

School plan 2018-2020

Albury West Public School 1019



RESPECT RESPONSIBILITY CARE

School background 2018–2020

School vision statement

Our school promotes equity and excellence to ensure our students become active and informed citizens who are successful, confident and creative lifelong learners.

School context

Albury West Public School is a P1 school with a student population of 150+, which draws students from the western part of Albury.

With 6–7 classes and teachers in support roles, the teaching staff mix is one from very experienced through to those in their early years. The professional requirements for teaching in NSW public schools are met by all teaching staff.

Quality educational programs provide for enrichment, encouraging success in academic endeavour, sport and the arts. The student population is largely from an English speaking background with 28% Indigenous students. The school has a history of high mobility amongst the students.

The school has an active P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy, numeracy, technology and student welfare. Albury West Public School is a keen and constructive participant in, and strong supporter of, the Crossing Point Learning Community. This learning community includes Albury High, Albury and Howlong Public schools.

A commitment to ongoing school improvement in pedagogy, school management and professional learning acts as an umbrella for teaching and learning and the achievement of school priorities for student achievement. It provides a vehicle to build teachers' capacities to teach explicitly and students' capacities to be engaged as effective learners.

The school is supported by the Resource Allocation Model

School planning process

The writing of the school plan commenced in 2017 with the executive attending a one day workshop.

As part of the Annual School Report process students, teachers and the community were surveyed on quality teacher and school leadership. Following on from the workshop and survey feedback, the P&C and Albury West Public School teaching staff formulated three strategic directions. Through regular meetings involving staff, parents and students on the SRC we were able to identify the 3 strategic directions.

These directions articulate the school's priorities over the next three years for high expectations, teacher quality and quality leadership. The directions are future-focused and will drive a whole school culture of educational and organisational excellence. The directions are:

** Setting high expectations of student performance, and enhancing the quality of student learning.*

** Fostering teacher quality.*

** Building leadership capacity.*

The strategic directions show how Albury West Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding.

Underlying the Albury West Public School plan is the professional development of teachers. In providing

School background 2018–2020

School vision statement

School context

(RAM) equity loading: Socio–economic background and Aboriginal background.

School planning process

teachers with the expertise to competently implement teaching practices we are preparing children for a future defined by technology, creativity and openended thinking.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Setting high expectations of student performance, and enhancing the quality of student learning.

Purpose:

Engaging every student at Albury West in meaningful and future focused learning experiences will support students in achieving their full potential as successful learners, confident and creative individuals and active and informed citizens.

STRATEGIC DIRECTION 2

Fostering teacher quality.

Purpose:

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

STRATEGIC DIRECTION 3

Building leadership capacity.

Purpose:

To provide leadership development and professional learning opportunities which build collective efficacy to lead curriculum innovation and sustain excellence in instructional and organisational practices across the school.

To build effective and meaningful relationships with key community partners, who can support the school with resources, expertise and experiences to enrich the school's standing within the local community and promote excellence in teaching, learning and leadership.

Strategic Direction 1: Setting high expectations of student performance, and enhancing the quality of student learning.

Purpose

Engaging every student at Albury West in meaningful and future focused learning experiences will support students in achieving their full potential as successful learners, confident and creative individuals and active and informed citizens.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities

Students will achieve their year appropriate expected growth in Literacy (with a focus on understanding texts) and Numeracy

People

Students

will become visible learners who use learning habits to collaboratively set SMARTER learning goals in order for them to become independent learners, motivating them to achieve their full potential in literacy and numeracy.

Staff

will maximise student learning through identifying and analysing data (SMART, attendance, PLAN etc) to plan and target explicit individualised, integrated and differentiated learning.

Staff

will ensure appropriate assessment and reporting practices are used consistently to monitor learning outcomes and they will use their understanding of current research and pedagogy to refine their capacity to maximise individual and collective wellbeing.

Parents/Carers

will collaboratively develop and support their child in the implementation and monitoring of PLP's, ensuring their child's engagement, wellbeing and aspirations are met.

Community Partners

work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Leaders

Processes

Curriculum and Learning

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions, success criteria and feedback is evident.

Assessment, planning and programming and teaching models inform and improve student learning outcomes.

Personalised Learning

Staff use rigorous identification and monitoring processes to ensure high levels of support are provided for identified students.

Tiered interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy. These interventions include: L3, TEN and MiniLit and is supported through EAfS.

