

School plan 2018-2020

Ellalong Public School 1826



School background 2018–2020

School vision statement

All Ellalong students will be well rounded citizens and self-regulated learners. They will strive for excellence in all areas. Informed collaborative partnerships are valued and fostered to empower stakeholders to achieve individual and school improvement.

School context

Ellalong Public School, a growing rural school, has a dedicated staff committed to providing quality learning programs and opportunities that meet the diverse needs of our students. Our school population has remained steady around 133 students, with 9% identifying as Aboriginal.

Ellalong Public School joined the Early Action for Success program in 2017, with K–2 continuum data indicating positive improvements by the end of the year on previous years achievements as a result of in-class support, intervention and instructional leadership.

NAPLAN data indicates that Year 3 results are trending up in most areas, with above DoE average achievement in Reading. Year 5 data is not as strong, with Year 3 to 5 growth in Reading and Numeracy a priority. Writing growth was within 3.3 points of the State average scaled score growth of the State, reflecting the focus on writing in 2016.

Our 2018–2020 focus is on delivering quality learning programs, with explicit teaching in numeracy and literacy. A strong emphasis is placed on instructional leadership and professional development to effectively use data to monitor progress, target interventions, differentiate teaching and give specific feedback.

The school will build upon its strong commitment develop responsible citizens through student leadership, wellbeing and resilience programs (Peer Support, PBL and Bounce Back). Promoting a healthy lifestyle and participating in a range of sports are also key features of our plan.

Ellalong Public School is a member of the Cessnock Community of Great Public Schools (CCGPS).

School planning process

Strategies to ensure a consultative process have included:

- A comprehensive phone survey of parents and carers to determine the school culture.
- TTFM Parent, Student and Staff Surveys.
- Facilitated discussions at P&C meetings, firstly about the school vision and strategic directions, and later comment and input invited about the progress and development of the plan.
- Collegial self assessment by staff of the schools progress against the statements of excellence in the School Excellence Framework v2.
- Focused whole staff meetings on school planning where staff considered ways to bring about school improvement drawing on knowledge of successful programs operating in other schools and reviewing our programs to determine best fit for our current and future needs.
- Our 2018–2020 school plan adopts research based methods for achieving improved outcomes based on best practice statements in the School Excellence Framework, the Hunter/Maitland Expert Panel – Effective Practice Guide (2017) and publications by CESE including: High Value–Add Schools: Key Drivers of School Improvement(CESE October 2015), What works best: Evidence–based practices to help improve NSW student performance. (CESE October 2014)
- Tell Them From Me Surveys will be completed by students, parents and staff in 2018, 2019 & 2020.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Great Teaching Creates
Successful Students

Purpose:

School systems develop and support highly skilled teachers who effectively use assessment and collaboratively analyse learning growth to plan for differentiated learning experiences will maximise student learning/success and engage students in their learning.

STRATEGIC DIRECTION 2

We Create Well Rounded
Citizens of the Future

Purpose:

The development of healthy minds and bodies will allow students to develop positive relationships and a strong personal mental health.

STRATEGIC DIRECTION 3

Collaborative Partnerships
Create a Fantastic School

Purpose:

Collaborative partnerships which emphasise;

- effective communication,
- respect and trust,
- engagement and involvement, and
- the best interests of the students,

will set high expectations and engage all stakeholders in ongoing school improvement.

