

School plan 2018-2020

Ettalong Public School 1864



School background 2018–2020

School vision statement

Happy, respectful lifelong learners, achieving their potential and connecting with their community to become responsible global citizens.

Our vision is further underpinned by the school's three core expectations which are:

Respect

Responsibility and

Ready to Learn.

School context

Ettalong Public School with an enrolment of 560 students, including 11% students from Aboriginal and Torres Strait Islander background, is a community school with committed teachers and rigorous curriculum programs focused on academic growth and development.

The use of digital technologies to support student learning has increased dramatically in the school over recent years. In embracing the philosophy of every child, every opportunity, the school caters for gifted and talented students and students with special learning needs.

The school has four support classes; three Multi-Categorical and one IO/IS. These classes form an integral component of the school setting.

Ettalong Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring learning environment. The school enjoys an active relationship with the Brisbane Water Learning Community and a strong partnership with the Koorana Local AECG.

Community participation and involvement in the life of the school is seen as an important feature and vital for students' academic and social success. The school strives for academic success. Students' academic growth from Kindergarten to Year 6 has been well above state average in all areas. The school is fortunate to have a skilled and dedicated staff at various stages in their careers. There is an ethos of mutual respect and support. All teachers display enthusiasm for their chosen profession, are lifelong learners and are open to innovation and change.

School planning process

The writing of the school plan commenced in 2017 when staff revisited the vision statement and reviewed the school's previous plan for evidence of success and further direction. Feedback from the school community was gathered through Tell Them from Me surveys, parent, staff and student meetings and face to face conversations, which was then collated and evaluated by the school's planning team.

NAPLAN and school based data has been examined for significant areas to guide planning as well as analysis of student achievement.

Also considered in the shaping of our plan were relevant key DoE reforms, Premier and state priorities and the School Excellence Framework.

All of the information, data, reform agendas and priorities were considered in the formulation of the three strategic directions. Through further staff and community workshops, these strategic directions were ratified. These directions articulate the school's priorities over the next three years. The directions are high level and future-focused and will drive a whole school culture of educational and organisational excellence.

The directions are:

Engaged students

Passionate teachers

School community

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Engaged Students

Purpose:

To actively engage every student in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders, and respectful and responsible global citizens.

School Excellence Framework links:

Learning – Learning culture; Wellbeing; Curriculum; Individual learning needs; Assessment; Student performance measures.

Teaching – Effective classroom practice; Professional standards.

Leading – Educational leadership; School resources.

STRATEGIC DIRECTION 2 Passionate Teachers

Purpose:

To build capacity and passion through focused professional development and personalised support that creates a culture where every staff member is engaged in creating an innovative quality learning environment.

School Excellence Framework links:

Learning – Learning culture; Wellbeing; Curriculum; Assessment; Reporting.

Teaching – Effective classroom practice; Data skills & use; Professional standards; Learning & development.

Leading – Educational leadership; School planning, implementation & reporting; School resources.

STRATEGIC DIRECTION 3 School Community

Purpose:

To build on existing school community relationships to develop a collaborative approach to planning and cultivating pride in the school and community.

School Excellence Framework links:

Learning – Learning culture, Wellbeing, Reporting,

Teaching – Data skills & use, learning & development

Leading – Educational leadership, School planning, implementation & reporting; School resources; Management practices & processes

