaching programs developing creative minds, critical thinking and cooperation</p> <p>Utilise Google Classrooms and other available technology as teaching strategies and assessment tools as well as sending lessons/notes to students when absent</p> <p>Products</p> <p>School attendance data is at state level (85%) in all stages</p> <p>Assessment schedules, scope and sequence and N-award procedures implemented, records maintained and monitored</p> <p>Integrated units and/growth sprints are implemented across all primary stages</p> <p>Scope and sequence developed over a 2 year cycle in K-8 stage groups and KLAS</p> <p>Rubric for each task (assessable) is</p>
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Strategic Direction 1: Students are engaged and have a positive attitude towards their learning, life and future by developing resilience, responsibility and

confidence to achieve their potential with stronger literacy and numeracy skills

Improvement Measures

People

Students

Develop a range of thinking skills and strategies to effectively work as part of a team

Staff

Provide timely and critical feedback to students regarding their learning

Processes

Practices and Products

provided with an understanding of expectations and marking criteria

Procedures for supporting Stage 6 students are further developed to promote positive engagement with their learning

Students participate in "students4success" each term and have the tools for positive outcome achievement at appropriate stage levels (time management, study skills, Photoshop, Word, internet use, reading and using rubrics etc)

Strategic Direction 2: Students value learning and appreciate the relevance of the acquired knowledge and skills in seeking a meaningful and significant future.

Purpose

To encourage responsible students who take an active role in their own learning by being self-managed, curious, and driven to succeed. The school community demonstrates respect, reflection and pride in Portland Central School.

Improvement Measures

A richer school experience is provided for all students

Strong parental partnerships exist, supporting student learning and career pathways

Students willingly and proudly wear school uniform

Students return explanations of absenteeism on return to school

Students exit school and move into training, employment or further education

People

Students

Identify interests and participate

Staff

Volunteer time to deliver, support and promote interest groups/clubs/extra-curricular activities

Parents/Carers

Encourage participation and contribute where possible

Students

Arrive daily in full uniform on time and are prepared to engage in their learning

Staff

Actively encourage and acknowledge students wearing school uniform through PBL

Staff

Monitor and track attendance through Sentral and address attendance requirements, including following through with attendance plans

Parents/Carers

Take responsibility in supporting the school's uniform and attendance policy by providing mobile phone numbers and absenteeism requirements

Students

Value employment and accept upskilling opportunities provided

Processes

Provide opportunities for students to actively seek, participate and engage in developing new skills, utilising opportunities in interest groups, extra-curricular activities and Portland community groups

Utilise the students4success strategy to implement leadership and student engagement strategies which support 21st Century learning

Expose students to opportunities to engage in career activities and discussion which encourage and promote broader career aspirations

Encourage and promote leadership across all stages of the school

Evaluation Plan

Team of staff analyse our milestones every 5 weeks to ascertain progress and collect data. Students in the senior years are mentored with a focus on future direction, which is then analysed. Follow up occurs for uniform and unexplained absence.

Practices and Products

Practices

Teachers provide opportunities for students, utilising their expertise outside of learning time

Students are encouraged to be involved in interest groups and extra-curricular activities to enhance skill development in new areas

Teachers actively promote learning opportunities regularly via newsletter, Facebook and display areas in and out of the school

PCS makes available a pool of uniforms in various sizes for students to utilise when attending school out of uniform, ensuring that all students present in school uniform daily

Students are engaged with their learning through reflective writing, homework, study schedules and time management practises

Staff monitor attendance in class using PxFP marking and utilise attendance plans to follow up in a timely manner

Students participate in Future Moves and career days with education and employment providers, developing connections with employers within the local and greater community

Students undertake mock interviews, training and certification courses including first aid, e-learning, white cards, Level 1 coaching and refereeing

Students participate in goal setting activities through students4success and mentoring and recognise the value and

Strategic Direction 2: Students value learning and appreciate the relevance of the acquired knowledge and skills in seeking a meaningful and significant future.

Improvement Measures

People

Staff

Implement practices for students to meet with employers and develop the required skills valued by employers

Parents/Carers

Are open and supportive of the opportunities and practices provided. Be proactive in seeking employment opportunities and experiences that can be supported through the school

Students

Value the opportunities to develop their leadership skills

Staff

Enact on leadership opportunities for students to participate in to further develop their skills

Parents/Carers

Are supportive of the opportunities for their children and assist in their participation

Processes

Practices and Products

importance of the process in them achieving their aspirations

Transition Adviser as an extra resource to support senior student transition from school

Student representative council functions effectively and members take an active role in school improvement

School leaders attend local and state leadership courses to develop their skills

Products

An enriched school experience is provided for all students with opportunities taken and skills further developed through offering clubs, implementing the Positive Psychology program and extra-curricular activities (Science night, light and sound show, Food and Ag week, Shakespeare festival, in school sporting activities, RFS, concerts and eisteddfods)

A climate of mutual respect results between students, staff and the community as partners through mentoring, RFS, communication via social media/newsletters and support

Students proudly wear school uniform and are recognised in the wider community as positive representatives of Portland Central School

Students meet expectations and submit assessments on time, meeting criteria based guidelines and adhering to assessment schedules

Strategic Direction 2: Students value learning and appreciate the relevance of the acquired knowledge and skills in seeking a meaningful and significant future.

