

School plan 2015-2017

Stuarts Point Public School 3643



School background 2015–2017

School vision statement

Stuarts Point Public School is committed to creating independent lifelong learners where each child is provided with opportunities and encouraged to achieve.

We believe in a balanced high quality learning environment where the values of respect, integrity, resilience and responsibility are embedded, where students develop a love of learning and a culture of high expectations is paramount.

We are dedicated to working collaboratively towards common goals to promote equity and excellence so that our students can be successful learners who are confident, creative individuals ready to become the next generation of active and informed citizens and functional members of society. (Melbourne Declaration on Educational Goals for Young Australians, 2008)

School context

Stuarts Point Public School is a small PP5 school located on the Mid North Coast of NSW. Our enrolment supports three multi-stage classes and includes students from a diverse range of backgrounds. The Family Occupation and Education Index (FOEI) for the school community is 165, which is well below the state FOIE average of 100. We have an Aboriginal student population of 23% and receive funding through the Resource Allocation Model (RAM).

Our school has a strong focus on values education, promotion of a balanced healthy lifestyle, environmental sustainability and leadership opportunities which underpin the rich, stimulating learning environment. Innovative quality programs demonstrate a strong emphasis on literacy, numeracy and 21st century pedagogies.

Our highly qualified and enthusiastic staff provide a supportive, caring atmosphere coupled with a focus on individual needs to ensure success. Our school motto “To Greater Heights” is continually emphasised as all students are encouraged to be self-directed lifelong learners and where every child is supported and empowered to reach their full potential.

Stuarts Point Public School is a proud member of the Nambucca Valley Community of Public Schools (V10) and has a proud tradition of meeting the community and state-wide educational needs of students in the district for over 125 years.

School planning process

It is vital that we build the future by valuing what has gone before so that the change is viewed as continuous, dynamic and part of what we do as learners and learning communities.

“The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing”. (National School Improvement Tool)

With this in mind our school set about creating a ‘shared vision’ for our future. The processes used include:

- Induction of new school planning systems
- Determining the data needed to be collected
- Developing a timeline for tasks including the allocation of personnel responsible
- Collating, analysing data and drawing conclusions
- Interviews were conducted
- Surveys were completed
- Detailed NAPLAN analysis using SMART data and PLAN using marker level data and reports
- Analysis of classroom student achievement data
- Collection of revised data from Oasis and Schools Electronic Data Summary Sheet (eDSS)
- Communicating findings, describing achievements
- Linking data and findings to our School Plan.

A thorough analysis of policies, teaching programs, whole school plans, professional learning summary, budgets, meeting minutes, assessment information, communications, program evaluations, classroom observations, attendance files, NAPLAN analysis using SMART Data and other documents like FOEI were also used by the evaluation committee.

Consultation with key stakeholders included P&C, staff, community and representatives from Aboriginal Education groups.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

A learning culture of equity and educational excellence

Purpose:

All stakeholders will work collaboratively to enable our students to be 'successful learners who are confident, creative individuals and active informed citizens'. (Melbourne Declaration on Educational Goals for Young Australians, 2008).

Opportunities for differentiated learning experiences, modelling and developing skills needed to engage in tasks, explicit teaching of feedback and reflective tools, and immersion in appropriate curriculum activities will enhance learning outcomes.

Students will be active participants in their learning where a culture of high expectations promotes educational excellence and wellbeing.

Students

STRATEGIC DIRECTION 2

Honouring strong partnerships

Purpose:

Facilitate the development and nurturing of relationships within our local community and across our Community of Schools.

'High-Expectations Relationships' (Stronger Smarter Institute: Position Paper, 2014) can impact on the improved educational outcomes for our students.

We will build high expectation relationships and strong partnerships so that support for student learning extends through interconnectedness and well-being. We will actively seek ways to include our parent body, local community and elders, collegial staff networks and the family support services in the wider community.

Parents / Community

STRATEGIC DIRECTION 3

Quality teaching and leadership

Purpose:

Promote high teacher quality as an expert teaching team (School Excellence Framework) through professional learning aligned with the Australian Professional Standards and the new NSW syllabus for the Australian Curriculum.

All staff will have opportunities to identify, analyse and share excellent teaching practice (Great Teaching, Inspired Learning). This includes the planning of new teaching programs and practices. It also encompasses the revision and refinement of existing assessment practices to better inform the teaching and learning cycle.

Teachers / Leaders

Strategic Direction 1: A learning culture of equity and educational excellence

Purpose

All stakeholders will work collaboratively to enable our students to be 'successful learners who are confident, creative individuals and active informed citizens'. (Melbourne Declaration on Educational Goals for Young Australians, 2008).

Opportunities for differentiated learning experiences, modelling and developing skills needed to engage in tasks, explicit teaching of feedback and reflective tools, and immersion in appropriate curriculum activities will enhance learning outcomes.

Students will be active participants in their learning where a culture of high expectations promotes educational excellence and wellbeing.

Students

Improvement Measures

All students will show positive growth in learning on both the literacy and numeracy continuums K–6 (Target)

People

Students

Students: Develop self-directed learning behaviours where students understand what makes a successful learner and ways they can improve.

Staff: Develop their capacity of what makes a capable learner and to provide effective and explicit feedback to students, colleagues and parents.

Parents/Carers: Increased awareness and understanding of what makes a good learner and ways to support their children's learning.

Community Partners: Collaborative partnerships for interaction with the wider community.

Leaders: Build the capacity of all stakeholders to promote and value education.