Strategic Direction 1: Engaged Students

| Purpose | People | Processes | Practices and Products |
|---|--|---|---|
| <p><i>To actively engage every student in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders, and respectful and responsible global citizens.</i></p> <p>School Excellence Framework links:</p> <p>Learning – Learning culture; Wellbeing; Curriculum; Individual learning needs; Assessment; Student performance measures.</p> <p>Teaching – Effective classroom practice; Professional standards.</p> <p>Leading – Educational leadership; School resources.</p> | <p>Students</p> <p>Value personalised learning, goal development and feedback and have the confidence and resilience to engage in challenging learning experiences.</p> <p>Understand the importance of connecting with the school and developing quality relationships.</p> <p>Staff</p> <p>Value the importance of providing engaging and differentiated learning tasks that challenge all students at their individual level of need and understand the impact this has on improving the cognitive, social and emotional engagement of every child.</p> <p>Leaders</p> <p>Have the capacity and skills to lead learning and wellbeing programs throughout the school.</p> <p>Parents/Carers</p> <p>Value their role as partners in their children's learning.</p> <p>Community Partners</p> <p>Understand their contribution to student learning and wellbeing and the importance of connecting with the local school.</p> | <p>Implement a whole school approach to engage students in their own learning in Literacy through meaningful, challenging, relevant and differentiated learning tasks.</p> <p>Implement a whole school approach to engage students in their own learning in Numeracy through meaningful, challenging, relevant and differentiated learning tasks.</p> <p>Continue to strengthen student wellbeing practices, programs and relationships to promote happy, safe and respectful students in a conducive and productive learning environment.</p> <p>Evaluation Plan</p> <p>NAPLAN and School based data</p> <p>PLAN</p> <p>Attendance</p> <p>School Award System data</p> <p>ILPs and PLPs</p> <p>L.S.T referral forms</p> <p>TTFM survey.</p> | <p>Practices</p> <p>Students are engaged in quality literacy and numeracy experiences where learning is challenging, differentiated, adjusted and individualised.</p> <p>Student wellbeing procedures focus on the needs of every student to build a sense of belonging and connection with the school and are consistently implemented throughout the whole school and community.</p> <p>Teachers provide clear expectations and regular specific feedback to students to enable them to develop learning goals. Students review, reflect and provide feedback on their own learning to determine future directions.</p> <p>Products</p> <p>Classrooms and other learning environments respond to student needs and individual and teaching programs reflect student performance data and feedback.</p> <p>Surveys, attendance and behaviour data show that students have a strong sense of belonging to the school and thrive as learners, leaders and respectful students.</p> |
| Improvement Measures | | | |
| <p>By 2020, increase percentage of students in the top two bands in Numeracy – Yr 3 from 22% to 32%; Yr 5 from 20% to 32%; Yr 7 from 17% to 30%;</p> <p>Increase percentage of students in the top two bands in Literacy – Reading Yr 3 from 26% to 45%; Yr 5 from 28% to 38%; Yr 7 from 22% to 35%; Writing – Yr 3 from 23% to 34%; Yr 5 from 11% to 25%; Yr 7 from 8% to 20%</p> <p>TTFM student survey results – students who are motivated and interested in their learning show an increase from 58% to match or exceed the State Norm of 78% (in 2017).</p> | | | |

