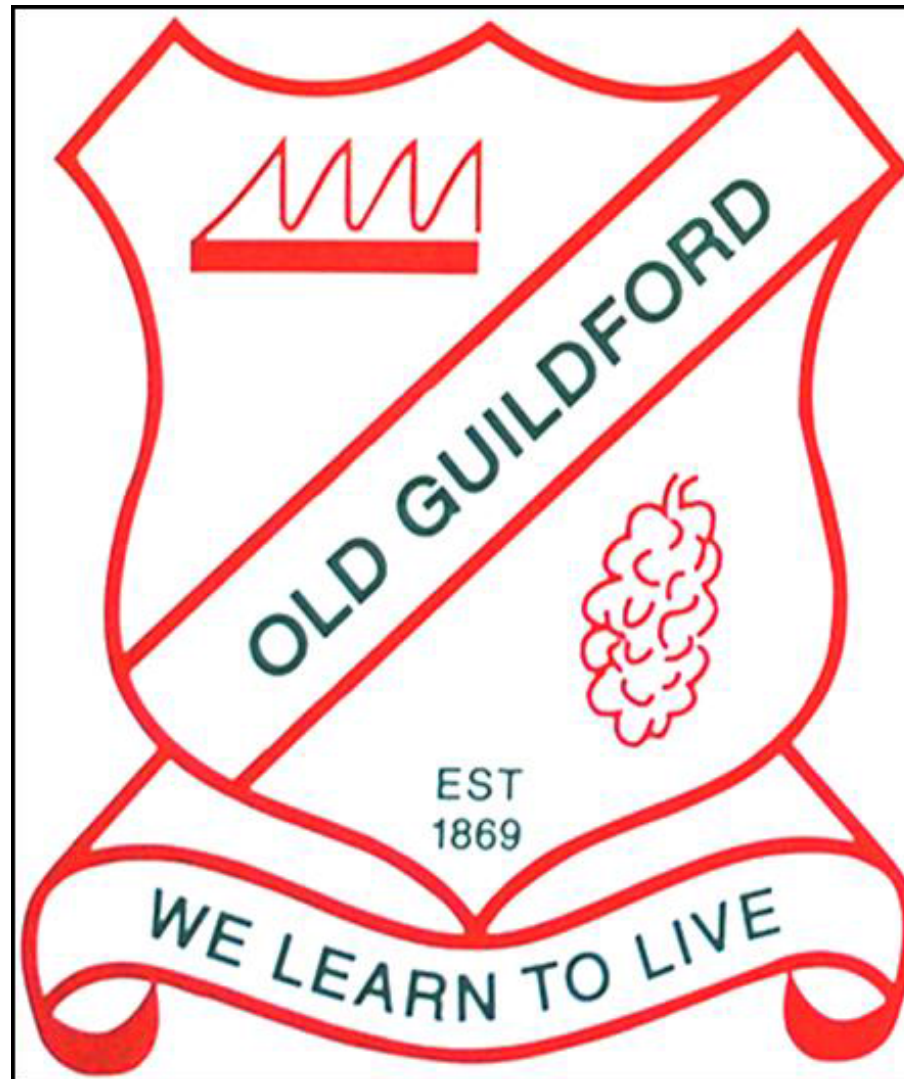


School plan 2018-2020

Old Guildford Public School 2801



School background 2018–2020

School vision statement

Our vision at Old Guildford Public School (OGPS) is to build a safe, respectful & inclusive learning environment where communication and collaboration are highly valued across the school community.

All students will be empowered to become independent, critical & creative thinkers who deeply engage in quality learning opportunities which enable them to be productive and informed future citizens.

School context

OGPS provides quality educational programs delivered by highly qualified & dedicated teachers to an enrolment of 499 students Preschool to Year 6, including 98% students from non-English speaking backgrounds. OGPS seeks to foster educational growth through collaborative teamwork where classroom teachers & specialist staff cooperatively plan to create innovative learning programs. This combined with student engagement, student attainment, leadership & community participation are school priorities. Our learning programs reflect the belief that children learn in different ways in an ever changing world.

