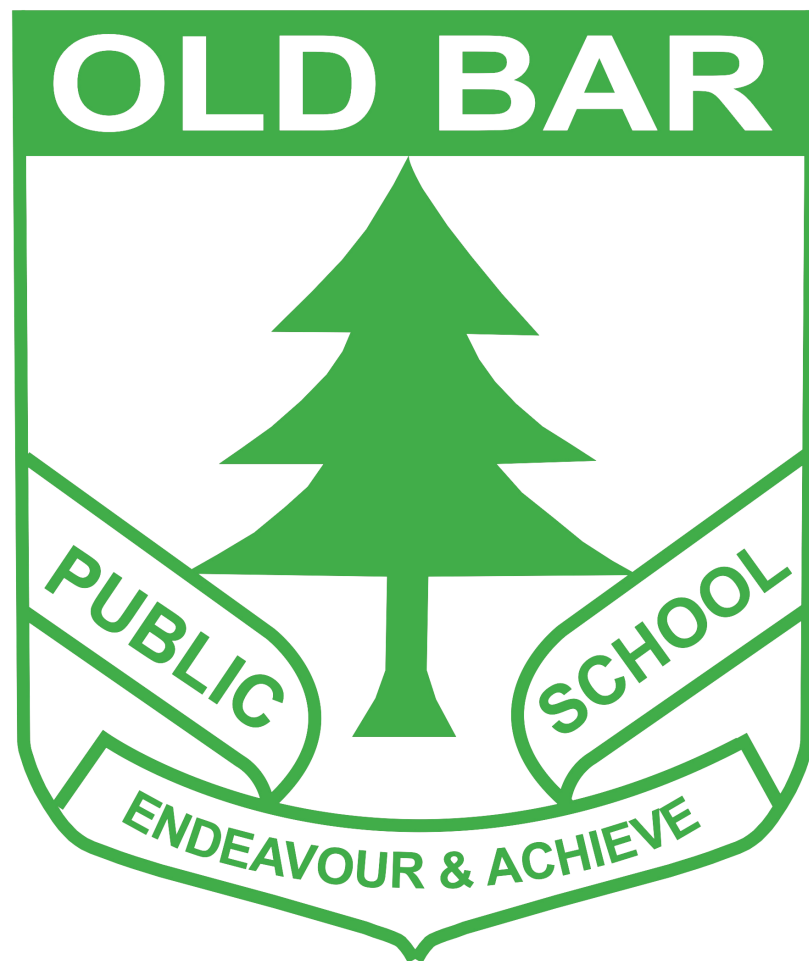


# School plan 2018-2020

## Old Bar Public School 2799



# School background 2018–2020

## School vision statement

*To deliver transformational educational programs which promote and foster the holistic development and wellbeing of students, staff and community.*

## School context

'An Ocean of Learning' is the perfect descriptor for a school so closely associated with the sea. At Old Bar Public School we have maintained the 'village' atmosphere that defines our school and community despite rapid growth and increasing student numbers.

In 2018, we have 21 mainstream classes and 1 Multicategorical facility catering for a student population of 530 including 11% identifying as indigenous.

A major upgrade of our school facilities is to commence in 2018. This will provide additional, state-of-the-art learning spaces for 7 classes. In preparation, we are trialling flexible workspaces that will encourage staff and students to explore new ways of teaching and learning.

At Old Bar School **we value** inclusivity, acceptance of diversity and respectful, courteous behaviour. Our safe, supportive environment encourages responsive partnerships with parents, carers and community.

At Old Bar Public School **we believe** that students are at the centre of all decision making and that a strong foundation in literacy and numeracy contributes to students' ability to learn, adapt and become responsible citizens.

Teaching and support staff maintain high expectations for all students. Our core values of **Safety, Respect and Engagement** are modelled and embedded in the dynamic learning environment we have created. The involvement of parents, carers and local community organisations provide a valuable support network for our students. We are proud of producing students who excel in academic, sporting and cultural arenas.

As an identified 'Bump-It-Up' school, we have been able to forge strong links with similar schools and establish effective learning networks. A measure against CESE targets indicate an increase of students achieving in the top bands of NAPLAN from 19.4% (2015–2016) to 24.28% (2016–2017) indicating steady progress towards the 2018–2019 target of 30%.

## School planning process

At Old Bar School opinions, ideas and critical feedback are valued.

In planning for the educational needs of our school community for the next 3 years, intensive, meaningful collaboration has taken place with all stakeholders.

Through the **'Tell Them From Me'** surveys, students, parents and staff have indicated their ongoing commitment to quality education delivered in a dynamic, meaningful environment.

Staff has responded positively to the changing demands of teaching and readily embrace new techniques and strategies aligned to current pedagogical thinking.

Collaborative leadership, personal creativity, innovation and professional learning are linked to school priorities and performance goals. Quality teaching programs that include authentic, future focused learning experiences are supportive of the cognitive, academic, social, physical and emotional wellbeing of our students. Our classrooms are happy, productive workplaces.

