

School plan 2018-2020

Armidale City Public School 1057



School background 2018–2020

School vision statement

At Armidale City Public School we aspire to provide a high quality, inclusive educational environment which values our diverse community and empowers our students to be dynamic life long learners. Students are actively engaged citizens in a complex and evolving world and aspire to 'Excel with Honour'.

School context

Armidale City Public School is situated in the centre of the Armidale township and is a school with a proud history of education in Armidale. It is the oldest primary school in the town and has significant historical features. With a school population of 440 students, Armidale City enjoys a reputation as a school with inclusive values and excellent academic achievements. As a member of the Armidale Community of Schools, our school works with schools across Armidale to provide the best education for all students by providing shared enrichment programs and cultural and sporting activities. Armidale City is a spacious well planned school. The school buildings which were purpose built for Armidale's cold weather are large, bright and well maintained. The school boasts a multi-purpose hall, two new art rooms, a student kitchen, a dance room and several large outdoor learning areas. The school has three fully equipped computer labs, networked computers in all rooms and interactive technology in the form of Smart boards or interactive TV's in all classrooms to support teaching and learning. A mobile VC unit supports the VC facilities in the school. The teaching community is a mix of professional teachers who have been at the school for significant time, staff who have had a range of experiences in other educational settings as well as several vibrant new scheme teachers. Teachers and parents work together to provide many opportunities for students to participate in a range of school, community and regional activities and excursions. Students wear their uniform with pride on a daily basis. The school is acknowledged in broader educational contexts for its academic, debating, sporting and cultural achievements.

School planning process

As a team we have consulted and collaborated in the following ways as part of the school planning process:

Current school 'vision' presented to School Council for revision and updating.

Strategic directions formulated by executive in response to input from staff, parents and students.

Focus groups utilised with a focus on 'Why?'

Individual and group staff responses collated.

School Council and P and C members asked directly for input into strategic directions.

Strategic directions formulated and then presented to staff and key parent groups for input to purpose.

Purposes written – staff and parents asked to identify key areas, executive then prioritised and develop 5Ps (including purpose already developed) and milestones.

NAPLAN and other school based assessment data was collected and analysed as part of writing the strategic plan.

School strategic directions 2018–2020



Purpose:

To further develop a learning culture for all students which is differentiated and has high expectations.



Purpose:

To develop confident, organised, persistent, resilient and responsible students who can get along with others and embrace a personal growth mindset.



Purpose:

To continue to build teaching practices that promote high student engagement through the use of data analysis and effective and timely feedback consistently across all areas of the school.

Strategic Direction 1: Challenging and inclusive quality learning culture

Purpose	People	Processes	Practices and Products
<p>To further develop a learning culture for all students which is differentiated and has high expectations.</p>	<p>Students</p>	<p>Differentiation</p>	<p>Practices</p>
<p>Improvement Measures</p>	<p>Students will understand and be able to demonstrate through individual learning goals what effective learning looks like using a growth mindset to meet high expectations.</p>	<p>Staff collaboratively plan to enhance a quality learning culture and differentiate programming and pedagogy through using the Quality Teaching elements, Australian Professional Teaching Standards and School Excellence Framework directions.</p>	<p>Every teacher uses data to inform and differentiate their teaching and learning with a focus on literacy and numeracy.</p>
<p>All teachers track/monitor student progress on learning progressions/ continuums for Literacy to plan differentiated learning opportunities.</p>	<p>Staff</p>	<p>High expectations</p>	<p>Investigate strategies and allow students to learn about the power of 'not yet' – learning from mistakes and developing resilience.</p>
<p>All teachers track/monitor student progress on learning progressions/ continuums for Numeracy to plan differentiated learning opportunities.</p>	<p>All staff are confident in their capacity to engage with research. They are reflective in their practice, believing the quality of learning makes a difference.</p>	<p>Data and evidence is collected and analysed regularly as a base to inform and revise learning goals (students and staff) that are aspirational.</p>	<p>All students are engaged in quality programs to meet their needs.</p>
<p>All programs show evidence of differentiation and general capabilities from curriculum.</p>	<p>Leaders</p>	<p>Growth mindset</p>	<p>Staff continually reinforce growth mindset and YCDI concepts through explicit teaching for students and utilising feedback for personal growth.</p>
<p>Improved collection of data and subsequent analysis to inform learning.</p>	<p>Leaders model collaborative practice and are instructional in their daily work ethic. They support all staff to create a challenging, collaborative and engaging learning culture which utilises data/ evidence to guide practice.</p>	<p>All staff participate in professional learning with a focus on growth mindset, differentiation and general capability concepts.</p>	<p>Products</p>
<p>Higher levels of parent feedback recorded on Sentral with a focus on constructive feedback and joint understanding around student progress.</p>	<p>Parents/Carers</p>	<p>Evaluation Plan</p>	<p>Students engagement, participation and academic achievement through their use of growth mindset, reflection and adjustment of learning goals.</p>
	<p>Parents as educational partners in their children's learning will have opportunity to develop their knowledge, skills and understandings which can support learning through participation in various school events/information sessions.</p>	<ul style="list-style-type: none"> • Evidence of teacher reflection in programs/stage discussions/whole school staff meetings on data analysis and how it impacts on learning and differentiation as a result. • Evidence of parent contact and positive reinforcement around student engagement in learning on Sentral. • Feedback from staff, students and parents around growth mindset is sought and collated to evaluate impact, including data on Sentral, surveys, observations and other available evidence. 	<p>Stage meetings allocated for collaborative discussion and analysis of data which fosters consistent teacher approach to learning.</p>
	<p>Community Partners</p>		<p>All students are taught the strategies around the concept of 'I can't do ityet' which relates to growth mindset.</p>
	<p>Community partners will support the learning needs of students through collaborative partnerships with the school.</p>		<p>Parents are more involved in student learning through ongoing, positive communication with teachers.</p>

