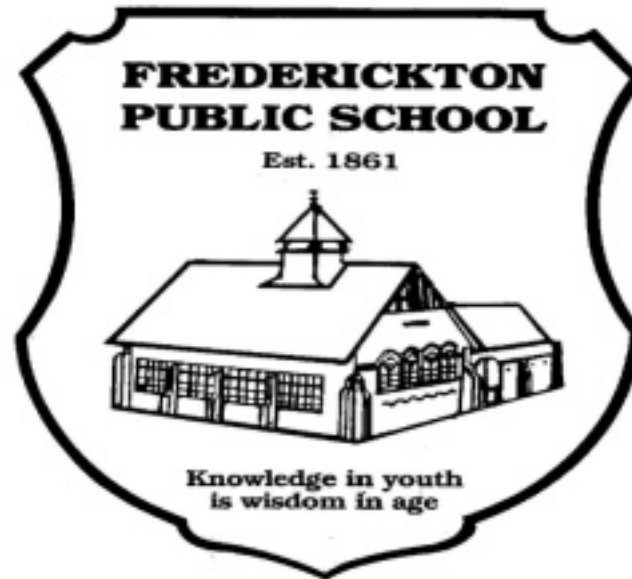


School plan 2018-2020

Frederickton Public School 1943



School background 2018–2020

School vision statement

Our vision is:

to enable all members of our learning community to be lifelong reflective learners who are responsible & respectful global citizens.

We strive to:

develop creative & adaptive skills required for a diverse and rapidly changing world.

School context

Frederickton Public School is a modern school with heritage buildings, airconditioned, well-resourced, modern classrooms & excellent facilities situated in an attractive rural setting. Our school is a friendly welcoming school which encourages community involvement. Frederickton Public School is proud to be part of the Macleay Public Schools (MPS).

The school has a FOEI of 130 & attracts additional Equity Funding for Low Socio- Economic Background, Aboriginal Background & Low Level Adjustment for Disability.

We enthusiastically promote the positive values of respect, responsibility, safety & lifelong learning for all our students.

The school has dedicated, highly qualified expert teachers with a passion for lifelong learning, offering a wide range of learning opportunities for students. Many of our teaching staff are Reading Recovery and Language, Learning & Literacy Program (L3) trained. Both of these programs are implemented in Kindergarten and Stage 1 . We believe that "Every student deserves a great teacher, not by chance, but by design" (J.Hattie) therefore we actively participate in ongoing professional learning and mentoring programs.

Opportunities exist for all students to participate & excel in academic, cultural, the performing arts & sporting activities. We have a K–6 performing & visual arts development program with a strong focus on choir & dance.

The school hall is widely utilized by school & community activities including Out Of School Hours (OOSH),vacation care & weekly school funded playgroup.

There is an active School Representative Council which promotes leadership & fosters responsible citizenship through cooperative decision making.

We have, & will continue to promote an open, inclusive relationship with our community fostering a collaborative & productive partnership between the school & the wider community.

School planning process

Staff meetings were used to evaluate the 2015–2017 school plan, to examine the current school context through the use of the School Excellence Framework & to identify priorities for the future planning.

Whole of school staff, P&C meetings & parent focus groups have been used to develop this plan.

Staff have been actively engaged in the development and refinement of the 3 strategic directions for the current plan.

Whole staff management plan review meetings were held during term 3 & 4, 2017 to evaluate progress on our plan and make relevant changes.

In term 4, 2016 we became an Early Action for Success Phase 2 school therefore this has become a focus in our planning. Our school is also a part of the Breaking The Cycle, Collective Impact Project within the Macleay Valley and have incorporated this into our planning.

School strategic directions 2018–2020



Purpose:

To develop a school learning community that demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence and the promotion of student endeavour and high engagement.

Purpose:

To make all learning visible and to build student's confidence in their own capacities to learn successfully & in their understanding of the relationship between effort, practice & growth.

Purpose:

To develop a culture of inquiry & innovation where creative exploration, critical & analytical thinking & independent learning are valued & aligned to future focused learning.

Strategic Direction 1: Culture of High Expectations

Purpose

To develop a school learning community that demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence and the promotion of student endeavour and high engagement.

Improvement Measures

Student progress on Learning Progressions matches State expectations.

Student growth matches State growth as measured by NAPLAN.

