

# School plan 2018-2020

## Aberdeen Public School 1002



# School background 2018–2020

## School vision statement

*Our vision is to create a positive, respectful and inclusive environment that positively contributes to the development of the whole person. Our belief is that quality education is key to preparing students for life. A holistic approach is central to the development of confident, resilient, innovative and resourceful students.*

*At Aberdeen Public School, we strive to increase educational performance by establishing a culture of continual improvement through high quality evidence-based best practice. Explicit teaching of the skills, strategies and mindset to foster one's capacity to connect, succeed and thrive in a rapidly changing world is imperative. We work in partnership with the school community to ensure students are provided with optimal conditions for learning and are well-supported to achieve their personal best.*

## School context

*Aberdeen Public School is located in the Upper Hunter Valley and is part of the Upper Hunter Community of Schools. Situated in the small rural township of Aberdeen midway between Muswellbrook and Scone, it serves students from the local community of Aberdeen and surrounding areas. Our students come from a range of socio-economic circumstances and the town has a strong sporting culture which is echoed throughout the school community.*

*Current enrolment is 206 students from K–6. The school has ten mainstream classes, two of which are school-funded. Students come from diverse backgrounds, including 12% who identify as Aboriginal or Torres Strait Islander. The school promotes an inclusive and respectful environment and celebrates the growing diversity of our school community.*

*The teaching and non-teaching staff are committed to ensuring optimal well-being and development of all students through the provision of a happy and nurturing educational setting. The school benefits from having a full-time Instructional Leader to support teaching and learning. Students are encouraged to try new experiences and are able to access specialist teachers for music, dance and drama. A proactive Learning and Support Team operates within the school and quality differentiation*

*promotes success for all.*

## School planning process

*The school vision and strategic directions were determined through rigorous self assessment processes that sought feedback from across the school community. This involved:*

- *Survey of students, parents, staff and wider community*
- *Open discussion with the P&C Executive*
- *Evaluation of internal and external data*
- *Anecdotal collection of community feedback*
- *Implementation of School Excellence Framework School Self Assessment V2 by staff*

*The following documents informed the development of the School Plan:*

- *Melbourne-declaration on Educational Goals for Young Australians,*
- *School Excellence Framework*
- *Performance and Development Framework for Principals, Executive and Teachers in NSW Public Schools,*
- *What Works Best: Evidence –based practices to help improve NSW student performance*
- *Australian Professional Standards for Teachers.*
- *Wellbeing Framework*
- *Turning Policy Into Action*
- *Literacy and Numeracy Strategy 2017–2020*
- *Strengthening Family and Community Engagement*

# School background 2018–2020

## School vision statement

## School context

## School planning process

*Consultation was achieved through:*

- *Executive, Staff and P&C meetings*
- *School developed surveys*
- *Parental and student feedback through face-to-face meetings and discussions*
- *Upper Hunter Community of Schools Network meetings*

# School strategic directions 2018–2020



**Purpose:**

To increase educational aspiration and ongoing performance improvement through effective curriculum delivery, best practice and the collaborative actions of the school community. Our goal is to consistently implement evidence-based strategies that engage all students in meaningful and challenging experiences that promote success for all.

**Purpose:**

To develop a strategic whole school approach to wellbeing and engagement that enables students to grow into resilient, confident, successful and responsible citizens. Teachers will be equipped with strategies to enhance student engagement in all aspects of school life. We are committed to supporting staff and students to achieve their personal best in a coherent, reflective and co-operative educational environment.

**Purpose:**

To develop an inclusive culture that drives continuous school improvement. Consultative decision-making creates a shared sense of responsibility among students, parents, community, staff and school leaders to ensure our children have educational opportunities that will prepare them for active and responsible citizenship in a diverse and changing world.

# Strategic Direction 1: Great Teaching, Successful Learning

## Purpose

To increase educational aspiration and ongoing performance improvement through effective curriculum delivery, best practice and the collaborative actions of the school community. Our goal is to consistently implement evidence-based strategies that engage all students in meaningful and challenging experiences that promote success for all.