Strategic Direction 2: Confident, caring and resilient individuals

Purpose	People	Processes	Practices and Products
<p>To develop confident, organised, persistent, resilient and responsible students who can get along with others and embrace a personal growth mindset.</p>	<p>Students</p> <p>Students have a growth mindset and support each other to achieve their potential – no matter the challenge.</p>	<p>YCDI attributes</p> <p>Regular and ongoing revision of You Can Do It attributes across all aspects of the school environment.</p>	<p>Practices</p> <p>Self reflection on attitudes towards learning and against individual learning goals for all students.</p>
<p>Improvement Measures</p>	<p>Staff</p> <p>All staff embrace the principles of a personal growth mindset. Staff are also resilient and learn from all challenges.</p>	<p>Participation</p> <p>Building capacity of all students to be motivated and have positive self-esteem through inclusive and relevant educational opportunities.</p>	<p>Ongoing collegial professional learning for staff in growth mindset and YCDI concepts and implications for teaching and learning.</p>
<p>Less recorded negative incidents on Sentral and as a result more positive incidents recorded.</p>	<p>Leaders</p> <p>Leaders have a personal growth mindset and provide positive support, critical reflection and analysis of school data. They promote positive relationships and regular communication which is honest and respectful.</p>	<p>Student voice</p> <p>Increased student voice enabling greater levels of ownership in the school.</p>	<p>Appropriate culturally inclusive learning opportunities for Aboriginal and TS islander students.</p>
<p>Assessment data is analysed to investigate correlation between growth mindset and positive student growth.</p>	<p>Parents/Carers</p> <p>Parents/Carers are active participants in the education of their children and engage collaboratively in decision making.</p>	<p>Evaluation Plan</p> <ul style="list-style-type: none"> Evidence of YCDI and growth mindset concepts in everyday practice amongst all staff and in class programs. Student voice influences decision making in the school. Analysis of recorded Sentral incidents – focus on increase of positive incidents. Increased student participation in broader school community activities. 	<p>More collaborative opportunities for students to have greater student voice in the school such as SRC input to key decisions.</p>
<p>Observations and feedback from students in Stage 3 indicates enjoyment and engagement in learning activities.</p>	<p>Community Partners</p> <p>Community partners will actively support the school, maintaining clear focus on supporting the needs of the students as the key.</p>	<p>Products</p> <p>Parent contacts are recorded on Sentral with details of conversation reflecting main points and future directions.</p> <p>Common YCDI and growth mindset language used in home and school discussions/conversations.</p> <p>Student voice is acknowledged across the school, with students playing a larger role in decision making and strategic directions.</p> <p>Larger number of students participate in community events.</p>	<p>Shared school community wide responsibility is evident through common language around YCDI and growth mindset.</p>
<p>Evidence of student voice and feedback influencing decision making in the school.</p>			

Strategic Direction 3: Highly effective, collaborative and informed teaching

Purpose

To continue to build teaching practices that promote high student engagement through the use of data analysis and effective and timely feedback consistently across all areas of the school.

Improvement Measures

Consistent teaching of IT skills observed across all settings with a focus on incorporating technology across key learning areas.

Staff collaboratively analyse data and moderate work samples leading to improved consistent teacher judgement across stages.

Analysis of writing samples across Early Stage 1, Stages 1, 2 and 3 to investigate common areas for shared focus across the school. Focus on consistent teacher judgement.

People

Students

Students understand the purpose of feedback and provide feedback on how they are engaged and how 'teaching' can be improved.

Staff

Staff take on feedback willingly and engage with others to provide feedback on a regular basis. They collaborate with stage teams and leaders to inform teaching practice and increase levels of consistency from class to class.

Leaders

Leaders provide feedback which is succinct and has focus. They readily seek feedback on their own practice and work proactively on areas to improve.

Parents/Carers

Parents/carers provide feedback which is utilised to improve current practice and understand mechanisms to provide feedback in a positive manner.

Community Partners

Feedback is welcomed from community partners in a collaborative manner which is focused on teaching in the school.

Processes

Data analysis to inform teaching

Regular professional learning and collegial discussion opportunities on data – what it is; how it can be collected/analysed to inform practice.

Effective and timely feedback

Regular professional learning and collegial discussion opportunities on effective and timely feedback – what it is; how it can be collected/analysed to inform practice.

Consistent teacher judgement

Ongoing professional learning on moderation of work samples and evidence/criteria of achievement.

Technology

Professional learning: technology in highly effective teaching practices.

General capabilities

Professional learning: curriculum general capabilities/impact on teaching.

Evaluation Plan

- Evidence of teacher reflection in programs / stage discussions / whole school staff meetings on data analysis/impact on teaching.
- Teacher personal reflection/stage leader feedback on implementation of IT/engagement of students across KLAs.
- Analysis of school based and external assessment data – focus on calculating effect sizes.

Practices and Products

Practices

Staff engage with concepts around critical and creative thinking and collaborate across the school and network to improve classroom practice.

Scheduled opportunities for staff to collaboratively moderate work samples to inform feedback to students and future teaching.

A culture of collaborative practice is enabled through a supportive, encouraging and reflective environment.

Products

Teaching is more accurately informed by data and therefore, more consistent and effective across all classes with improved consistent teacher judgement.

Technology integrated appropriately across all key learning areas with increased student and staff capability.

Students have a clear set of goals for learning tasks which can be adjusted to suit individuals and focus on the general capabilities.