

School plan 2018-2020

Howlong Public School 2186



School background 2018–2020

School vision statement

At Howlong Public School we build positive relationships with all stakeholders in order to facilitate strong value systems, which underpin a respectful and inclusive learning environment.

As innovative leaders and educators, we create a progressive culture which promotes highly engaged, self reflective teachers and students.

Students are challenged and supported to grow and develop socially, academically and personally.

School context

Howlong Public School provides a dynamic, inclusive and caring educational environment in which all of our students access quality educational programs within an engaging, balanced curriculum. Students and their learning are our core business.

We are committed to a philosophy of continuous improvement – in classroom practices, student outcomes, educational leadership, educational management, ongoing and whole school professional learning, use of data to inform our decisions and community engagement.

We believe in expanding our educational horizons and have developed and will continue to develop strong links with other communities of learning. Utilising resources effectively to investigate and implement research based initiatives is a priority and this is reflected in our learning and support structures and associated programs. We have been recognised as using best practice by peers and our Learning Support Team continues to be held in high esteem within our network.

Our school community supports the Positive Behaviour for Learning process which underpins our core values.

School planning process

To determine the key elements that make up our School Plan, a series of consultation workshops were held in Semester 2, 2017. These workshops involved all stakeholders in our school community.

All groups responded to questions regarding three central themes – School Vision, School Purpose and School Values. Responses were collated and analysed by teams of staff and findings communicated to our community at a P and C meeting, and via our newsletter.

Evidence was collected from: Student surveys on wellbeing, information collected from the 'Tell Them From Me' survey, NAPLAN, SCOUT and school assessment data as well as findings from evaluating our school using the School Excellence Framework. This helped determine the three strategic areas for this School Plan.

Data gathered is be used to verify and/ or amend aspects of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning and Engagement

Purpose:

To provide a whole school approach to the delivery of engaging, quality learning experiences. Students will develop socially, academically and personally in a challenging but supportive, respectful learning environment.

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

As innovative educators we will create an inclusive, progressive culture based on high expectations, achievement and engagement of students in learning. A particular focus will be centred around enhancing a collaborative culture of observation and feedback, where the teaching of literacy and numeracy is embedded across all areas of learning.

STRATEGIC DIRECTION 3 Effective Leadership

Purpose:

The continuous development and improvement of systems to promote and support skilled, high performing teachers within a collaborative positive culture of high expectations will facilitate increased achievement in literacy and numeracy outcomes.

Strategic Direction 1: Learning and Engagement

Purpose

To provide a whole school approach to the delivery of engaging, quality learning experiences. Students will develop socially, academically and personally in a challenging but supportive, respectful learning environment.

Improvement Measures

TTFM Intellectual Engagement– means are above the state norms in all three measures.

TTFM Skills Challenge– students placing in the desirable quadrant with high skills and high challenge are above the state norm.

People

Students

Students become accountable for their learning, knowing what they need to learn in order to achieve the learning intentions.

Staff

Teachers provide effective strategies and model high expectations through delivery of engaging, sequenced lessons.

Leaders

Put structures into place to support: Professional Learning– Positive Behaviour for Learning: best practice quality teaching in reading, comprehension and numeracy: and assessment of and for learning.

Parents/Carers

Parents and carers will assist in planning, developing and evaluating a whole school integrated wellbeing system.

Community Partners

Community will assist in planning, developing and evaluating programs including the Playground Development Project.

Processes

Assessment

Using formative assessment, deliver quality, student centred learning experiences that foster understanding in students, of goal setting and achievement of learning goals.

Curriculum

Implement and evaluate quality learning programs, across all key learning areas with a focus on reading, comprehension and numeracy.

Student Wellbeing and Engagement

Implement a whole school integrated wellbeing system where students can connect, succeed and thrive in every facet of their schooling.

Evaluation Plan

- analysis of sequenced lessons and documentation
- analysis of value of using success criteria
- analysis of observation and feedback
- analysis of student reflections on learning.
- analysis of Tell Them From Me Survey results
- analysis of (PBL) – Self Assessment Survey (SAS)

Practices and Products

Practices

Teachers use a range of formative assessments to inform their teaching in order to differentiate learning to create quality learning programs in reading, comprehension and numeracy.

Teachers will implement strategies from professional learning to support embedding English and numeracy across all curriculum areas.

Develop whole school processes that result in measurable improvement in wellbeing and engagement which support student learning.

Products

The individual learning needs of students are met through the provision of high expectations and engaging teaching practices with a focus on English and mathematics being embedded across all curriculum areas.

Students will be thriving, connecting and succeeding in their learning.

Positive Behaviour for Learning strategies are embedded in all school settings.

Strategic Direction 2: Quality Teaching

Purpose

As innovative educators we will create an inclusive, progressive culture based on high expectations, achievement and engagement of students in learning. A particular focus will be centred around enhancing a collaborative culture of observation and feedback, where the teaching of literacy and numeracy is embedded across all areas of learning.