Strategic Direction 1: Great Teaching Creates Successful Students

Purpose	People	Processes	Practices and Products
<p>School systems develop and support highly skilled teachers who effectively use assessment and collaboratively analyse learning growth to plan for differentiated learning experiences will maximise student learning/success and engage students in their learning.</p>	<p>Students</p> <p>Actively engaged students understand their learning goals, respond to feedback and develop high quality literacy and numeracy skills.</p>	<p>Professional Learning in Evidence Based Teaching</p> <p>Professional learning, instructional leadership and mentoring ensure teachers are skilled in knowing their students through assessment techniques that inform teaching priorities, monitor student progress and determine the impact of their work. Teachers use their knowledge and skills in the implementation of research informed teaching strategies, explicit teaching and other interventions to target the needs of individual students.</p>	<p>Practices</p> <p>School systems and practices reflect the teaching and learning focus. Structures are in place to ensure quality learning time is maximised in all classrooms.</p>
<p>Improvement Measures</p> <p>At least 80% of students achieve expected growth in reading, writing and numeracy as measured by NAPLAN and PLAN 2. (Baseline NAPLAN 2017 and PLAN 2 Term 1 2018)</p> <p>Students in Years 3 & 5 to equal or exceed state averages for proficiency in reading and numeracy by 2020. (Baseline 2017 NAPLAN)</p> <p>TTFM Staff Survey will demonstrate that all staff are meeting or exceeding NSW Government norms with special focus on the elements of 'Collaboration', 'Technology', 'Data Informs Practice' and 'Learning Culture'.</p>	<p>Staff</p> <p>Staff demonstrate collegiality and engage with Professional Learning in evidence based practices to achieve improved literacy and numeracy outcomes by focusing on:</p> <ul style="list-style-type: none"> • formative assessment • explicit teaching • lesson differentiation • data collection 	<p>Collaborative Systems</p> <p>The school adopts collaborative and agreed systems to identify students' needs, intervene early and maintain support through the collection of data to inform classroom planning and programing, differentiated instruction, allocate resources and interventions.</p>	<p>Structures exist to support teachers and executive staff to engage in collaborative planning and evaluation to improve their teaching and learning.</p> <p>Professional feedback is provided to staff on student learning and lesson delivery through a mentoring and coaching model.</p> <p>Professional learning focuses on developing teacher capacity to facilitate effective and consistent formative assessment practices, data entry and differentiated instruction in literacy and numeracy.</p> <p>Professional learning focuses on developing teacher capacity in the implementation of engaging programs to increase student self motivation and achievement.</p>
	<p>Leaders</p> <p>Leaders support, engage, model and implement effective strategies, based on current research and data to improve student achievement in all classrooms.</p>	<p>Student Engagement</p> <p>The school supports students to improve their learning outcomes through the implementation of a range of engaging programs and teaching practices.</p>	<p>Products</p> <p>Leadership ensures quality learning time is in place in all classrooms. Timetables reflect and support the teaching and learning focus.</p> <p>Structured and timetabled collaborative analysis of learning progression data guides teaching programs and targeted interventions. Formative assessment practices inform differentiated teaching and learning in every classroom.</p> <p>Teaching programs reference and</p>
	<p>Parents/Carers</p> <p>Parents are supported to be active, authentic participants in their child's learning, establishing and building respectful, meaningful and collaborative relationships that improve student outcomes.</p>	<p>Evaluation Plan</p> <p>Improved results in TTFM Staff Survey elements of 'Collaboration', 'Technology', 'Data Informs Practice' and 'Learning Culture'.</p> <p>TTFM results show improvements in student engagement</p>	

Strategic Direction 1: Great Teaching Creates Successful Students

Processes

Teaching and program observations

Increases evident to NAPLAN Trend Data.

PLAN2 Data tracking

SEF Analysis – Learning Domain

Practices and Products

incorporate the integration of technology.

Staff research comparable models and implement agreed targeted practices that engage students in their learning with innovative practices and contemporary content.