EAFS milestones achieved.

School self evaluation against the SEF indicates a movement from Sustaining and Growing to Excelling in the Learning Domain element of Learning Culture and from Delivering to sustaining and Growing in the Leading Domain element Educational Leadership.

People

Students

Regularly use goal-setting & reflective practices.

Have well developed Growth Mindsets around struggle & challenge.

Staff

Evidence EAFS professional learning through embedding new learning into teacher practice.

Value mentoring sessions as a method to develop consistency of teacher judgement, collaboratively plan, & analyse student assessment data to improve student outcomes.

Utilise assessment & well-being data to guide & direct teaching & learning programs.

Leaders

Utilise student assessment data & academic research to plan, implement & flexibly structure professional learning for all staff.

Deliver high quality professional learning through meetings, mentoring and collaborative planning days.

Parents/Carers

Value goal-setting activities with students and teachers.

Support the development of literacy and numeracy skills at home through home reading and numeracy tasks.

Processes

Literacy and Numeracy

Participate in Early Action for Success Phase 2 professional learning opportunities and implement recommended change of practice, including providing training in L3 & L3 St1 & implement these programs within the classroom.

Participate in the Building Numeracy Leadership initiative.

Well-being

Promote student well-being in order to prepare students to become responsible, respectful and engaged global citizens (PBL, Highway Heroes).

Evaluation Plan

This strategic direction will be evaluated by:

- PLAN2 to record student achievement using the Learning Progressions.
- student growth via NAPLAN.
- the monitoring of teacher planning and reflective practice during mentoring sessions.
- School Excellence Framework.

Well-being

- behaviour records,
- surveys,
- PBL data.

Practices and Products

Practices

Literacy and Numeracy

All teachers implement “next practice innovations” of the EAFS Phase 2, as demonstrated in teaching programs.

Teachers use and implement Learning Progressions and PLAN2 and analyse data to drive teaching programs.

Teachers and students use reflective practice as demonstrated through mentoring and visible learning practices and engage in authentic goal-setting practices as demonstrated in PLPs, classroom displays of student individualised goals, Learning Maps .

School community regularly celebrates student endeavour, progress & achievement as evidenced in student awards and assembly attendance.

Teachers implement Balanced Literacy & Numeracy sessions with differentiation and accommodations to address a wide range of student skills, abilities & interests.

Well-being

School community demonstrates a collective responsibility for student learning and success and demonstrates respectful relationships.

Whole school PBL processes are established and well known by all.

Students can articulate their behaviours using the language of Highway Heroes.

Strategic Direction 1: Culture of High Expectations

Practices and Products

Products

Literacy and Numeracy

Confident & aspirational lifelong learners who are actively engaged in their ongoing learning journey & who apply self-reflective practices in their learning and daily life.

Well-being

Effective student well-being initiatives operating across the whole school & into the community.

Improved student achievement in a range of fields ie academic, social/emotional, creative and physical well-being.

Evidenced school culture of "collective efficacy" evidenced by teachers & school leaders who hold high expectations of and for their students and colleagues & collaboratively work to inspire excellence in teaching practices.

Strategic Direction 2: Making Learning Visible

Purpose

To make all learning visible and to build student's confidence in their own capacities to learn successfully & in their understanding of the relationship between effort, practice & growth.

Improvement Measures

Visible Learning

Teachers "know thy impact" and all teachers have knowledge of student learning.

Improvement in student autonomy and student agency in learning

Feedback data demonstrates higher order of feedback occurring within classrooms.

Learning Dispositions

All students understand and can articulate the Learning Dispositions and when and how they use them in their daily life.

Teacher's programs are monitored against the ACARA Capabilities Framework.

People

Students

Demonstrate the purpose of the learning, what they need to learn & how they learn.

Have the skills to give and receive feedback and action the feedback.

Understand Learning Dispositions and apply these to their daily life.

Staff

Provide effective and actionable feedback to students and uphold the beliefs as stated in the FPS Belief Statement about Feedback.

Explicitly teach FPS Learning Dispositions.

Leaders

Use Visible Learning understandings in all decision-making.

Parents/Carers

Understand and use Growth Mindsets.

Support the use of Learning Dispositions through encouraging their children to view behaviours and attitudes through the Learning Disposition lens.

Community Partners

Understands and values the learning dispositions and self-reflective practices of goal-setting, student endeavour, progress and achievement.