Key Documents:

- Melbourne Declaration
- Great Teaching, Inspired Learning (GTIL)
- Rural and Remote Strategy: Quality Learning
- Every School, Every Student (ESES)

Processes

- School wide data is systematically collected, analysed, discussed and used to guide directions
- Streamlined whole school planning processes (scope and sequence) to support National Curriculum implementation
- Teachers using explicit learning intentions, success criteria and reflective tools
- Visible Learning
- Learning and Support Team (L&ST) create school wide systems to collaboratively build staff capacity to plan, and differentiate programming and pedagogy
- Early Action for Success and RAM resourcing to support equity and excellence for each student
- Student well-being and engagement programs

Evaluation Plan

Analyse (10 week cycle) milestones (stop, keep, change) once a term.

Practices and Products

Practices

- Evidence based teaching practices and assessment clearly align with BOSTES syllabus documents
- Learning is cross-curricular, engaging and challenging
- PLAN software used to generate reports (5 week cycle) and analyse data (10 week cycle)
- SMART data used to inform teaching practices
- Goal setting using literacy and numeracy continuum K–2 emphasis
- Explicit quality success criteria utilising rubrics, WILF, WOEDIL
- Feedback is explicit, timely and reflective
- Personalised Learning Plans (PLP's) involve all key stakeholders and inform differentiation and learning adjustments

Products

All students will show positive growth in learning on both the literacy and numeracy continuums K–6 (Target)

Strategic Direction 2: Honouring strong partnerships

Purpose

Facilitate the development and nurturing of relationships within our local community and across our Community of Schools.

'High-Expectations Relationships' (Stronger Smarter Institute: Position Paper, 2014) can impact on the improved educational outcomes for our students.

We will build high expectation relationships and strong partnerships so that support for student learning extends through interconnectedness and well-being. We will actively seek ways to include our parent body, local community and elders, collegial staff networks and the family support services in the wider community.

Parents / Community

Improvement Measures

Improve Home School Community Partnerships (HSCP).

People

Parents/Carers

Students: Provide students with leadership opportunities to be engaged global learners.

Staff: Initiate High-Expectations Relationships, develop broader contemporary issues and support students interconnectedness and well-being.

Parents/Carers: Develop an understanding that effective partnerships and connections support student outcomes.

Community Partners: Engage with the wider community to foster key programs, promote social justice and establish support structures for well-being.

Leaders: Facilitate High-Expectations Relationships and strong partnerships so that support for student learning extends beyond the school gate.

Processes

- Demonstrate broad consultation with all stakeholders on evaluation processes and development of school plan and strategic directions
- Maintain and build upon partnerships
- Develop initiatives to enhance engagement of stakeholders
- Promote a culture of High-Expectations Relationships 2017
- Continue links as a 'Stronger Smarter' Hub school and engage with the local Aboriginal Education Consultative Group (AECG)
- Effective communication with stakeholders to ensure safety and well-being for all.
- Involvement in Nambucca Valley Community of Schools initiatives eg: Language
- RAM resourcing to support equity and excellence for each student

Evaluation Plan

Analyse (10 week cycle) milestones (stop, keep, change) once a term.

Practices and Products

Practices

- School places high priority on student and staff well-being and has processes in place to provide support
- Regular School Counsellor visits
- Students understand that high expectations and meaningful relationships are paramount
- School community appreciates and values cultural diversity
- Personalised Learning Plans (PLP's) highlight individual goal setting
- Community Liaison Officer supporting strong partnerships and programs eg: Kids in the Kitchen
- Pro-active Student Parliament (SRC) promoting global citizenship
- Leadership program, Peer Support

Products

Improve Home School Community Partnerships (Target)

Strategic Direction 3: Quality teaching and leadership

Purpose

Promote high teacher quality as an expert teaching team (School Excellence Framework) through professional learning aligned with the Australian Professional Standards and the new NSW syllabus for the Australian Curriculum.

All staff will have opportunities to identify, analyse and share excellent teaching practice (Great Teaching, Inspired Learning). This includes the planning of new teaching programs and practices. It also encompasses the revision and refinement of existing assessment practices to better inform the teaching and learning cycle.

Teachers / Leaders

Improvement Measures

Staff will collaboratively design Professional Learning Plans aligned to Australian Professional Standards for Teachers and SEF supported by executive through the Performance and Development Framework (Target)

People

Staff

Students: Actively engaged in their own learning and focussed on learning goals.

Staff: Targeted Professional Learning, building capacity to develop excellent teaching practice.

Parents/Carers: Provide a supportive environment where they encourage their child to succeed.

Community Partners: Strengthen partnerships with small schools within the Valley 10 (V10).

Leaders: Provide opportunities to build the capacity of all stakeholders.

Processes

- School wide data is systematically collected, analysed, discussed and used to guide directions
- Focussed Professional Learning aimed at continuous improvement and innovation that address the APSfT. Refine PDP's to reflect School Excellence Framework
- Streamlined whole school planning processes (scope and sequence) to support National Curriculum implementation
- Pedagogy which utilises explicit learning intentions, success criteria and reflective tools
- Visible Learning including visual data walls and classroom walk-throughs to observe and give formative feedback
- Learning and Support Team (L&ST) create rigorous processes to collaboratively build staff capacity to plan, and differentiate programming and pedagogy (see Milestone 1)
- Instructional Leadership through Early Action for Success and RAM resourcing to support equity and excellence for each student

Evaluation Plan

Analyse (10 week cycle) milestones (stop, keep, change) once a term.

Practices and Products

Practices

- Teaching programs align with NSW syllabus documents
- Teachers using PLAN data to inform their teaching
- Feedback is explicit, timely and reflective
- Personalised Learning Plans (PLP's) show differentiation and adjustments
- Plan, systematically implement and flexibly structure Professional Learning to support staff eg: L3, TEN

Products

Staff will collaboratively design Professional Learning Plans aligned to Australian Professional Standards for Teachers and SEF supported by executive through the Performance and Development Framework (Target)