

School plan 2018-2020

Albury Public School 1017



School background 2018–2020

School vision statement

Albury Public School fosters a dynamic and engaging learning culture where students are nurtured intellectually, socially and emotionally. They develop the skills to become self-motivated, lifelong learners. Our highly skilled and collaborative staff are committed to pursuing best practice to ensure excellence in learning, teaching and leading.

School context

The community is proud of the history of Albury Public School.

Albury Public School welcomes diversity and has an established culture of high expectations of both students and staff.

Whilst recognising its heritage, the school is committed to providing educational programs for today's students which will adequately prepare them for their place in society. The school aims to develop children who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. The academic, cultural, physical, social and moral development of each child is encouraged.

School programs include: The Stephanie Alexander Garden Program for Year 4 students; Bluearth, a wellbeing program; and Live Life Well.

School planning process

In 2017 – 18 a comprehensive process was conducted to gather information. The whole school community was consulted on what was working in the school; what could be improve; and how to improve student outcomes.

Staff critically analysed NAPLAN data, with a specific focus on trend data. Additional internal and external data was scrutinized to further identify areas of strength and future priorities. Consultation with the P&C and small focus groups of parents, students and staff enabled dialogue and a sharing of information to determine agreed school directions.

The staff worked as a whole and in groups with a responsibility for a strategic direction, to further identify and develop the strategic directions and the steps required to achieve the necessary improvement.

The executive team collated information and refined the strategic directions and the 5'Ps.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Dynamic and Engaging Learning Community

Purpose:

To create a school community that embraces an engaging, challenging and future-focused learning culture which enables every student to develop the skills and knowledge necessary to thrive as life-long learners and reach their individual potential.



STRATEGIC DIRECTION 2

Innovative, evidence-based teaching practice

Purpose:

To build staff capacity and commitment by working collaboratively to implement effective evidence-based practices to meet the diverse needs of all students at Albury Public School.



STRATEGIC DIRECTION 3

Strong, strategic and effective leadership

Purpose:

To develop educational leaders who foster a culture of high expectations and a commitment to the development of high performing teachers to ensure student achievement.

Strategic Direction 1: Dynamic and Engaging Learning Community

Purpose

To create a school community that embraces an engaging, challenging and future-focused learning culture which enables every student to develop the skills and knowledge necessary to thrive as life-long learners and reach their individual potential.

Improvement Measures

All teachers show an increase in the use of data to inform their practice as evidenced by the What Works Best in Practice survey.

Increase in the percentage of students feeling challenged and confident of their skills in literacy.

Increase in the percentage of value added equal to or above the state average in Years 3 – 5 and 5 –7 growth.

People

Students

Know themselves as learners, set and monitor goals and strive for excellence.

Think deeply and critically and make relevant connections across all learning areas.

Parents/Carers

Parents/carers are active participants in their children's education, supporting school and class initiatives.

Leaders

Provide effective TPL in curriculum planning, programming and how students learn, coupled with opportunities for collaboration, demonstration and reflection.

All leaders guide a process of pedagogical reforms in literacy, numeracy, differentiation and curriculum delivery.

Lead colleagues to evaluate the effectiveness of learning and teaching programs, differentiated for the specific learning needs of students across the full range of abilities and to ensure compliance with legislative and/or DoE policies..

Staff

Apply explicit engagement and critical reflection when investigating, creating and delivering learning.

Expand understanding of how students learn using research, collegial advice and workplace knowledge and use this to structure learning programs that are

Processes

Deliver dynamic, rigorous teaching and learning programs that are responsive to student needs and interests, that are contextually relevant and make learning meaningful and engaging for all students.

Implement a comprehensive and integrated strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.

Evaluation Plan

All data will be analysed collaboratively:

- What works best in practice survey
- Tell them from me surveys
- Teaching programs
- Observation data
- meeting minutes
- teacher reflections
- NAPLAN/PLAN data
- Analysis of student goals

Practices and Products

Practices

The school implements evidence-based change to whole school practices which results in measureable improvements in wellbeing and engagement to support learning.

The school implements an integrated approach to quality teaching, curriculum planning and delivery which promotes learning excellence and responsiveness in meeting the needs of all students.

There is a school-wide, collective responsibility for student learning and success through effective partnerships in learning that supports student motivation to deliver their best and continually improve.

Products

Student learning takes place in an environment which is flexible, challenging for all, innovative and responsive to changing student need.

The curriculum supports high expectations for student learning and includes the provision for individual student learning goals and evidence of differentiation.

Positive respectful relationships are evident and widespread among students, staff and the community and promote student wellbeing to ensure that students connect, succeed, thrive and learn.