Following external validation in 2017, we have been able to use the critical feedback to identify strengths and areas to be developed. This is reflected in our assessment of school improvement priorities against the School Excellence Framework. (SEF)

We continue to gather and analyse data for whole school planning. This, combined with strong collegial support, teacher reflection and feedback provides us with a clear focus on future directions.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Teaching for the Future

### Purpose:

To identify, understand and implement high quality teaching practices using evidence-based strategies.

To systematically identify student achievement and progress in order to evaluate and reflect on teaching effectiveness and inform future directions.

## STRATEGIC DIRECTION 2 Learning for the Future

### Purpose:

To create an aspirational school culture where students succeed and thrive in a challenging, changing world.

To support teachers in understanding and implementing evidence-based, future focused teaching and learning practices.

## STRATEGIC DIRECTION 3 Wellbeing for the Future

### Purpose:

To develop an environment where students, their families and teachers understand and implement the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

To develop students' capability to build meaningful relationships, recognise and respect diversity and contribute to the wellbeing of the school community.

# Strategic Direction 1: Teaching for the Future

Purpose	People	Processes	Practices and Products
<p>To identify, understand and implement high quality teaching practices using evidence-based strategies.</p> <p>To systematically identify student achievement and progress in order to evaluate and reflect on teaching effectiveness and inform future directions.</p>	<p><b>Leaders</b></p> <p>Effective instructional leadership facilitates continuous improvement of teaching and learning.</p> <p><b>Staff</b></p> <p>Engage in sequenced, strategic professional learning to enhance capabilities in the areas of data analysis, explicit teaching and learning goals.</p> <p>Actively engage in and contribute to internal and external professional networks to broaden knowledge and improve learning.</p> <p><b>Students</b></p> <p>Effectively develop their knowledge, understanding and skills in a wide range of situations, including real-world applications.</p> <p><b>Parents/Carers</b></p> <p>Maintain respectful, collaborative relationships with staff to gain insight into school priorities and evidence-based approaches to teaching and learning.</p>	<p><b>Classroom Practice:</b></p> <p>Teachers are skilled at explicit teaching techniques including the use of effective questioning and timely feedback to students.</p> <p>Students are actively involved in assessing their own learning needs related to well defined success criteria.</p> <p><b>Data:</b></p> <p>Teachers participate in professional learning to effectively use Learning Progressions as a tool to monitor and track student progress and to inform teacher practice.</p> <p>Explicit assessment and systematic collection and analysis of student data K–6 drives teaching and learning.</p> <p><b>Evaluation Plan</b></p> <p>Old Bar School will collect evidence of quality teaching practice including effective use of data to evaluate staff and student learning. Data sources will include:</p> <ul style="list-style-type: none"> <li>* System and internal student achievement data</li> <li>* Classroom observations</li> <li>* Teacher reflection</li> <li>* Professional Learning records</li> </ul> <p>Registration and evaluation of milestones will indicate key improvements and determine 'next steps'.</p>	<p><b>Practices</b></p> <p><b>Classroom Practice:</b></p> <p>Teachers systematically plan lessons to include accommodations and adjustments to suit student needs as they arise.</p> <p>Teachers provide students with timely feedback related to defined success criteria and acknowledge student learning.</p> <p><b>Data:</b></p> <p>Teachers collaborate in stage teams to make consistent judgements about student work samples, share effective teaching practices, monitor student learning and design explicit teaching programs to support and challenge students.</p> <p>Teachers use data effectively to evaluate student understanding of lesson content.</p> <p><b>Products</b></p> <p>Whole school teaching and learning programs show evidence of differentiation informed by consistent assessment to track student achievement and meaningful peer collaboration/ feedback on explicit teaching elements.</p> <p>Improved student outcomes in literacy and numeracy are a direct result of committed teachers identifying, understanding and implementing explicit, evidence-based teaching strategies.</p> <p>The development of a whole school assessment framework promotes consistent judgement of student progress and achievement.</p>
Improvement Measures			
<p>The school will show substantial growth from Delivering to Sustaining and Growing against the SEF criteria in the <b>Teaching Domain: Effective classroom practice and Data skills and use.</b></p> <p>To increase the percentage of students achieving in the top 2 NAPLAN bands in year 3 and year 5, to 30% for both reading and numeracy as per Bump-It-Up target for Old Bar School.</p> <p>Strategic professional learning, aligned to school priorities, is reflected in teachers' Performance and Development Plans and indicate growth against the School Excellence Framework in the Teaching domain.</p>			

# Strategic Direction 2: Learning for the Future

## Purpose

To create an aspirational school culture where students succeed and thrive in a challenging, changing world.

To support teachers in understanding and implementing evidence-based, future focused teaching and learning practices.

## Improvement Measures

To increase the number of teachers (from 2018 baseline) incorporating effective use of technology in new, flexible learning spaces to promote the elements of authentic learning and transformative pedagogy.

