

School plan 2018-2020

Alstonville Public School 1030



School background 2018–2020

School vision statement

Alstonville Public School's motto is *Effort Earns Success*. Students are self-directed learners able to learn anywhere, anytime. Alstonville Public School values and visibly promotes collective and individual thinking to aid in the development of deep knowledge, skills and understanding.

School context

Alstonville Public School has an enrolment of 500 students, including 6% Aboriginal students. The school has 19 classes, including an opportunity class for high performing students. The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, dance, and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning is developed using Project Based Learning pedagogy to develop student agency in their learning through authentic projects that engage students. Students develop skills in collaboration, communication, creativity and critical thinking. Alstonville Public School is a Primary STEM Action School, mentoring primary schools in embedding STEM integrated curriculum.

The school has a wide breadth of experience in its teaching and support staff. All input is valued. The school has a culture of enthusiasm, collaboration, sharing and support which produces a stimulating, innovative and rigorous learning environment.

School planning process

Throughout 2015–17 the school community were extensively involved in evaluating the school plan as it was implemented. In Semester 2 2017, students, teachers and parents were involved in extensive evaluation and reflection of the school plan in preparation for developing the new plan. Teachers participated in a World Cafe to reflect on and feed into the new school plan. Student Parliament were engaged in an extensive feedback and feed forward session sharing their reflections on learning and visions for the future. Parents were invited to provide feedback via Tell Them from Me surveys and incidental surveys throughout the planning cycle. The executive team phoned a random sample of 10% of parents to complete a phone survey to gather a wide selection of responses and thoughts from parents. The P&C played a vital role in being the conduit between the school and parents, providing a time for the school executive and students to share the results of pedagogical change and specialised programs and to discuss and evaluate the school planning documents.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Creating a Culture of Thinking

Purpose:

To develop deep understanding of the 'Cultures of Thinking' and create a school wide ethos where deep thinking is valued and visible.



STRATEGIC DIRECTION 2

Making Thinking Valued

Purpose:

To ensure all learners have opportunities to explore their thinking, to make their thinking visible and to reflect and discuss their learning.



STRATEGIC DIRECTION 3

Rigour in Teaching and Learning

Purpose:

To improve learning outcomes in literacy and numeracy and meet the needs of all learners by having high expectations and applying evidence-based pedagogy, including STEM and Project based learning.

Strategic Direction 1: Creating a Culture of Thinking

Purpose

To develop deep understanding of the 'Cultures of Thinking' and create a school wide ethos where deep thinking is valued and visible.

Improvement Measures

80% of teachers self assess on protocol above 100/160 upon the completion of professional learning.

Increase in reference to student agency dispositions and student leadership policy in 2020 video when compared to 2018 baseline.

2020 learning walks show 80% of teachers show an improvement in use of cultural forces when compared to 2018 baseline.

People

Students

Students understand they are responsible for their learning and are self reflective. Students are well-informed citizens, actively contributing to a shared sense of belonging. Students have the dispositions to flexibly use thinking routines.

Staff

Teachers are self-reflective learners and are aware of the forces that impact on the depth of student understanding.

Leaders

Leaders facilitate and support ongoing learning and Cultures of Thinking to develop collective efficacy.

Parents/Carers

Parents and carers understand and engage in their child's learning and assist in developing student agency.

Processes

Cultures of Thinking:

Develop a school-wide approach to deepen student understanding.

Developing student agency.

Students contribute to school-wide culture through leadership, self efficacy and building an enhanced sense of belonging.

Evaluation Plan

- Early protocol/Late protocol – Teacher self assessment
- World Café with staff, students, parents and carers at culmination point.
- Completion of leadership protocol
- Learning walks and checklists – baseline and final.
- APS Google form – belonging survey
- EBS4 data – student and type of behaviour
- Video – What does student agency look like?

Practices and Products

Practices

The 8 cultural forces are evident in all classrooms, measured by protocols:

1. Time
2. Modelling
3. Language
4. Environment
5. Interactions
6. Routines
7. Expectations
8. Opportunities

New student agency model and leadership policy to promote high expectations, belonging to engage peers in their learning.

Products

The 8 cultural forces are clearly evident throughout the school and all classrooms, valuing thinking and understanding using protocols.

Students are self reflective and develop agency by:

- Creating dynamic personalised learning plans
- Demonstrating learning through learning portfolios, student led conferences and learning conversations
- Leading Mind Up Curriculum, anti-bullying lessons, Positive Behaviour for Learning and School Parliament to enhance belonging

Strategic Direction 2: Making Thinking Valued

Purpose

To ensure all learners have opportunities to explore their thinking, to make their thinking visible and to reflect and discuss their learning.