Improvement Measures

People

Processes

Practices and Products

Secondary and Primary meet an 87% attendance rate and the UAR rate decreases by 10% in 2017

A 10% increase of students are engaged in work experience with potential employers

A higher percentage of students leave PCS, achieving their goals and move into training, employment and further education

Additional support for students to ensure successful transition to university, further education and/or employment

SRC lead, plan and deliver successful school and fundraising events throughout the year.

School leaders are perceived by both peers and staff as effective role models and represent our school with pride at community events

Strategic Direction 3: Students are able to maximise their potential through dynamic, personalised and flexible teaching and learning practices.

Purpose

To embed structures and pedagogies at Portland Central School that support and enhance individualised student outcome achievement. Students are challenged and self-reflective, through positive school experiences.

Improvement Measures

Students achieve minimal benchmarks K-2, as identified through EAfS

All staff utilising and adhering to PLPs and IEPs to ensure consistency for identified students

Best Start assessment administered and feedback to parents/carers provided.

Parents/carers rely on bulk communications as an environmentally sustainable form of communication

Parents/carers are aware of school expectations and celebrate achievements

Students seamlessly move between stages of their education

People

Students

Are engaged in personalised, supportive programs to meet individual needs

Staff

Work collaboratively to develop and implement individualised programs for identified students and evaluate student progress each term

Parents/Carers

Are informed and supportive of the implementation of developed plans

Community Partners

Are contacted for support, including counsellors

Students

Express a desire for families to be involved and value their positive support of the school as part of their successful learning process

Staff

Encourage, acknowledge and value family partnership and ensure regular involvement in school events

Parents/Carers

Are proactive in supporting the school culture and student learning wherever possible, developing positive partnerships

Students

Are actively engaged in a range of

Processes

Tracking, monitoring and putting in place programs to address students who are not meeting stage appropriate outcomes

Families are supportive of the school culture and actively engage in the partnership of supporting positive learning experiences

Students are equipped to confidently progress through all learning stages, with the awareness of the skills and expectations required to achieve success

Evaluation Plan

Team of staff analyse our milestones every 5 weeks to ascertain progress and collect data. IEPs for at risk students are developed and reviewed regularly. PLPs are designed for all Aboriginal students. Observation of classroom practice re differentiation is ongoing.

Practices and Products

Practices

Early Action for Success is implemented K-2 with access to an interventionist supporting students 12 months below expectations in literacy and numeracy

Students are tracked and monitored through school based programs for either intervention or extension, including Quicksmart, MultiLit

Teaching teams develop and implement PLPs and IEPs for identified students through the learning support team with all appropriate personnel involved and plans are ratified every year

Promotion of activities and achievements of students through P&C, Facebook, "Portland Kids Can..." and formal assemblies

Parents/carers are actively encouraged to participate in all aspects of school life by consistently providing invitations and willingly support school expectations

Principal and parent/teacher interviews conducted to actively engage parents and carers in their child's learning, progress and social and emotional well being

Students participate in transition programs including Connect, Kinder Preps, NXT7 and School to Work

Students4success is implemented to establish stage specific expectations and skills, ensuring students experience success

Early years teachers participate in transition programs between classes

Strategic Direction 3: Students are able to maximise their potential through dynamic, personalised and flexible teaching and learning practices.

Improvement Measures

People

programs to inform them of changing expectations and skills

Staff

Collaboratively develop and implement programs to teach a range of new skills appropriate to each stage level

Parents/Carers

Support the transition processes at all stages and attend information evenings

Processes

Practices and Products

Staff effectively utilise online programs to differentiate and meet individual learning needs

Products

All students achieve at or above benchmarks K–2 as identified through EAFS

Students K–10 are tracked utilising literacy and numeracy continuums, through PLAN data K–8, demonstrating expected growth

95% of all students display academic growth in Years 3,5,7 and 9 from NAPLAN data

All staff utilising and adhering PLPs and IEPs to ensure consistency for identified students with plans reviewed and adjusted as required

Parents/carers rely on bulk communications as an environmentally sustainable form of communication

A greater number of parents /carers are actively involved, attending special events, assisting with classroom activities, celebrating achievements and supporting school expectations

Strong parental partnerships exist, supporting student learning and career pathways

Students seamlessly move between stages of their education, achieving success at each level

Strategic Direction 3: Students are able to maximise their potential through dynamic, personalised and flexible teaching and learning practices.

Improvement Measures

People

Processes

Practices and Products

30% of students will move up a band in HSC results

60% of students enter on a pathway of employment and/or further education