

# School plan 2018-2020

## Como Public School 1605



# School background 2018–2020

## School vision statement

At Como Public School we nurture each other in an inclusive reflective environment where all stakeholders care for and support each other. The whole school community work together to build resilient, respectful and engaged learners within a future focused landscape.

## School context

Como Public School offers quality education in a caring environment on the banks of the Georges River. There is a strong academic focus with high expectations for learning. The school consists of 5 classrooms including some multistage classes. The teachers use quality teaching strategies to cater for individual needs and learning styles within a stimulating environment. Our school is committed to providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential, academically, socially and emotionally. We are a welcoming and friendly school that values its successful partnerships with parents and the wider community.

Our partnership with the Heart of the Shire Community of Schools (HOTSCOS) provides a wealth of opportunities that include: professional learning opportunities leading to enhanced teaching/learning practice; creating close partnerships for our Stage 3 students to work closely with Stage 4 students; sharing of both human and material resources which all result in our ability to deliver rich, high quality learning opportunities for our students.

## School planning process

The two strategic directions have been determined following collaboration and consultation with the staff and community. Evaluation and data collection has included:

- Surveying parents on the areas in which they believe are the key priorities for students
- Analysing NAPLAN data for 2017 and trend data from past 3 years;
- Collaboration with staff members regarding achievements of previous targets and identification of future areas on which to focus;

Key reforms were also considered and contextualised: these included Great Teaching, Inspired Learning; Local Schools, Local Decisions, Every Student, Every school and the School Excellence Framework.

# School strategic directions 2018–2020

**Purpose:**

To provide a whole school approach to the delivery of quality learning experiences that are focussed, differentiated and enable students to develop strong identities as self-directed learners.

**Purpose:**

To strengthen and develop positive productive relationships within our school, with other schools and the wider community that reflect the aspirations of the school community focused on excellence, high expectations and inclusivity to ensure the continued growth of our school.

# Strategic Direction 1: Excellence in Teaching and Learning

Purpose	People	Processes	Practices and Products
To provide a whole school approach to the delivery of quality learning experiences that are focussed, differentiated and enable students to develop strong identities as self-directed learners.	<b>Students</b>  Value individual learning goals and strive to achieve those goals and meet identified success criteria. Develop learner qualities that focus on communication, collaboration, creativity and critical thinking.	<b>Making Learning Visible</b>  Implement explicit evidence based future focused teaching and learning programs underpinned by data driven quality teaching and learning assessments.	<b>Practices</b>  Students understand their learning goals and use feedback to drive learning to improve academic performance.
Improvement Measures	<b>Staff</b>  Build collaborative expertise, value changes in pedagogy. Embrace implementation in their classrooms of evidence informed visible learning strategies. Develop an understanding of learner qualities for students that focus on communication, collaboration, creativity and critical thinking.	<b>Data Interpretation</b>  Use data to drive and track student learning using PLAN and Learning Progressions.	Teachers use learning intentions and success criteria
Increased proportion of students in top 2 bands NAPLAN	<b>Leaders</b>  Understand research and drivers of research based professional learning where the teaching of future focused pedagogy is valued.	<b>Evaluation Plan</b>  SCOUT data  TTFM data  PLAN 2 / Learning Progressions  Staff surveys  NAPLAN  Classroom observation pre and post data	Feedback student/student, student/teacher, teacher/teacher
Increasing proportion of students meeting expected growth targets in NAPLAN	<b>Parents/Carers</b>  Value and support changes in curriculum delivery and engage in opportunities to give and receive feedback to improve student outcomes		Students and teachers use language of growth mindset.
Consistent improvement in use of Visible Learning and formative Assessment strategies evident in classrooms, teaching programs and student learning	<b>Community Partners</b>  Collaborate with local community, including local schools, where appropriate to access resources, share and build expertise to benefit the school and community.		Students and Teachers use PLAN, Learning Progressions and individual goals to measure success and achievement., understand individual learning needs and differentiate teaching and learning.
Consistent improvement in teachers (routinely) using evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.			<b>Products</b>  Student results show consistent improvement due to feedback  Student data demonstrates use of growth mindset language  Programs demonstrate differentiation as a result of feedback and use of learning goals, learning intentions and success criteria in Literacy and Numeracy.  Teachers routinely use learning intentions and success criteria to inform their teaching  Learning Progressions demonstrate individual students' growth in Literacy and Numeracy.

## Strategic Direction 2: Respectful Connected Communities

### Purpose

To strengthen and develop positive productive relationships within our school, with other schools and the wider community that reflect the aspirations of the school community focused on excellence, high expectations and inclusivity to ensure the continued growth of our school.

### Improvement Measures

Positive, respectful relationships are increasingly evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Teacher Performance and Development reflections demonstrate an engagement with change and consistently improving teaching practice.

The school is recognised as increasingly excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

### People

#### Students

Demonstrate respect for self and others, adopt a positive mindset, exhibit resilience and know how to be safe and responsible.

#### Staff

Model positive mindset, respectful relationships and making connections with students and parents. Staff understand PBL framework and support programs and practice to ensure students connect, succeed and thrive

#### Leaders

Lead by example and develop the capabilities of others in making positive, respectful connections.

#### Parents/Carers

Model respectful relationships within the school community, value the contributions of others and act responsibly and safe. Develop understanding of the PBL framework and strategies to assist students to connect, succeed and thrive.

#### Community Partners

Collaborate with local community, including local schools, where appropriate to access resources, share and build expertise to benefit the school and community.

### Processes

#### Student Wellbeing

Develop and implement a whole school integrated approach to Wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

#### Great Teaching Inspired Learning

Staff establish professional and personal goals. Engage in self and peer evaluation, feedback and observation to improve quality teaching practice inline with the Professional Teaching Standards.

#### Community Engagement

Improve communication structures between home and school through improved practices in areas such as P&C, Learning and Support and community consultation.

### Evaluation Plan

All data will be analysed collaboratively:

- NAPLAN
- TTFM
- Wellbeing self assessment tool

### Practices and Products

#### Practices

A consistent approach to student wellbeing is implemented across the school with all stakeholders understanding the expectations and consequences of a Safe Respectful Learners.

Teachers are inspired and consistently improve the quality of their teaching through active engagement with the Performance and Development Process.

#### Products

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Performance and Development culture driven by teacher's learning goals results in quality teaching evidenced across the school.