Strategic Direction 2: Passionate Teachers

| Purpose | People | Processes | Practices and Products |
|--|--|---|--|
| <p><i>To build capacity and passion through focused professional development and personalised support that creates a culture where every staff member is engaged in creating an innovative quality learning environment.</i></p> <p>School Excellence Framework links:</p> <p>Learning – Learning culture; Wellbeing; Curriculum; Assessment; Reporting.</p> <p>Teaching – Effective classroom practice; Data skills & use; Professional standards; Learning & development.</p> <p>Leading – Educational leadership; School planning, implementation & reporting; School resources.</p> | <p>Students</p> <p>Value the need to be active participants in engaging lessons and develop the confidence to ask for assistance and feedback.</p> <p>Staff</p> <p>Build expertise through the use of data, feedback, self-evaluation and relevant professional learning in the planning, preparation and delivery of quality pedagogy linked to improved student outcomes, linked to the Australian Professional Teaching Standards as appropriate.</p> <p>Parents/Carers</p> <p>Value opportunities to support their child's learning using innovative teaching tools and strategies.</p> <p>Community Partners</p> <p>Understand the value of developing capabilities of staff and enhancing effective communication and leadership skills across the Brisbane Water Learning Community of schools.</p> <p>Leaders</p> <p>Value the importance of staff wellbeing through providing resources, opportunities and encouragement to engage in healthy lifestyles and mindfulness activities;</p> <p>Understand the need to develop and support the provision of quality pedagogy and professional learning within the school and across all LMG schools.</p> | <p>Implement evidence-based, innovative and engaging teaching and learning programs and engage with the Australian Professional Teaching Standards to build teacher capacity.</p> <p>Implement engaging and meaningful activities designed to improve fitness, work relationships and wellbeing.</p> <p>Evaluation Plan</p> <p>Continuum of Classroom Practice</p> <p>Survey on effectiveness of TPL</p> <p>PDP schedule.</p> <p>Whole school data collection schedule</p> <p>TTFM surveys for teachers, students and parents</p> <p>Professional dialogue as recorded in meeting minutes</p> <p>Exit slips from PL sessions</p> | <p>Practices</p> <p>Staff and students engage in meaningful activities designed to improve health and wellbeing.</p> <p>Personalised professional development and quality feedback of observations of work practices support the achievement of professional goals aligned with school focus areas.</p> <p>Teachers consistently use the Continuum of Classroom Practice to enhance teaching and learning for all students and work towards accreditation or maintenance of accreditation.</p> <p>Products</p> <p>Responsive learning environments throughout the school are achieved through knowledge and ideas gleaned through relevant professional learning.</p> <p>Positive, respectful relationships are evident and wellbeing practices are embedded in teaching programs resulting in a sense of wellbeing and improved health.</p> |
| Improvement Measures | | | |
| <p>Value-added results, based on SCOUT reports, show an increase in % of students achieving growth from delivering to sustaining and growing (Yrs 3–5) and from sustaining and growing to excelling (Yrs 5–7).</p> | | | |
| <p>Learning culture aspect of the Eight Drivers of Learning to exceed State by 1.00 points (TTFM Teachers survey 2017 School 8.4, State norm 8.0)</p> | | | |
| <p>Positive learning climate aspect of TTFM Student survey indicates improvement from 6.3 in 2017 to 7.3 in 2020 (NSW Govt Norm 7.2 in 2017).</p> | | | |

Strategic Direction 3: School Community

Purpose

To build on existing school community relationships to develop a collaborative approach to planning and cultivating pride in the school and community.

School Excellence Framework links:

Learning – Learning culture, Wellbeing, Reporting,

Teaching – Data skills & use, learning & development

Leading – Educational leadership, School planning, implementation & reporting; School resources; Management practices & processes

Improvement Measures

Parent surveys show that 90% of parents and community members agree or strongly agree that the school is a welcoming and supportive environment (Baseline 2018).

20% increase in parent and community involvement through volunteering in classrooms (Baseline 2017 – 45) and active P&C membership (Baseline 2017 – 9).

Parent TTFM surveys indicate that 90% of parents are well-informed, attend meetings, are involved in school committees and feel that the school is an inclusive environment (Baseline 2018).

People

Students

Understand the need to build positive, respectful relationships with peers, teachers and the wider community; and share responsibility for own learning with teachers and parents.

Staff

Value the importance of engaging community members in the life of the school and building professional relationships within the Koorana local AECG and BWLC that are focused on continuous improvement of teaching and learning.

Leaders

Understand the need to provide visible leadership of and connecting with the community, ensuring increased opportunities for members to be welcomed into the school.

Parents/Carers

Value the opportunity to support student learning through contributing to school improvement and sharing skills and expertise.

Community Partners

Understand the value of working with the students to share their knowledge and expertise.

Processes

Strengthen community connections and provide increased opportunities for families and the local community to work with and support the school with annual special events and special projects.

Implement a relevant, differentiated and culturally enriched curriculum that supports and guides Aboriginal, EALD and all students to engage effectively with their learning.

Evaluation Plan

Tell Them From Me (TTFM) surveys

Parent attendance at school events; student attendance data; and other community event/fundraising data;

Evaluation of BWLC KLA committees; and

Feedback following special events.

Practices and Products

Practices

Survey results lead to actions that improve customer satisfaction and community involvement.

Support in language acquisition and speech is provided through appropriate language or speech pathology programs.

Gurringai committee makes strong contributions to communication, cultural understanding and achievements of Aboriginal students.

Teaching staff demonstrate and share their expertise within the school and learning community.

Products

Parents and community members regularly meet as part of the consultative decision-making process, contributing to the school plan and initiatives.

Teaching programs show adjustments and accommodations developed in consultation with language support, speech pathologist, interpreters, hearing and vision personnel.

Communication tools are used to share student learning with all members of the school community.