

School plan 2015-2017

Manning Gardens Public School 4552



School background 2015–2017

School vision statement

Manning Gardens Public School is committed to providing inclusive quality education within an engaging and nurturing environment which values the cultural diversity of our community. Our core business is to provide all students with access to high quality schooling that is free from all forms of discrimination and disadvantage. We hold high expectations for all of our students and aim to promote a culture of excellence through the provision of meaningful, relevant, caring and supportive learning experiences.

School context

Manning Gardens Public School is an inclusive public school in Taree on the NSW midnorth coast. We are a unique public education facility in our local area as we have a DEC preschool on site as well as support unit facilities catering for students with disabilities from preschool to Year 6 together with mainstream K–6 classes.

Manning Gardens Public School is situated in a low socio-economic area of Taree, surrounded by a combination of public and private housing. Approximately half of our enrolments have an Aboriginal cultural background and we proudly acknowledge the Biripi people as the traditional owners of the land on which our school is located. We promote cultural inclusivity and students learn the local culture and Aboriginal language of 'gatang'.

We have approximately 166 students enrolled in classes from preschool to Year 6. We have every student's wellbeing in mind to ensure they are in a warm and nurturing environment catering to their specific and individual needs.

We are a PBL school and instil our beliefs of being safe, being fair and being a learner in all our decision making processes.

We have a stable staff at the school which ensures we know our students and can engage students with quality educational programs.

School planning process

This three year school plan is the result of a rigorous process of whole school communication, consultation and collection of data.

In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and the community. This evidence was used in planning sessions involving students, staff and community to share ideas and identify the priorities for the 2015–2017 school plan.

In 2015, a range of educational data was analysed in order to identify school practices that should continue to occur and school practices that needed to be revised or improved.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 QUALITY WELLBEING

Purpose:

We want the very best for the students attending our school. As such, we will work together with all stakeholders to nurture, guide, inspire and challenge our students to be the very best that they can be.

We will provide a strategic and planned approach to education in order to support the cognitive, emotional, social, physical and spiritual wellbeing of all students at our school.

Students will develop a sense of pride and unity, greater personal identity and resilience leading to increased emotional and physical wellbeing.

STRATEGIC DIRECTION 2 QUALITY TEACHING

Purpose:

Research provides evidence that a quality teacher is the most important factor in student success in learning.

Quality teaching is essential to the success of our students, including improving the literacy and numeracy outcomes for the students at our school.

STRATEGIC DIRECTION 3 QUALITY LEADERSHIP

Purpose:

All staff at our school have the ability to be educational leaders. Strong, strategic and effective leadership is the cornerstone of school excellence.

We will work to promote school leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Strategic Direction 1: QUALITY WELLBEING

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Improvement Measures

PBL AND KIDSMATTER

100% embedding of school beliefs via the teaching of school expectations as evidenced by an analysis of PBL SET data. As a result;

a significant reduction in negative student incidences, as recorded on Sentral,

improved student learning outcomes, as evidenced by school PLAN data,

20% of students across the school achieving the top two positive behaviour levels of Precious Gems by the end of the 2016 school year.

STUDENT WELLBEING

Increase average student attendance from 86% (2015) to 89% (2017).

All students K–6 meeting their expected

People

Students

Demonstrating school expected behaviours on a daily basis

Developing the knowledge, skills and capabilities to 'bounce-back' from negative situations.

Staff

Continuous teaching of expectations matrix to promote positive student wellbeing.

Acknowledging student achievement and compliance with school expectations in line with whole school policies and procedures.

Parents/Carers

Showing a greater knowledge of school beliefs.

Community Partners

Strengthening links with the school.

Leaders

Engage staff in relevant PI.

Seizing every opportunity to celebrate the success of all stakeholders.

Processes

STUDENT WELLBEING

Replacement of old welfare policies with new Wellbeing Policy that promotes school wide emphasis on responding to positive behaviours and the celebration of all forms of student, staff and community success. Teachers will increase and enhance communication with parents and the community via sincere and purposeful contact and regular class and program newsletters.

PBL AND KIDSMATTER

Continual implementation of PBL and the promotion of embedding of school beliefs in all aspects of school life.

The school will upskill all staff in the Kidsmatter mental health initiative, via a model of PL lead by our Assistant Principals.

Evaluation Plan

We will use the milestone improvement planning tool to plan, implement and review the success of PBL and student wellbeing initiatives.