Processes

Visible Learning.

Whole School focused professional learning on the concepts & use of:

- Learning Intentions and success criteria,
- Self-reflection and self-regulation,
- Quality and effective feedback,
- Growth and Mathematical Mindsets (Dweck & Boaler).

Implementation of effective feedback processes across the whole school

Learning Dispositions

Development of understandings and skills related to the following school identified **.Learning Dispositions:** Resilient, Persistent, Collaborative, Compassionate, Creative, Inspired, Curious & Reflective and what it means to be in the Learning Pit..

Evaluation Plan

This strategic direction will be evaluated through:

- walkthroughs,
- classroom displays,
- teacher programs and observations,
- students ability to articulate the learning intention when asked by staff other than the class teacher,
- Student responses on video questionnaires,
- Visible Learning surveys,

Practices and Products

Practices

Visible Learning

Teachers understand & implement the pedagogy of Visible Learning & utilise explicit learning intentions & success criteria based on individual or group needs.

Teachers continue to develop a culture of "assessment capable students" because when students understand what & how they learn, engagement & outcomes improve.

Learning Intentions and Success Criteria are displayed in every classroom and are referred to by teachers and students throughout the lesson.

Teachers and peers provide effective, timely & actionable feedback to students about their learning.

Learning Dispositions

Teachers explicitly teach learning dispositions.

Products

Visible Learning

Engaged productive lifelong learners.

Teaching & learning decisions based on Visible Learning ethos and research.

Learning Dispositions

Students who demonstrate knowledge and understandings of Learning Dispositions, & can articulate the disposition they need to apply.

Strategic Direction 2: Making Learning Visible

Processes

- mini Instructional Rounds,
- student exit slips and feedback mechanisms,
- Learning Sprints,

Practices and Products

Community understands and values the learning dispositions.

Strategic Direction 3: Future Focused Learning

Purpose

To develop a culture of inquiry & innovation where creative exploration, critical & analytical thinking & independent learning are valued & aligned to future focused learning.

Improvement Measures

All teachers understand STEAM pedagogies and are evident in teachers programming.

Improvement in quality of Learning Maps.

Increased engagement with parents in conversations around learning and student goals through embedded structures used to implement Learning Maps for all students in Year 1 to 6.

People

Students

Actively engaged in STEAM program.

Have developed a range of skills, knowledge and understandings within STEAM.

Use Learning Maps and take responsibility for personal learning goals, progress and endeavour.

Staff

Understand and confidently use STEAM pedagogies as evidenced in programs.

Use Learning Maps effectively with students and parents.

Leaders

Lead learning and provide opportunities for staff to develop expertise within STEAM.

Support staff to fully implement Learning Maps

Parents/Carers

Actively participate in Learning Maps meetings, and regularly engage in Seesaw communications.

Community Partners

Value Breaking The Cycle Initiatives, in particular the impact of Learning Maps.

Processes

STEAM

Collaborate with Tacking Point PS STEAM experts to develop a whole school approach to the implementation of STEAM learning.

Establish enrichment groups that provide opportunities to develop teacher expertise in STEAM and extend STEAM to include all students K–6.

Learning Maps

Implement the Learning Maps process for all students from Year 1 to 6.

Evaluation Plan

This strategic direction will be evaluated through:

- Evaluation data from teacher, student & parent surveys and exit slips regarding STEAM opportunities.
- Data regarding use of technologies across the curriculum.
- Monitoring the development of Learning Maps and quality of conversation around students individual maps through Seesaw records and video evidence.
- Parent engagement and understanding in Learning Maps as evidenced by Seesaw engagement data.

Practices and Products

Practices

STEAM

Teachers use Innovative teacher practice informed by evidenced based research.

Teachers and students utilise technology purposefully and responsibly.

Students engage in future focused learning opportunities utilising STEAM pedagogies and project-based learning.

Learning Maps

Students using Learning Maps to reflect on and direct their own learning.

Products

STEAM

Students who are well-equipped to confidently face the challenges of a diverse & rapidly changing world.

Technology embedded across the curriculum.

Confident, responsible and resilient users of technology, the internet and social media.

Learning Maps

Flexible solutions to meeting student need & interests through the implementation of Learning Maps

Self-reflective learners who utilize Learning Maps to record, discuss and adjust their learning