School planning process

Analysis of internal and external assessment data collected including Scout data, NAPLAN, PLAN, Early Action for Success (EAfS) data, My Schools website, student progress on both the literacy & numeracy continuums, class & stage assessments.

134 Year 4–6 students, 40 parents & 27 teachers completed the 'Tell Them From Me' surveys.

Core Committees for English, mathematics & student wellbeing collaborated to prioritise future school directions including staff development, initiation of new programs & the focus of teaching & learning programs & quality teaching practices.

The school completed the process of External Validation October 2017. Evidence & analysis from this process form the priority areas for the school plan.

The draft school plan was presented to the whole staff & the Parent & Community Association (P & C). Feedback was applied to make relevant adjustments.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Student Learning

Purpose:

Student Learning

Inspire future focused learners with educational aspirations.

To improve student outcomes through tiered intervention & high expectations with teaching practice that is reflective, relevant & dynamic to meet the diverse needs of our students, staff & community.

To develop independent, responsible, life-long learners who can confidently plan, implement, monitor & evaluate their own learning to meet the challenges in an ever changing world.

STRATEGIC DIRECTION 2 Staff and Leader Learning

Purpose:

Staff and Leader Learning

Enhance quality educators & leaders through a strong professional learning culture.

To create a culture of reflective & professional practice where teachers & leaders in the school are focused on continual improvement in their teaching through constructive feedback, professional development, evidence-based learning & ongoing reflection.

STRATEGIC DIRECTION 3 Quality Relationships and Systems

Purpose:

Quality Relationships and Systems

Build a positive school community that connects, succeeds & thrives.

To ensure efficient and effective organisation, management and teaching practices to build positive and respectful relationships across the school community by leading and inspiring a school culture of collaboration, communication and engagement.

To create a school-wide collective responsibility for student learning and success with high levels of student, staff and community engagement.

Strategic Direction 1: Student Learning

Purpose	People	Processes	Practices and Products
<p>Student Learning</p> <p>Inspire future focused learners with educational aspirations.</p> <p>To improve student outcomes through tiered intervention & high expectations with teaching practice that is reflective, relevant & dynamic to meet the diverse needs of our students, staff & community.</p> <p>To develop independent, responsible, life-long learners who can confidently plan, implement, monitor & evaluate their own learning to meet the challenges in an ever changing world.</p>	<p>Students</p> <p>Develop capacity to select & monitor personal learning goals & take responsibility for their achievement.</p> <p>Develop reflective practice based on feedback to improve their learning outcomes (three-way interviews).</p> <p>Staff</p> <p>Develop the skills & processes to provide effective feedback to students & involve them in monitoring & managing their own learning.</p> <p>Staff take professional responsibility to self-reflect to improve teaching practice & student outcomes.</p> <p>Parents/Carers</p> <p>Develop an understanding of what their children are learning (three-way interviews) & an awareness of the relevance of student independent learning goals & their impact on learning success.</p> <p>Leaders</p> <p>The school executive adopt a coordinated approach to literacy & numeracy with the expectation of improved student outcomes across the school.</p> <p>Support the development of a growth mind-set & educational aspirations across the school community.</p> <p>Liaise with allied health services to design intervention programs to meet identified needs.</p>	<p>Learning teams develop teaching practices & structures which support forward-feedback to students based on learning intentions & success criteria (Assessment for Learning).</p> <p>Teachers & SLSOs negotiate rigorous individual learning goals with students in literacy & numeracy.</p> <p>Teachers draw on research-informed pedagogy to develop & implement high quality literacy, numeracy & inquiry-based learning programs.</p> <p>Technology specialists co-operatively plan, teach & assess digital literacy.</p> <p>Evaluation Plan</p> <p>Teaching & learning programs are measured by program review, reflection & student work samples.</p> <p>Analysis of internal & external assessment data (data meetings & reflection days).</p> <p>Feedback & recommendations from Instructional Rounds (IRs).</p>	<p>Practices</p> <p>Students seek, reflect upon & apply feedback to improve their learning outcomes.</p> <p>Teachers use assessment data to monitor achievements & gaps in student learning & to inform planning including the use of the Literacy & Numeracy Progressions to monitor & differentiate student learning.</p> <p>Teachers develop & implement inquiry based learning processes to stimulate higher order & creative thinking.</p> <p>Develop & implement whole school approach for English (writing) & mathematics.</p> <p>Employ specialist technology teacher & allied health services to support student needs.</p> <p>Products</p> <p>100% of students develop & monitor their personal learning goals & 100% of students develop mathematical understanding & fluency by engaging in rich tasks.</p> <p>100% of teachers consistently provide quality feedback to students (AfL).</p> <p>100% of teaching & learning programs are informed by data, differentiated, demonstrate syllabus content & include critical & creative thinking skills.</p> <p>Students will demonstrate age appropriate digital literacy skills & improved outcomes as a result of intervention with speech pathologist & occupational therapist.</p>
Improvement Measures			
<p>100% of students are tracked on the Literacy & Numeracy Progressions. Data is maintained & analysed to direct future planning.</p> <p>80% of K–3 students performing at EAfS benchmarks in literacy & numeracy.</p> <p>20% of students achieve at NAPLAN Proficiency level in literacy & numeracy.</p> <p>The percentage of students at/or below the national minimum standards is comparable to or lower than the state.</p> <p>80% of Year 5 students exceed the national expectations for value added growth in both English & mathematics.</p> <p>All students on IEPs achieve positive growth in literacy & numeracy levels.</p>			