Practices and Products

Practices

STUDENT WELLBEING

The school will work together with the entire community to promote and enhance quality wellbeing via a range of regular community engagement activities and experiences. As a result, there will be greater parental participation in school based celebrations and collaboration in the formation and review of personalised learning plans for students. (Evidenced through data collection of parental involvement in school events. The formation and review of student learning plans).

PBL AND KIDSMATTER

A whole school consistent implementation of discipline and wellbeing policies that improve student attendance and engagement in learning.

All staff demonstrate high levels of classroom and playground student management in line with PBL procedures. This is evident in reductions in inappropriate student behaviour and the deescalation of negative incidents.

All students demonstrate higher levels of self regulation in meeting school expectations as presented in our PBL beliefs.

All parents demonstrate an understanding of and support for school beliefs evidenced through increased positive parental engagement in the school.

Products

Strategic Direction 1: QUALITY WELLBEING

Improvement Measures

PLAN targets and achieving their goals identified in their learning plans.

People

Processes

Practices and Products

STUDENT WELLBEING

Increase average student attendance from 86% (2015) to 89% (2017).

All students K–6 meeting their expected PLAN targets and achieving their goals identified in their learning plans.

PBL AND KIDSMATTER

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Strategic Direction 2: QUALITY TEACHING

Purpose	People	Processes	Practices and Products
<p>Research provides evidence that a quality teacher is the most important factor in student success in learning.</p> <p>Quality teaching is essential to the success of our students, including improving the literacy and numeracy outcomes for the students at our school.</p>	<p>Students</p> <p>Ensuring all students have access to quality teaching programs.</p> <p>Engaging students in a quality learning environment underpinned by success and the notion of high expectations for all.</p> <p>Staff</p> <p>Personalised teaching to raise student achievement using formative assessment and data.</p> <p>Engaging students, parents and community through 'living' PLPs and via teaching that demonstrates adjustments and differentiation.</p> <p>Parents/Carers</p> <p>Developing and maintaining strong effective collaborative partnerships regarding teaching and learning.</p> <p>Leaders</p> <p>Implement the School Excellence Framework.</p> <p>Promote a school belief in the attainment of high expectations and the closing of the gap between Indigenous and non-Indigenous students at our school.</p>	<p>WHOLE SCHOOL FOCUS ON LITERACY AND NUMERACY</p> <p>2017 Instructional leadership (DP) for;</p> <p>K–2 training in L3.</p> <p>K–6 training in Building Blocks (numeracy).</p> <p>Specific training for moderation and CTJ in writing and bench marking in reading.</p> <p>Training to develop knowledge and understanding of literacy and numeracy continuums.</p> <p>STAFF PERFORMANCE AND DEVELOPMENT</p> <p>Knowledge and understanding of the P and D Framework and Australian Professional Standards for Teachers (APST).</p> <p>Whole school structure developed to support the implementation and review of teaching goals through the development of PDPs, classroom observations, program reviews and training for executive in observation and feedback processes.</p> <p>NON TEACHING STAFF 2017</p> <p>Completion of elearning modules by non teaching staff and supervisors.</p> <p>Support in the creation of PDPs.</p> <p>Implementation of PDP process</p> <p>Achievement of PDP goals.</p> <p>Professional learning to meet recommendations stemming from SU</p>	<p>Practices</p> <p>WHOLE SCHOOL FOCUS ON LITERACY AND NUMERACY</p> <p>All teachers continuing to develop their knowledge and understanding of PLAN in order to accurately plot student achievement and growth on the literacy and numeracy continuums.</p> <p>Completion of ES1 training in L3 with evidence of L3 practices supporting differentiated learning in literacy.</p> <p>Completion of Building Blocks numeracy strategy with evidence of practices supporting differentiated learning in numeracy.</p> <p>Ongoing collaboration for the moderation of writing samples is leading to more accurate placement of students on continuums.</p> <p>STAFF PERFORMANCE AND DEVELOPMENT</p> <p>Ongoing collaboration and cooperation between teachers enhances teacher professional knowledge and teacher professional classroom practice. As a result, all teachers achieve their annual goals as developed in PDPs that align to school priorities and are supported through class observation and feedback sessions.</p> <p>Staff demonstrate self-reflective habits in relation to their professional strengths and areas for development as identified against the APST and SASS/SLSO role statements.</p>
Improvement Measures			
<p>WHOLE SCHOOL FOCUS ON LITERACY AND NUMERACY</p> <p>Increase percentage of students achieving expected cluster benchmarks via PLAN data for K–2 (literacy and numeracy continuums).</p> <p>Increase percentage of students achieving expected cluster benchmarks for PLAN data for years 3–6 (literacy and numeracy continuum).</p> <p>Positive trend data in Naplan showing growth from Year 3 to Year 5 from 2015 to 2017.</p>			
<p>STAFF PERFORMANCE AND DEVELOPMENT</p> <p>There is growing evidence of collaborative practice supporting teacher improvement with an average score of 7+ on the collaborative component on the TTFM survey (2017).</p>			
<p>STRENGTHENING LEARNING AND SUPPORT</p> <p>All students requiring adjustments and accommodations to meet their identified needs, are achieving expected growth on PLAN data.</p>			

