

School plan 2015-2017

Scone Public School 7311



School background 2015–2017

School vision statement

High expectations have been established at Scone Public School and this is reflected in the school's Statement of Purpose, "Success for all, through partnerships and shared values."

The definition of success in terms of learners at Scone Public School has been defined as risk taking, creative learners who persist in their learning by listening with understanding, thinking critically and independently and by collaborating with their peers.

To this end the school's moral purpose is to ensure that we provide 21st century skills and quality opportunities for our students in order that they enter society as informed and active citizens. We do this through a shared commitment to continual improvement, and high quality teaching and leadership.

Our school community shares this commitment to the development of young people who will be informed and active citizens of the 21st century. They value the opportunities and skills that Scone Public School provides.

School context

Our school has a proud history of educating generations of Upper Hunter residents and a long tradition of academic excellence.

Our students enjoy success in all areas of the Creative and Performing Arts where they are tutored by experienced and talented teachers. An enrichment class provide challenging and stimulating learning experiences for our gifted students and the school offers extensive programs and specialised teachers to support students with additional needs.

Our school fosters critical-thinking and allows students to develop strategies and skills that will enable them to adapt in a world that is forever changing. They are encouraged to face the future with confidence. This is nurtured and developed by the highly qualified and committed teaching and non-teaching staff who work together to provide a happy and supportive environment.

A feature of the school's profile is the importance that is placed on strong partnerships between home, the school and the wider community. The school's shared values cement this partnership. We have outstanding welfare and leadership programs that promote a culture of belonging. We recognise and develop the 'whole child' and believe in providing opportunities for every student to succeed.

School planning process

Scone Public School has explored the values and beliefs of all sectors of the school community extensively, over a significant period of time. This has determined our school vision and guided both the content of the plan and our consultation process.

The strategic directions were determined by:

- A rigorous evaluation process that included parents, staff and students
- Identifying the key priorities of all stakeholders
- DEC priorities and reforms
- Aligning all findings and directions within our schools agreed framework ("Window of Safety")

The consultation process included:

- Surveying staff and parents to determine their priority areas.
- Providing feedback to all stakeholders – delivered through the P&C, Parent Information sessions and the school newsletter
- Aligning community, school and DEC priorities

A number of opportunities were provided for all stakeholders to give individual and group feedback on the three priority areas that had been identified for the School Plan. This ensured that a broad range of the school community was able to participate in this process.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Self motivated successful learners, with the skills and knowledge for future success and wellbeing

Purpose:

Consistent with the goals of the Melbourne Declaration Scone Public School is committed to building creative, critical thinkers and self-directed, life-long learners who are active and informed contributors to society. All members of the school community believe that student wellbeing is central to success and as such the school operates within a framework of equity and excellence.

STRATEGIC DIRECTION 2

High quality teaching and leadership, with a strong commitment to continuous improvement

Purpose:

Research (Hattie et al) indicates that teachers make the greatest difference to student outcomes. By developing teacher and leadership capacity within a culture of shared responsibility and embedding the use of research based teaching practices in all classrooms, improved outcomes for students will be facilitated.

STRATEGIC DIRECTION 3

Strong school – community partnerships, committed to common goals and purposes

Purpose:

Educational researchers (Epstein et al) consistently advocate the benefits of partnerships between schools, families and communities as a way of improving outcomes for children and young people To that purpose the school is committed to building partnerships and common goals with parents, families and the broader community, in order to enhance student learning and wellbeing.

Strategic Direction 1: Self motivated successful learners, with the skills and knowledge for future success and wellbeing

Purpose

Consistent with the goals of the Melbourne Declaration Scone Public School is committed to building creative, critical thinkers and self-directed, life-long learners who are active and informed contributors to society. All members of the school community believe that student wellbeing is central to success and as such the school operates within a framework of equity and excellence.

Improvement Measures

Students achieve at or above Premier's priority of 20% in top two bands in NAPLAN.

All students set explicit learning goals and identify the specific thinking strategies required to achieve them. These goals are relevant to each child's needs and are achieved by all students.

At least 80% of Indigenous students match the academic growth of their respective cohort as evidenced in external and school based data.

Socioeconomic disadvantage ceases to be a significant determinant of educational outcomes for our students as evidenced in school based data on student growth (effect size).

People

Students

Students learn to make informed judgements about their progress against their relevant learning outcomes. They also learn to set explicit goals for improvement and to identify the required strategies to achieve them.

Students learn strategies to manage their Social & Emotional Learning needs and the self-awareness to do so.

Students develop the confidence and are given the opportunities to contribute to school decision making.

Staff

Staff develop a deep knowledge of curriculum (including 21st Century Teaching and Learning) and Quality Teaching strategies to best meet the learning needs of **all** students. Social and Emotional Learning is addressed through specific Professional Development e.g. Kids Matter.

Parents/Carers

Parents understanding of Hattie's "Visible Learning", their awareness of 21st learning and their skills and knowledge of the school's Learning Dispositions will be developed. They will be given opportunity to engage in substantive conversations about their child's learning.