Strategic Direction 1: Dynamic and Engaging Learning Community

People

differentiated and responsive to changing student need.

Strategic Direction 2: Innovative, evidence-based teaching practice

Purpose

To build staff capacity and commitment by working collaboratively to implement effective evidence-based practices to meet the diverse needs of all students at Albury Public School.

Improvement Measures

Teaching and Learning programs reflect an increased use of formative assessment as part of a continuous assessment and evaluation cycle.

All teaching programs include evidence of differentiated learning based on the Literacy and Numeracy Progressions.

All teachers rate themselves at 4th or 5th (high) category across the seven key themes in the "What works best in practice" survey.

People

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies.

Work collaboratively to ensure that their pedagogy aligns with evidence-based practices.

Design and implement learning and teaching programs using high level knowledge of curriculum, assessment and reporting requirements.

Parents/Carers

Engage in literacy and numeracy information activities around assessment and teaching strategies, continuum of learning and actively engaging with teachers to support the individual needs of their child.

Leaders

Facilitate processes that build staff capacity to implement high quality evidence-based practices around learning and wellbeing.

Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

Students

Show responsibility for their learning by reflecting on and implementing feedback from teachers and peers.

Processes

Develop and apply effective assessment strategies, including constructive feedback and analysis of data, to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.

Develop and implement high quality teaching and learning programs in English and Mathematics based on current research.

Embed collaborative teaching practices across the school.

Evaluation Plan

- What Works Best Reflection Guide notes recording discussions from teaching teams.
- What Works Best in Practice Teacher surveys and Tell them from me surveys are analysed collaboratively (Explicit teaching /Collaboration sections)
- Monitoring of teaching programs and professional discussions with teachers in team meetings and 1:1 meetings with the supervisor/principal.
- Constructive feedback from classroom observations, recorded lesson observations and demonstration lessons are analysed, lesson plans and timetables provide evidence of reflection on practice and change in practice.

Practices and Products

Practices

Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelled effective practice and specific and timely feedback.

Planning for teachers is informed by syllabus requirements and holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Products

Teachers use systematic and reliable assessment information and student feedback on their learning to evaluate student growth over time and to implement changes in teaching that leads to measurable improvements.

Improved practice results in school-wide ongoing improvement in teaching practices, student results and engagement.

All teachers have expert, contemporary curriculum knowledge and effective teaching strategies that are adjusted to ensure that all students are challenged and supported, leading to improved learning. Teachers involve students and parents in planning to support learning

Strategic Direction 3: Strong, strategic and effective leadership

Purpose

To develop educational leaders who foster a culture of high expectations and a commitment to the development of high performing teachers to ensure student achievement.

Improvement Measures

All leaders demonstrate increased scores in the AITSL school leader self-assessment tool.

Increased percentage of teachers meeting their goals on PDPs.

People

Staff

Demonstrate a commitment to fostering a culture of high expectations by modelling pedagogy that leads students to be active, cooperative learners in an engaging and productive learning environment.

Intensive professional capacity building focused on the Australian Professional Standards for Teachers, in particular, features of high quality programming, assessment design and implementation of curriculum to maximise the impact on student learning.

Leaders

All leaders have a commitment to fostering a culture of high expectations and a shared responsibility for student engagement, learning and development.

100% of school leaders guide a process of accreditation, goal setting and curriculum delivery.

Students

Students provide effective feedback to leadership through focus groups and Tell them from me surveys.

Processes

Deliver professional learning for leaders focussing on consistency of management skills and leadership roles and responsibilities that support high quality teaching and learning.

Developing high performing teachers through the establishment of high quality early career teacher support systems and targeted quality professional learning for all.

Fostering a culture of high expectations and school improvement, through meaningful engagement with the PDP process, and a comprehensive knowledge of the Australian Professional Standards for Teachers.

Evaluation Plan

Team meetings to review progress of individual professional learning goals. Review of stage/school programs and individual practice through lesson studies and regular team meetings.

Evidence of workplace planning through the PDP process.

Analysis of data from AITSL school leader assessment tool and Self-assessment tool for teachers.

Practices and Products

Practices

High performing teachers are identified, guided and supported to deliver sustained and measurable whole school improvement.

Staff is focused on continuous improvement in line with the Professional Teaching Standards to maximise impact on student learning.

The leadership team participates in capacity development programs and implements the principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required.

Products

Strong, strategic and effective leadership that supports the wellbeing of teachers and builds capacity for a strong pipeline of leaders.

The school exhibits a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capabilities are continually built to ensure every student experiences high quality teaching.