Strategic Direction 2: We Create Well Rounded Citizens of the Future

Purpose	People	Processes	Practices and Products
The development of healthy minds and bodies will allow students to develop positive relationships and a strong personal mental health.	Students Students demonstrate happiness at school, have positive self worth, are engaged in their learning and understand school values.	Wellbeing Programs Positive Wellbeing programs are implemented to benefit all students. A positive wellbeing focus underpins school operations and promotes social resilience. PBL values are increasingly obvious across all class and non-class areas.	Practices Professional Learning is implemented to deliver quality positive wellbeing programs. Continued implementation of PBL, Bounceback and programs that target: <ul style="list-style-type: none"> • social / emotional learning and resilience; • school attendance; • nutrition and physical activity; and have a positive impact on student wellbeing.
Improvement Measures	Staff Teachers develop programs centred around student needs and aim to engage learners. Teachers implement school-wide systems.	School-wide systems School-wide systems will allow the development of healthy minds and bodies and ensure every student is known, valued and cared for.	Professional learning and school resources support the implementation of Aboriginal Education initiatives.
Students indicate a strong sense of belonging and enjoy positive relations at school with TTFM survey results and attendance rates equal to or exceeding state averages.	Leaders Implementation of student wellbeing initiatives and school-wide systems ensure consistency across the school supporting growth into self motivated, happy, resilient students. Initiatives include: <ul style="list-style-type: none"> • PBL • Bounce Back 	Cultural Professional Learning Build capacity and confidence of staff to embed Aboriginal perspectives into teaching practice so that all students develop knowledge, pride and cultural understanding.	Products A whole school approach to positive student wellbeing and resilience is embedded into all school operations.
Program supervision and observation ensures Aboriginal perspectives are embedded into teaching programs so that all students develop knowledge, pride and cultural understanding.	Leaders Leaders support initiatives and programs aimed at engaging students in their learning.	Evaluation Plan Bounce Back Survey SEF Analysis – Learning Domain – Wellbeing PBL Data TTFM Student Survey Wellbeing Framework Teaching program observations (including measured hours of physical activity) Student attendance data	Agreed school practices are in place to respond consistently to positive and negative student behaviour and wellbeing. Teachers and school leaders identify opportunities to incorporate Aboriginal perspectives into teaching and learning programs. School systems promote and support increased levels of nutrition knowledge and time spent on physical activity to support healthy minds and bodies.
	Parents/Carers Parents value their children's education and support the schools efforts to foster resilience in their children.		

Strategic Direction 3: Collaborative Partnerships Create a Fantastic School

Purpose	People	Processes	Practices and Products
<p>Collaborative partnerships which emphasise;</p> <ul style="list-style-type: none"> • effective communication, • respect and trust, • engagement and involvement, and • the best interests of the students, <p>will set high expectations and engage all stakeholders in ongoing school improvement.</p>	<p>Students</p> <p>Students understand their learning goals, respond to the feedback they are given and strive to achieve high expectations.</p> <p>Staff</p> <p>Staff are proactive to develop positive relationships with parents/carers of students ensuring they are kept informed of their child's needs / progress.</p> <p>Leaders</p> <p>Leaders ensure the school delivers clear, effective and positive communications.</p> <p>Leaders</p> <p>Leaders ensure structures are in place to facilitate the development of teacher and parent partnerships.</p> <p>Parents/Carers</p> <p>Parents/carers understand the importance in becoming active participants in school partnership opportunities, resulting in a sharing of expertise and community knowledge with all stakeholders.</p>	<p>Teacher and Parent Collaborative Partnerships</p> <p>Effective communication systems/methods are embedded into regular practice to inform, update and collaborate with parents. Feedback on student performance engages and empowers parents/carers to support their child's learning.</p> <p>School and Home Collaborative Partnerships</p> <p>The school communicates effectively with parents and the wider school community to set high expectations, promote school events and share the achievements of the school. The school engages the P&C in school improvement and actively seeks and responds to feedback from the school community.</p> <p>Evaluation Plan</p> <p>TTFM Parent Survey</p> <p>School based customer satisfaction survey.</p>	<p>Practices</p> <p>Regular communication (feedback) occurs between teachers and parents regarding the students social / emotional / academic learning priorities and strategies</p> <p>Positive home/school relationships exist that ensure parents are well informed about their child's performance and behaviour at school. The school timetables formal interviews each semester.</p> <p>The school seeks feedback from the school community and reflects on opportunities to enhance school operations.</p> <p>Products</p> <p>The school newsletter, Facebook page and website are effective means of communication that are valued by the school community.</p> <p>The school collects and utilises information on parents skills. Effective working parties are created to support school programs.</p>
Improvement Measures			
<p>The school based customer satisfaction survey indicates maintenance of over 95% positive responses.</p>			
<p>TTFM Parent Survey results are at or above state averages – Specifically the elements reported under parents support learning at home, school supports learning, parents are informed and parents feel welcome.</p>			