Strategic Direction 2: QUALITY TEACHING

Improvement Measures

Parent feedback during planned interviews demonstrates strong support for educational adjustments.

Teachers demonstrate increased capacity to provide tailored learning for students requiring adjustments, evidenced in their classroom programs.

People

Processes

evaluation 2016, in particular, improvement strategy 4, communication and relationships.

STRENGTHENING LEARNING AND SUPPORT

Utilising our LaST position for supporting class teachers to differentiate learning to support students with identified learning needs.

Developing a consistent method of demonstrating accommodations and adjustments for students identified with learning and/or behaviour needs.

Clarity around the specific case management of identified students in relation to accommodation and adjustments, the role of the teacher, the role of the LST and the role of the parent.

Evaluation Plan

We will use the milestone improvement planning tool to plan, implement and review the success of whole school literacy and numeracy, staff performance and development and strengthening learning and support.

Practices and Products

High levels of collaboration and synergy exist amongst all staff, who understand their worth and work in relation to student wellbeing and learning.

STRENGTHENING LEARNING AND SUPPORT

Protocols established that ensure that all students requiring accommodations and adjustments to meet their learning, social or emotional needs meet departmental and legislative requirements. As a result, the culture of case management of individual students in support of their needs enables the highest level of engagement for each student.

Products

WHOLE SCHOOL FOCUS ON LITERACY AND NUMERACY

Increase percentage of students achieving expected cluster benchmarks via PLAN data for K-2 (literacy and numeracy continuums).

Increase percentage of students achieving expected cluster benchmarks for PLAN data for years 3-6 (literacy and numeracy continuum).

Positive trend data in Naplan showing growth from Year 3 to Year 5 from 2015 to 2017.

STAFF PERFORMANCE AND DEVELOPMENT

Strategic Direction 2: QUALITY TEACHING

Improvement Measures

People

Processes

Practices and Products

There is growing evidence of collaborative practice supporting teacher improvement with an average score of 7+ on the collaborative component on the TTFM survey.

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Strategic Direction 3: QUALITY LEADERSHIP

Purpose

All staff at our school have the ability to be educational leaders. Strong, strategic and effective leadership is the cornerstone of school excellence.

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Improvement Measures

SYSTEMS AND INSTRUCTIONAL LEADERSHIP

Feedback from executive indicates a strong sense of leadership unity and collegiality.

Feedback from staff indicates a consistent message in relation to school systems and protocols.

Executive staff successfully initiate, implement and review key improvement priorities as outlined in the school plan.

People

Parents/Carers

Parents having the opportunity to engage in a wide range of school-related activities.

Community Partners

Working with community partners, other educational providers and other organisations to support the school's programs.

Leaders

Creating productive relationships with external agencies for the purpose of improving student learning outcomes and opportunities for students.

Encouraging succession planning, distributed leadership and organisational best practice on a daily basis.

Processes

SYSTEMS AND INSTRUCTIONAL LEADERSHIP

Leadership development through;

Developing knowledge of leadership pathways and credentials with structured fortnightly professional development in leadership.

External professional learning such as the 'Art of Leadership', leadership mentoring and leadership alliances with other executive.

Clearly negotiated leadership/supervision roles and portfolios for executive.

Clearly defined communication and protocol systems;

LST, Wellbeing/Discipline (PBL and Kidsmatter),

Performance and development framework,

Stage priorities (curriculum implementation),

School improvement team (executive), WH&S,

Aboriginal Education, ICT, Administration logistics

Evaluation Plan

We will use the milestone improvement planning tool to plan, implement and review the success of systems and instructional leadership.

Practices and Products

Practices

SYSTEMS AND INSTRUCTIONAL LEADERSHIP

The leadership team works cooperatively with one voice, sharing in the leadership of improvement priorities as defined in the plan.

The leadership team places their own leadership development as a priority, taking time to professionally develop leadership skills.

Products

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