Improvement Measures

Visible thinking routines are explicitly planned for in teaching and learning programs.

Students show improved ability to think deeply and articulate their thoughts clearly.

A scale is used to measure improvement in knowledge and understanding of creativity and core routines.

People

Students

- Students are flexible thinkers who see knowledge as problematic and reflect on their thinking.
- Students have an awareness of cognitive biased and challenge ideas.

Staff

- Staff use routines flexibly and are sensitive to opportunities utilise them.
- Have a process concept of knowledge rather than a product concept of knowledge.
- Staff see knowledge as fluid and open to question.

Leaders

School leaders will use thinking routines in professional learning to engage teachers in the process from a students' perspective. Leaders will build parent understanding of thinking routines and the value placed on using these to develop student thinking.

Parents/Carers

Build understanding of thinking routines, the importance of students developing thinking dispositions and how parents can foster this at home.

Processes

Visible Thinking Routines

- Teachers integrate Visible Thinking Routines flexibly throughout all KLAs to develop students' thinking
- Students' thinking is visible in classrooms

Positive Learning Environment and Culture

Evaluation Plan

- Monitoring of milestones for the strategic direction.
- Continual evaluation by teachers, students and parents.

Practices and Products

Practices

- Thinking dispositions are taught in all classrooms.
- Learning pit, growth mindset and GRIT
- Emphasising three core practices: thinking routines, the documentation of student thinking, and reflective professional practice.

Products

- Core routines are programmed in all KLAs.
- Professional learning program educates staff on core thinking routines.
- Documentation of students' thinking is visible in classrooms.
- VT windows document thinking journeys of students.
- Measurable increase in staff enabling problematic knowledge and higher order thinking opportunities in their classroom..

Strategic Direction 3: Rigour in Teaching and Learning

Purpose

To improve learning outcomes in literacy and numeracy and meet the needs of all learners by having high expectations and applying evidence-based pedagogy, including STEM and Project based learning.

Improvement Measures

Value added is 80% of students achieving in the top two NAPLAN bands for reading and numeracy; and 60% in writing.

In NAPLAN, over 90% of cohort reach student growth scores in all aspects.

Teachers have engaged in professional learning and are embedding new practices in their teaching routines. Project Based learning and STEM pedagogy evident in all teachers' programs and in all classrooms.

Differentiated lessons are evident in every classroom and data collection systems are in place. (PLAN, PLAN2, NAPLAN, school based assessments)

People

Students

Students feel supported to take risks and give or receive feedback about their learning. Students develop agency in their learning having both a voice and choice, as they build skills to self assess their progress.

Staff

Teachers show new knowledge and skills to differentiate instruction. Teachers regularly gather, analyse and reflect on student data to plan, assess and track student learning. Teachers grow in skills and confidence as they utilise reflective practices in planning. Teachers have a deep knowledge of STEM and project based learning pedagogy.

Leaders

School leaders will have an instructional leadership role in which to support teachers with new learning. They will provide targeted support in Literacy, Numeracy and future focused learning. School leaders will embody evaluative and reflective practices.

Parents/Carers

Parents will value high expectations and support students' learning. Parents will have the opportunity to engage in their child's learning through student led conferences, e-portfolios, learning conventions and personalised learning pathways.

Processes

Literacy and Numeracy:

- Implement school-wide processes whereby distributed instructional leadership drives improvement in teaching practice; underpinned by the effective use of data.

Future Focused Learning:

- Embed a whole school approach to Project Based Learning pedagogy and a STEM integrated curriculum, to engage all learners.
- Support teachers to effectively use formative assessment, feedback, reflection on learning / teaching to improve student outcomes.

Student agency:

- Explicitly teach students how to use data and feedback to track their progress, be reflective learners and determine where they need to focus their learning next.

Evaluation Plan

- Data analysis – PLAN, NAPLAN, school-based assessments.
- Minutes of and feedback from learning conversations.

Practices and Products

Practices

Every teacher uses data to inform and differentiate teaching and learning.

Teachers identify professional learning and engage actively to apply new learning in the classroom to improve student outcomes.

Student agency is developed, promoting voice and choice in their learning.

Using learning walks to see appropriate use of feedback and reflection on learning in classrooms.

Products

Literacy and Numeracy data walls are visible in every classroom to support personalised learning.

Student understand success criteria, demonstrate their learning and are engaged in goal setting, student led conferences, e-portfolios and giving or receiving feedback using different sources.

Instructional leaders engaged in learning conversations to identify learning needs of staff and students, so as to personalise professional learning and learning outcomes for students.

Teaching programs reflect and students show engagement in PBL and STEM; promoting creative and critical thinkers, collaborative, self-directed learners.