Strategic Direction 2: Staff and Leader Learning

Purpose	People	Processes	Practices and Products
<p>Staff and Leader Learning</p> <p>Enhance quality educators & leaders through a strong professional learning culture.</p> <p>To create a culture of reflective & professional practice where teachers & leaders in the school are focused on continual improvement in their teaching through constructive feedback, professional development, evidence-based learning & ongoing reflection.</p>	<p>Staff</p> <p>Develop capacity & skills to self-reflect about pedagogy & identify areas of professional need.</p> <p>Teachers understand & implement professional standards & curriculum requirements.</p> <p>Teachers are actively engaged in planning their own professional development to improve their performance.</p>	<p>Leadership teams & expert teachers provide professional development around the implementation of feedback (AfL).</p> <p>The school will embed explicit systems for collaboration, classroom observation, the modelling of effective practice & feedback to drive improvement in teaching & student outcomes (AfL).</p> <p>Staff participate in professional learning targeted to school priorities & their individual professional needs including accreditation, PDPs, PLAN2, Literacy & Numeracy Progressions, mathematics & writing.</p> <p>All 3–6 & new staff participate in OGPS Early Numeracy training which is then embedded in all numeracy programs.</p> <p>School leaders participate in coaching PL & facilitate the development of teachers to enhance quality pedagogical practice.</p> <p>School leaders & expert teachers provide mentoring to develop quality pedagogy.</p>	<p>Practices</p> <p>Teachers evaluate the effectiveness of their own teaching practices using evidence including feedback from colleagues, students & assessment data.</p> <p>All staff actively engage in reflection of individual student achievement to assist students to set goals & provide effective feedback.</p> <p>Staff utilise TEN strategies, Literacy & Numeracy Progressions & PLAN2.</p> <p>Employ a mathematics consultant to support teacher PL.</p> <p>Staff learn about & participate in coaching & mentoring to enhance professional growth including allocation of Beginning Teacher Time (BTT).</p>
Improvement Measures	Parents/Carers	Evaluation Plan	Products
<p>Feedback from staff professional learning (PL).</p> <p>Teachers present evidence of feedback in the classroom (AfL).</p> <p>Anecdotal & documented evidence collected from the leadership team during lesson observations.</p> <p>100% of teachers using internal & external data to inform their teaching & learning programs.</p>	<p>Leaders</p> <p>Engage in leadership development in order to build capacity, instructional leadership & develop a culture that encourages honest, evidence-based feedback between colleagues.</p> <p>Provide professional development for leaders to interpret & use data to improve student progress.</p> <p>Build the collective capacity of the staff & school community to use data to inform strategic school improvement efforts.</p> <p>Promote succession planning, distributed leadership & organisational best practice.</p>	<p>School leadership teams evaluate their school plan through ongoing self-assessment. Strategies & types of evidence will include:</p> <ul style="list-style-type: none"> regular gathering of data for analysis, reflection & reporting. Instructional Rounds. feedback from staff PL. Tell Them From Me surveys, community surveys and focus groups. 	<p>Products</p> <p>100% of staff will participate in PL related to student feedback & individual learning goals.</p> <p>100% of staff monitor student progress & update internal & external data, which will inform teaching/learning programs & allow them to participate in team reflection sessions.</p> <p>100% of staff utilising high quality numeracy teaching strategies.</p> <p>100% of staff will set PL goals in line with school priorities & regularly reflect on their practice using the Australian Professional Standards & PDPs.</p>