To deliver teaching and learning programs that describe expected student progression in knowledge, understanding and skill and the assessments that measure them. (SEF: Learning: Curriculum, Sustaining and Growing)

To link all teacher professional learning to school priorities and the Australian Professional Standards with a proportion of teachers working towards attaining higher levels of accomplishment.

## People

### Leaders

Model authentic learning experiences, identify and provide relevant professional learning opportunities and make available future-focused resources allowing teachers to effectively deliver curriculum content.

### Staff

Plan and design authentic learning experiences to meet the learning needs of all students enabling them to set and achieve their own learning goals.

### Students

Students are active learners, confident in demonstrating self-directed learning skills, to achieve set learning goals according to success criteria.

### Parents/Carers

Support students and teachers in building productive relationships and promoting our school vision to the wider community.

## Processes

### Authentic learning

Teachers engage in ongoing professional learning to maintain currency of practice involving effective use of technology to support future focused pedagogies.

Students create tangible, useful products based on real life tasks or simulated tasks that provide them with opportunities to connect directly with the real world.

### Success Criteria

Teachers engage in professional discourse and collaborate to improve teaching and learning across stage groups. This involves incorporating learning intentions and student success criteria evidenced in teaching programs, classroom displays and peer observations.

## Evaluation Plan

Old Bar School will systematically collect evidence of quality teaching practice including effective use of data to evaluate staff and student learning. Data sources will include:

- \* Student work samples indicating proficient, stage appropriate use of technology
- \* Classroom observations focused on creative use of learning spaces, technology and visual cues
- \* Teacher reflection and professional learning records
- \* Registration and evaluation of milestones

## Practices and Products

### Practices

#### Authentic learning

Teachers support the authentic learning model by incorporating elements of open-ended enquiry, real world discourse, meaningful project work and social learning.

Teachers effectively integrate technology into their daily lessons and experiment with flexible learning spaces to enhance learning and service delivery.

#### Success Criteria

Teachers ensure that learning intentions – what students should know, understand and be able to do – will be articulated clearly to students at the beginning of a lesson or a series of lessons. The success criteria are defined and used to determine whether, and how well, learners have met the learning intentions.

### Products

An integrated approach to quality teaching, curriculum planning and delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

(Evidence of) Authentic enquiry begins with the learner's interest and experience to facilitate knowledge construction.

(Evidence of) Well defined success criteria, created by the teacher, clearly describe what the students need to know and understand as a result of the teaching and learning.

# Strategic Direction 3: Wellbeing for the Future

## Purpose

To develop an environment where students, their families and teachers understand and implement the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

To develop students' capability to build meaningful relationships, recognise and respect diversity and contribute to the wellbeing of the school community.

## Improvement Measures

All teachers have a deep knowledge and understanding of the Department of Education *'Wellbeing Framework for Schools'*. Improvements in social capital are mapped to indicate growth in student engagement and wellbeing. (using 2018 data as a baseline)

There is an increase in student resilience and a reduction in the number of negative incidents recorded in EBS4.

## People

### Leaders

Leaders establish systemic processes to identify and address the wellbeing needs of students. This includes effective liaison with the school counsellor and external agencies.

### Staff

Teaching and non-teaching staff develop capacity to target intervention programs to increase student and community awareness, engagement and belonging.

### Students

Students demonstrate an understanding of connectedness and belonging through effective strategies to increase personal and community wellbeing.

### Parents/Carers

Parents collaborate with school staff to develop individual student plans and wellbeing programs to support student engagement and achievement.

## Processes

### Connection

Students, staff and parents engage in effective, timely interactions to consider aspects contributing to wellbeing and provide opportunities for all to connect, succeed and thrive in the wider school environment.

### Wellbeing

A whole-school, comprehensive strategy is developed to create an environment with clearly defined behavioural expectations. Students learn to become active learners exercising self-regulation to maximise personal growth and develop understandings, skills and character.

## Evaluation Plan

Old Bar School will continue to collect evidence of student engagement against the Wellbeing element in the School Excellence Framework. Data sources will include:

- \* Tell Them From Me Surveys
- \* Incident reports
- \* School Excellence Framework
- \* Quality Teaching Framework – coding scale for *Connectedness*
- \* Record of community involvement

Registration and evaluation of milestones will indicate key improvements and determine 'next steps'.

## Practices and Products

### Practices

#### Connection

Teachers implement a wellbeing program, K–6, to provide a 'common language' and promote positive mental health.

Staff and students practise positive relationships characterised by constructive interactions and meaningful feedback.

#### Wellbeing

School leaders use survey data (student, parent, teacher), focus group feedback and playground/classroom observations to focus on attributes and strengths to support children to grow and learn from challenges and complexities.

### Products

Old Bar School has a comprehensive and integrated strategy to support the cognitive, emotional, physical, social and spiritual wellbeing of all students in a context of quality teaching and learning. (Wellbeing Framework for Schools)

Students at Old Bar School will display a sense of connection, inclusion, respect for individuality, resilience and empowerment. They will contribute to their school and the wider community with confidence to shape a positive future.

Students will contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their school and wider community.