Evaluation Plan

The Leadership Team will lead inquiry

discussions around:

- Literacy and Numeracy (Learning Progressions) Data
- NAPLAN Data
- Student Attendance
- Student behaviour and engagement
- Current Intervention Programs
- Teaching and Learning Programs

Practices and Products

Practices

Students are involved in reflective assessment and reporting processes.

Every student is actively and consistently engaged in learning that is meaningful and developmental.

Learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evident in classroom practice, programming and reporting.

Products

The school has a comprehensive and inclusive framework to support the whole child which measurably improves individual and collective wellbeing.

Positive and respectful relationships across the school community underpin a productive learning environment, positive behaviour and effective engagement.

Evidence of learning will be demonstrated through classroom practice, programming and reporting.

Strategic Direction 1: Setting high expectations of student performance, and enhancing the quality of student learning.

People

will plan and promote school practices that support the cognitive, emotional, social, physical and spiritual well-being of students.

Processes

- Assessment and Reporting Processes
- Learning Intentions and Success Criteria
- Practice Analysis Conversation (PAC) indicates student engagement
- Personalised Learning Pathways use SMARTER goals

Strategic Direction 2: Fostering teacher quality.

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

Improvement Measures

All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy.

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

People

Students

will provide timely and respectful feedback to teachers on their learning experiences.

Staff

will maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

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Leaders

will establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices).

Leaders

will use comprehensive knowledge of current research to lead and expand professional learning opportunities for all staff that focus on improved student learning.

Parents/Carers

will be more engaged in creating a collaborative approach to educating the whole child in all areas through an increased understanding and involvement

Processes

Research-based pedagogy

Solid research, through the EAfS initiative, will be drawn upon to develop and implement high quality professional learning in literacy and numeracy teaching practices

(e.g. L3, Visible Learning, TEN).

Collaborative Practice

Develop and implement collaborative processes supporting valid teacher judgement in the literacy and numeracy progressions.

Evaluative Practice

Data, including Learning Progressions, is updated and monitored every 5 weeks to inform teaching and plan for learning.

Leaders will build a culture of high expectations for quality teaching.

Evaluation Plan

The Leadership team will lead inquiry based discussions around:

- Practice Analysis Conversation
- Program supervision
- Early Action for Success Program
- Professional Development Framework
- Learning Conferences
- Learning Progressions and NAPLAN Data

Practices and Products

Practices

Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.

Teachers demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

There is school wide collective responsibility for student learning and success.

Strategic Direction 2: Fostering teacher quality.

People
in school programs.

Processes
– TTFM surveys

Strategic Direction 3: Building leadership capacity.

Purpose

To provide leadership development and professional learning opportunities which build collective efficacy to lead curriculum innovation and sustain excellence in instructional and organisational practices across the school.

To build effective and meaningful relationships with key community partners, who can support the school with resources, expertise and experiences to enrich the school's standing within the local community and promote excellence in teaching, learning and leadership.

Improvement Measures

Leadership development and professional learning opportunities are available.

Students in Years 3–6 actively participate in leadership opportunities.

People

Students

will be engaged in leadership experiences and representative decision making processes on behalf of the student body and within their classrooms.

Staff

will implement targeted professional learning programs designed to develop leadership, management & excellence using the Teaching Standards and School Excellence Framework.

Parents/Carers

a clear articulation of the school targets and curriculum focus will be provided to parents and community members.

Leaders

will demonstrate instructional leadership and model evaluative, evidence-based practice.

Processes

Student Leadership

Build the leadership capacity of students.

Aspiring Leadership and Sustainability.

There is an understanding of, and support for improving leadership within the school community.

Leaders will build current and aspiring leaders' capability to lead curriculum innovation and sustain excellence in instructional and organisational practices through targeted professional learning programs, PDP planning, coaching skills development, leadership development and succession planning opportunities.

Develop leaders' organisational capabilities and sustainability through improved knowledge of compliance practices, the Australian Professional Standards (APS) for Principals and Leading & Managing the School.

Evaluation Plan

- Practice Analysis Conversation
- Professional Development Plan – development, monitoring and review
- Schools Excellence Framework
- Regular reporting against milestones to the school and community.
- Regular monitoring of compliance training
- Feedback from staff, student and parent surveys on curriculum and program implementation using the TTFM surveys.

Practices and Products

Practices

Extensive leadership opportunities operate within the school with whole school planning, monitoring and evaluative thinking practices aligned to School Excellence Framework.

The SRC meets regularly to initiate, problem solve and lead initiatives across the school.

Products

A school culture which is professionally supportive, proactive and strengthens teacher capabilities exists within the school.

Students' have a voice through the SRC and respond to students' suggestions and issues.