## Improvement Measures

10% increase in the number of students in Year 3 and Year 5 who achieve in the top two bands in NAPLAN literacy and numeracy.

Move from Delivering to Sustaining and Growing (or better) in the School Excellence Framework in the elements of:

- Learning culture
- Curriculum
- Assessment
- Effective Classroom Practice

## People

### Staff

Teaching staff participate in professional learning to develop deep knowledge and understanding of evidence-based practices. Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise positive impact on student learning. Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

### Students

Students take an active role in their own learning by working in partnership with their teachers to set learning goals, reflect on their learning and plan for improvement.

### Leaders

School leaders work collaboratively to support teachers in the effective delivery of NSW curriculum and application of sustainable best practice. Collaborative action is planned and purposeful to meet the needs of students and teachers.

### Parents/Carers

Parents and caregivers work in partnership with the school to support their child's learning.

### Community Partners

The school works flexibly and co-operatively with partner schools and the wider community to fulfil planned commitments and build positive relationships based on mutual

## Processes

### Best Practice

Whole school processes and practices support ongoing improvement in school, teacher and student performance.

### Learning Alliances

Collaborative practice across a community of schools to build teacher capacity to integrate ICT and STEM based teaching and learning programs.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Data sources include:

- Supervision of Classroom Teaching and Learning programs
- Classroom observation data
- TTFM and other student feedback
- System and school data on student academic performance, with a focus on Writing.
- Data for self assessment against the SEF V2

## Practices and Products

### Practices

#### Best Practice

Evidence-based teaching practices and teacher quality drive improvement in student performance, with a focus on strengthening literacy and numeracy capabilities, as evidenced through program supervision, classroom observation and student performance data.

Students accept responsibility for their academic progress and collaboratively develop, monitor and evaluate their own learning as evidenced by student learning journals, exit slips, individual learning goals, work samples and digital records.

#### Learning Alliances

Teachers collaborate across schools to plan, design and implement STEM and ICT based learning as evidenced by staff exit slips, meeting minutes, classroom observations and teaching and learning programs.

### Products

#### Best Practice

Explicit quality criteria for effective teaching and learning environments and curriculum implementation, along with school expectations for evidence-based practices documented and communicated to teachers upon induction to the school and reviewed regularly by all teaching staff.

Structures are in place to enable opportunities for teachers to collaboratively

# Strategic Direction 1: Great Teaching, Successful Learning

**People**  
goals of increasing student engagement and teacher capacity.

**Practices and Products**  
plan, reflect, improve and deliver evidence-based pedagogy.  
Students use explicit success criteria to reflect on their progress towards achievement of specified learning intentions and work in partnership with their teacher to plan for improvement.

**Learning Alliances**  
Teachers effectively integrate ICT and STEM based learning to enhance curriculum delivery and increase student engagement.  
Structures are in place to support the implementation of the collaborative implementation of STEM and ICT.

# Strategic Direction 2: Flourishing Learners

## Purpose

To develop a strategic whole school approach to wellbeing and engagement that enables students to grow into resilient, confident, successful and responsible citizens. Teachers will be equipped with strategies to enhance student engagement in all aspects of school life. We are committed to supporting staff and students to achieve their personal best in a coherent, reflective and co-operative educational environment.

## Improvement Measures

### Visible Wellbeing

Student wellbeing increases from baseline.

Tell Them From Me and other surveys reveal continued growth in students' social/emotional outcomes and parent engagement over the period 2018 to 2020.

### Positive Behaviour for Learning

Move from Delivering to Sustaining and Growing (or better) in the School Excellence Framework in the element of Wellbeing.

## People

### Staff

Staff have a shared responsibility for monitoring behaviour expectations, analysing data, lesson development and explicit teaching Positive Behaviours for Learning (PBL) and creating optimal conditions for learning.

### Students

Students engage in their learning, strive for self-improvement and take responsibility for their own behaviour through self-regulation.