Community Partners

The Upper Hunter Community of Schools (UHCOS) will research better ways to support and deliver "Visible Learning"

Processes

Building Capacity

Professional development for all staff to develop: a deep knowledge of curriculum (including 21st Century Teaching and Learning); an increased understanding of and skills in The Quality Teaching Framework; deep knowledge of assessment practices; and a raised awareness in Social and Emotional Learning.

Collaborative Practice

The development of quality systems to support: sharing of research findings for stage/school posed problems; sharing planning of teaching and learning programs; sharing of assessment practices and data; implementation of Quality Teaching Rounds; and the establishment of Professional Learning Communities linked to common professional learning goals

Engagement of Aboriginal Students & Families

The Aboriginal Education Group becomes a Professional Learning Community with the purpose of driving improvement for all Aboriginal students.

Evaluation Plan

Internal: Regular reporting against milestones by the leadership team. Feedback from the Team Leadership for School Improvement who will gather data from surveys, focus group sessions and FOD walks.

External: Engage the Community of Schools evaluation team to review the quality and effectiveness of implementation

Practices and Products

Practices

Student wellbeing data is monitored and analysed to evaluate school engagement programs and is used to determine the culture and climate in terms of student wellbeing.

Adjustments for all students with additional requirements (including Gifted and Talented) are identified and monitored through the school's systematic Learning Support processes.

Data is used consistently across the school to identify gaps in student learning, monitor improvement over time and to monitor growth across the years of school.

Products

All students achieve at or above national average in value added Year 5 NAPLAN results in Literacy and Numeracy.

All student learning goals are explicit and identify specific thinking strategies required to achieve them. These goals are relevant to each child's needs and are achieved by all students.

All students demonstrate and reflect on their creativity, innovation and resourcefulness. Student Learning journals, staff anecdotal notes/data and assessment rubrics reflect this.

All Indigenous students match the learning outcomes of their respective cohort as evidenced in external and school based data.

Socioeconomic disadvantage ceases to be a significant determinant of educational

Strategic Direction 1: Self motivated successful learners, with the skills and knowledge for future success and wellbeing

Improvement Measures

People

across its schools. It has a relentless focus on student improvement.

Leaders

Leaders build a culture based on relational trust and high expectations. They create a “window of safety” with clear expectations and quality systems and processes. Everything is student centred.

Processes

using the School Excellence Framework as a guide.

Practices and Products

outcomes for our students as evidenced in school based data on student growth (effect size).

Strategic Direction 2: High quality teaching and leadership, with a strong commitment to continuous improvement

Purpose

Research (Hattie et al) indicates that teachers make the greatest difference to student outcomes. By developing teacher and leadership capacity within a culture of shared responsibility and embedding the use of research based teaching practices in all classrooms, improved outcomes for students will be facilitated.

Improvement Measures

An effective professional learning community that engages in continuous research based improvement. This is evidenced by the validity of research, and rigor of self-assessment, evident in the Professional Goals of all staff.

All staff will have a deep understanding of the process relevant to their required accreditation. All members of the Executive Team will have completed at least 40% of the Leadership and Management Credential.

All stage groups evidence greater than 0.4 Effect Size in all aspects of Literacy and Numeracy as reflected in qualitative trend data.

People

Students

Students learn to make informed judgments about their progress against their relevant learning outcomes. They also learn to plan for improvement and to identify strategies required to progress.

Staff

Staff skills and understanding are honed to support high level Professional Goals matched against the standards. Strategies supported by research will be integral to each staff members Professional Goals. The Instructional Leader will engage in continuous Professional Learning to support excellence in reflective practice across the school.

Parents/Carers

Parents understanding of all elements of Hattie's "Visible Learning", and their skills and knowledge of the school's Learning Dispositions will be developed. They will be given opportunity to engage in substantive conversations about their child's learning.

Community Partners

The UHCOS will engage in further research and Professional Development to build the skills required to deliver "Visible Learning". They will share resources (human and physical). They will also develop leadership capacity in their aspiring leaders through the mode of delivery used for developing deep knowledge of curriculum across the UHCOS.

Leaders

Processes

Professional Development

Professional development for all staff to: increase knowledge of the teaching standards; develop skills in SMART goal writing; develop deep knowledge of assessment practices and all syllabus documents; and increase understanding of and skills in The Quality Teaching Framework.

Utilisation of Data

Professional Development for all staff to develop an increased understanding of assessment practices to inform teaching and learning.

Professional Learning Communities

The development of quality systems to support: staff in the attainment of their professional goals; the sharing of assessment practices and data; the accreditation of all teachers; the implementation of Quality Teaching Rounds; and the establishment of Professional Learning Communities linked to common professional learning goals

Evaluation Plan

Internal: Regular reporting against milestones by the leadership team. Feedback from the Team Leadership for School Improvement who will be responsible for gathering of data from surveys, focus group sessions and FOD walks. External: Engage the Community of Schools evaluation team to review the quality and effectiveness of implementation using the School Excellence Framework as a guide.