Strategic Direction 3: Quality Relationships and Systems

Purpose	People	Processes	Practices and Products
<p>Quality Relationships and Systems</p> <p>Build a positive school community that connects, succeeds & thrives.</p> <p>To ensure efficient and effective organisation, management and teaching practices to build positive and respectful relationships across the school community by leading and inspiring a school culture of collaboration, communication and engagement.</p> <p>To create a school-wide collective responsibility for student learning and success with high levels of student, staff and community engagement.</p>	<p>Students</p> <p>Develop social & emotional skills & understandings to support wellbeing.</p> <p>Engage in a range of experiences within the classroom, playground & community to positively contribute to school life.</p> <p>Staff</p> <p>Develop the capacity to create & maintain a positive classroom culture.</p> <p>Develop an understanding of wellbeing & its impact on students & their learning.</p> <p>To develop resilience & strategies to maintain personal wellbeing.</p> <p>Parents/Carers</p> <p>Work collaboratively with staff P–6 to develop a positive school culture where community wellbeing is paramount.</p> <p>Provide constructive feedback on school practices & procedures.</p> <p>Community Partners</p> <p>Informed about school & community needs relevant to specific programs.</p> <p>Leaders</p> <p>Continue & expand the school's interaction with outside agencies & partnerships.</p> <p>Make strategic use of agency partnerships to access resources for the purpose of enriching the school's standing within the community & improve student outcomes.</p>	<p>Processes</p> <p>Development for all staff to promote school community wellbeing supported by KidsMatter initiative.</p> <p>Create programs that develop innovative & creative opportunities through science, technology, engineering, art & mathematics (STEAM).</p> <p>Develop a school culture by optimising the effectiveness of systems within & beyond the school (Sentral, Learning Support Team [LST] processes, Skoolapp & other digital communication forms).</p> <p>Continue & strengthen interactions with outside agencies & Community of Schools.</p> <p>Development of positive relationships to encourage increased parental involvement & understanding of educational processes P–6.</p> <p>Evaluation Plan</p> <p>Survey the school community to analyse & evaluate the process & value of the wellbeing initiatives (Tell Them From Me survey & KidsMatter).</p> <p>Parent feedback & evaluation of community programs.</p> <p>Evaluate the impact & effect of outside agencies to support student success.</p>	<p>Practices</p> <p>Behaviour expectations are explicitly taught & related to a variety of school settings, including preschool.</p> <p>Embed social emotional learning to support student mental health.</p> <p>A wide range of support & other programs are offered to enhance student engagement & wellbeing (Bounce Back, KidsMatter, White Ribbon Day, Kitchen Garden, parent playgroup)</p> <p>LST recommendations are implemented & monitored through collaboration with teachers & parents.</p> <p>A wide range of programs & support are provided by outside agencies & businesses.</p> <p>Ongoing opportunities for parents to be involved in the educational wellbeing of their children.</p> <p>Products</p> <p>Positive & respectful relationships across the school community underpin a productive learning environment.</p> <p>An increasingly inclusive & compassionate student group who demonstrate positive behaviours & school values.</p> <p>All 3–6 students demonstrate increased understanding of a healthy life-style through participation in the Kitchen Garden program & K–6 students develop inquiry skills through STEAM.</p>
Improvement Measures			
<p>Anecdotal evidence of positive classroom culture (quotes from students, comments from parents).</p> <p>Anecdotal evidence of staff wellbeing initiatives.</p> <p>Student attendance &/or interviews to ascertain engagement with agency/ business sponsored programs eg Star 4 Kids (Mission Australia), SWSC, imc & Smith Family.</p> <p>Parent attendance in community programs & school events.</p>			