Improvement Measures

50% increase in teacher collaborative practice as indicated in Tell Them From Me Survey 2018 results –compare to 2017 data

100% of teachers demonstrate increased scores for data skills and use as evidenced by What Works Best in Practice Survey.

People

Students

Students will actively engage in planned learning experiences designed to support their achievement.

Staff

Teachers will use curriculum knowledge, reflective practice and data analysis to provide engaging and challenging learning experiences and explicit feedback to students. Teachers will focus on developing a growth mindset.

Leaders

Lead professional learning to create a culture of continuous improvement of team skills. Leaders will evaluate outcomes and refine actions as change is implemented.

Parents/Carers

School communication practices and the reporting process will inform and provide parents with a sound understanding of student learning, progress and goals.

Processes

Effective Classroom Practice

Utilise the Learning Hub to facilitate observation and feedback. Development of efficient teaching strategies to enable teachers to develop and improve their own teaching practice.

Data Skills and Use

Teachers use data skills to provide timely, targeted feedback and interventions so that all students access tailored, differentiated learning in order to maximise outcomes in reading texts, comprehension and numeracy.

Learning and Development

Teachers are supported to develop innovative, future– focused teaching practices through professional development structures including investigating Digital Technologies, that will promote evaluative thinking.

Evaluation Plan

- Collection and analysis of PLAN data Week 5 and 10 each term
- Evaluation of classroom observation/feedback on teaching; timetabling to occur
- Analysis of L3 Data and where to next
- Conduct Tell Them From Me Survey; analysis of results and feedback documentation
- Evaluate teacher reflections on teaching
- Analysis of Teaching Programs
- Analysis of PDP reflections

Practices and Products

Practices

All teachers give and receive explicit feedback on their classroom practice and work towards continuous improvement.

Teachers regularly assess student learning, analyse available data, provide student feedback and reflect on teaching practice to guide future teaching practice.

Teachers engage in professional learning to further develop their capacity to deliver effective teaching practices which facilitate quality learning experiences.

Products

Relationships between stakeholders are valued and monitored frequently to ensure that collaborative processes contribute to enhancing the quality of teaching and development of student centred learning.

A positive culture of improvement exists where structures are in place that enable opportunities to collaboratively plan, reflect, improve and deliver data driven, evidence informed teaching.

Teachers demonstrate and share their expertise. All teachers have content knowledge and use innovative, effective teaching strategies.

Strategic Direction 3: Effective Leadership

Purpose

The continuous development and improvement of systems to promote and support skilled, high performing teachers within a collaborative positive culture of high expectations will facilitate increased achievement in literacy and numeracy outcomes.

Improvement Measures

TTFM survey – parent open ended question response data – increase from 3.97 to >4.0 satisfaction.

TTFM teacher survey – 100% of teachers identify improvement in teaching practice as a result of PDP process./Accreditation Process.

Leaders achieve increased scores over time in AITSL School Leader Self Assessment Tool.

People

Students

Students will provide feedback to teachers in order to enhance learning opportunities.

Staff

Staff will reflect on their own strengths through the Professional Development process aligned with accreditation. Staff will focus on building leadership capacity.

Leaders

Leaders facilitate instructional leadership and effective management skills to guide whole school improvement and build capacity of staff.

Parents/Carers

Effective communication practices allow parents and carers to provide meaningful, valued and timely feedback to staff to assist with school improvement.

Processes

Educational Leadership

The leadership team create a focus on continuous improvement of teaching and learning. Provision of timely, quality observation and feedback systems and professional learning appropriate to the needs of staff is mandated to improve student learning outcomes.

Strategic Use of Resources

The leadership team takes a creative approach in the use of facilities, technology and the physical environment to improve student outcomes and enhance the quality of service delivery. Active research contributes to enhancement of learning environments and subsequent improvement of student engagement and learning.

Management Practices and Processes

The school leadership team continuously evaluates systems, structures and processes to ensure improvement of service delivery. Leadership is responsive to feedback to effect change and improvement as needed.

Evaluation Plan

- Analysis of Tell Them From Me (TTFM) – Parent & Teacher
- Evaluation of Professional Development Plans
- Analysis and evaluation of Budgeting Process – SBAR
- Evaluation of Professional Learning Calendar

Practices and Products

Practices

All staff contribute to a supportive culture of high expectations that is derived from evidence based, best practice teaching.

Research, evaluation, consultation and feedback from all stakeholders helps determine priorities in effective allocation of resources.

All staff are provided opportunities to develop their capacity as leaders.

Products

High performing teachers who meet the teacher standards at proficiency or above, ensure all students are taught effectively.

Relationships between stakeholders are valued and monitored to ensure that a creative approach in allocating resources delivers benefit to both the school and the community in meeting school strategic priorities.

Leaders are responsive to community feedback and make informed, effective management decisions.