### Leaders

The Wellbeing Team collect, analyse and use school data from key stakeholders to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

The school Executive Team supports staff to create optimal conditions to support student wellbeing and learning.

### Parents/Carers

The school community supports the school through consultative decision-making and provides feedback to support the monitoring and refinement of wellbeing protocols.

## Processes

### Visible Wellbeing

Create a shared understanding of how to combine wellbeing initiatives and learning in a school-wide approach to drive continuous individual, cohort and school improvement.

### Positive Behaviours for Learning

Implement and refine a whole school consistent approach to student wellbeing and behaviour expectations ensuring optimum conditions for learning.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Data sources include:

- PBL Assessment Tools
- SENTRAL Data
- Tell Them From Me surveys and other student feedback
- Profiler Project Data and comparison of baseline.
- Data for self-assessment against the SEF V2

## Practices and Products

### Practices

#### Visible Wellbeing

All staff ensure optimum conditions for learning by enacting key messages of wellbeing frameworks and promoting an ethos of positive education through a holistic approach to student engagement and respectful and caring relationships as evidenced in TTFM surveys, focus groups and school data.

#### Positive Behaviours for Learning

Teachers explicitly teach core expectations and desired behaviours in all settings as evidenced in TTFM surveys, classroom observations and walkthroughs.

Students display and articulate respectful relationships towards staff and peers as evidenced by a reduction in negative incidents in SENTRAL data.

### Products

#### Visible Wellbeing

A positive school wide culture of connectivity and sense of shared responsibility for a positive, respectful and inclusive environment.

#### Positive Behaviour for Learning

Students self-regulate behaviour to effectively engage in all school settings.

90% of students display positive behaviour across all school settings as evidenced by SENTRAL data.

# Strategic Direction 3: Productive Partnerships

## Purpose

To develop an inclusive culture that drives continuous school improvement. Consultative decision-making creates a shared sense of responsibility among students, parents, community, staff and school leaders to ensure our children have educational opportunities that will prepare them for active and responsible citizenship in a diverse and changing world.

## Improvement Measures

Increased parent/carer engagement in the school and their child's learning from baseline data.

Move from Delivering to Sustaining and Growing (or better) in the School Excellence Framework in the element of Management Practices and Processes.

2% increase in school attendance data and a decrease of 10% in unexplained student absences.

10% increase in the number of students in Year 3 and Year 5 who achieve in the top two bands in NAPLAN literacy and numeracy.

## People

### Staff

All staff implement school practices and processes to enhance communication between school and home so that parents/carers receive regular feedback on their child's learning and development.

### Students

Students have a healthy concept of self, a greater sense of belonging and are actively engaged in the school and community.

### Leaders

School leaders implement strategies to promote productive partnerships, including protocols for communicating school business. They work to develop an ethos of positive education by building quality relationships with all stakeholders and ensure a supportive, industrious and respectful environment.

### Parents/Carers

Parents/Carers regularly attend school events, including parent/teacher interviews, initiate communication about their child's education and provide feedback on core business; work with the school to resolve issues and support the implementation of the school's core expectations for learning and conduct.

### Community Partners

Community partners work consultatively to contribute to student learning and wellbeing.

## Processes

### Connecting Community

Establish, implement and review school-wide processes and practices that engage all stakeholders in relevant decision-making about student learning, school policy and practice and community initiatives.

### Communication

Draw on feedback from school community, proven practice in like schools and research to improve communication between the school and home.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. data Sources include:

- Tell Them From Me survey and other school data sources
- P & C Membership
- Anecdotal observation of parent/carer attendance at school events
- Student and school performance data
- SENTRAL data
- Data for self-assessment against SEF V2

## Practices and Products

### Practices

Clear, purposeful communication and continuous collaboration results in families and community members actively contributing to school improvement through shared decision-making as evidenced by meeting minutes, surveys, informal feedback, parental engagement.

### Products

The school is highly valued in the community as an inclusive, welcoming and successful student-centred environment.