Practices and Products

Practices

All teachers regularly reflecting on and evaluating the quality of their classroom practice in a variety of ways, including Lesson Study and Quality Teaching Rounds. A common understanding of all current Australian Curriculum documents across the Upper Hunter Community of Schools. This will be evidenced by collaboratively planned units of work incorporating shared assessment strategies taught across the middle years

Products

An effective professional learning community that engages in continuous research based improvement. This is evidenced by the validity of research, and rigor of self-assessment, evident in the Professional Goals of all staff.

All stage groups evidence greater than 0.4 Effect Size in Literacy and Numeracy as reflected in qualitative trend data.

All students tracked, monitored and moving along the Literacy and Numeracy continuums. Effective formative and summative practices used to inform practice across all Key Learning Areas.

All teachers and leaders have explicit professional learning goals matched to the standards and these are attained each year.

All staff will be registered with BOSTES and be working towards/attaining Proficient or Highly accomplished accreditation. All members of the Team Leadership for School Improvement will be working towards/attaining Highly Accomplished or

Strategic Direction 2: High quality teaching and leadership, with a strong commitment to continuous improvement

Improvement Measures

People

Team Leadership for School Improvement will be the vehicle for leadership development. The Teacher Leader will also provide individual coaching to those working towards Highly Accomplished or Lead Level accreditation.

Processes

Practices and Products

Lead Level accreditation.

Strategic Direction 3: Strong school – community partnerships, committed to common goals and purposes

Purpose

Educational researchers (Epstein et al) consistently advocate the benefits of partnerships between schools, families and communities as a way of improving outcomes for children and young people. To that purpose the school is committed to building partnerships and common goals with parents, families and the broader community, in order to enhance student learning and wellbeing.

Improvement Measures

School satisfaction surveys indicate that the school's Community Hub operates effectively and is central in creating connections between the school, parents and local community. The services it provides are seen as valuable.

The role of the Community Liaison Officer builds increased trust and connection between the school, the students and at risk/disengaged families. Information captured through parent survey data and school based statistics reflect growing engagement in students' learning by parents.

The school collects evidence to evaluate whether partnerships are having their intended impact in improving student achievement and/or wellbeing.

People

Students

Student skills and knowledge will be developed to enable them to be an effective link between home and school. The school's Learning Dispositions will be one of the tools.

Staff

A deeper reflection on beliefs and attitudes relating to home-school partnerships will be required to establish a baseline in order to build strong relational trust. The Community Liaison Officer will engage in continuous professional learning to support her role e.g. Skills in grant writing.

Parents/Carers

Parents understanding of all elements of Hattie's "Visible Learning", and their skills and knowledge of the school's Learning Dispositions will be developed. They will be given opportunity to engage in substantive conversations about their child's learning.

Community Partners

Trust between the school and relevant community agencies will be developed. Small group networks will require community members with leadership skills. Protocols will need to be established collaboratively with all stakeholders.

Leaders

Leaders will research better ways to ensure that teaching programs are socially and culturally responsive to the community. The building of relational trust with all community members will be the

Processes

Partnerships

Partnerships with external agencies are formed strategically and for specific purposes. They provide advice about and support for at risk/disengaged families. These links are used by the school to build connections.

Making Connections

The Community Hub and School Community Liaison Officer play an integral role in this process. The Community Liaison Officer will: be an active member of the Aboriginal Education Group; actively engage in, and liaise with, all personnel from the Play2Learn program, co-ordinate the school breakfast club; and seek to build relationships across all sectors of the wider Scone community.

Leadership Opportunities

The school provides opportunities for parents to assume leadership roles within the school and work towards common goals.

Evaluation Plan

Internal: Regular reporting against milestones by the leadership team. Feedback from the Team Leadership for School Improvement who will be responsible for gathering data from surveys, focus groups and FOD walks. External: Engage the Community Consultation Team evaluation team to review the quality and effectiveness of implementation using the School Excellence Framework as a guide.

Practices and Products

Practices

The school collects evidence regularly to evaluate whether partnerships are having their intended impact in improving student achievement and/or wellbeing. External validations confirm this.

A Community Consultation Team works collaboratively with the P&C, the Community Liaison Officer and the School Leaders to build partnerships and common goals with parents, families and the broader community.

Products

School satisfaction surveys indicate that the school's Community Hub operates effectively and is central in creating connections between the school, parents and local community. The services it provides are seen as valuable.

The Community Liaison Officer has established strong connections between the school, the student and at risk/disengaged families. Information captured through the Learning Support Team, data collected from 'Tell Them From Me' parent surveys, and statistics related to parent engagement in school activities based around student learning all reflect this.

The school community is a partner in achieving the school's strategic direction and practices. It is integral to the achievement of its educational priorities, as measured by at least one parent being an active member on at least 80% of all school teams (including the Team Leadership for School Improvement)

Strategic Direction 3: Strong school – community partnerships, committed to common goals and purposes

Improvement Measures

People

responsibility of the school leaders.

Processes

Practices and Products