

School plan 2018-2020

Orange Grove Public School 2812



School background 2018–2020

School vision statement

Orange Grove Public School is committed to providing high quality, personalised educational programs and ensures that every student is known, valued and cared for.

School context

Orange Grove Public School (507 students P–6) strives to be a school of excellence, offering students a broad curriculum across academic subjects, sport and the creative and performing arts.

Orange Grove Public School is a growing metropolitan school in Sydney's inner west which prides itself on the strong community on which it was established in 1883.

Students are supported to achieve personal goals in a range of endeavours and to strive for continual improvement. Every student is known, valued and cared for.

Our teachers provide differentiated learning opportunities enabling each student to experience challenge and success.

Underpinning all programs is a focus on wellbeing. A holistic approach to learning ensures that students' social, emotional, cognitive, physical and spiritual wellbeing are supported.

School planning process

Rigorous review of the previous (2015–2017) School Plan and its achievements conducted by the executive and teaching staff revealed areas of practice requiring further attention and others which have now become a positive and established part of school culture.

Parents/carers were surveyed during Term 4, 2017, seeking their views on aspects of the school most valued and those requiring change. Parents/carers universally indicated a desire to connect more with the school and their children's learning through attendance at special events, information sessions and volunteering. Improved communication practices were sought.

At the commencement of 2018, a new Principal began. The Principal conducted a school self-assessment using the School Excellence Framework with executive and teaching staff. This self-assessment led to the identification of student performance measures, data skills and use, learning and development and school resources becoming focus areas for the 2018–2020 School Plan.

The new Principal also held informal consultation sessions attended by large groups of parents. Parents offered further feedback for school planning through placement of post—its beneath headings such as Teaching & Learning and Facilities & Resources.

The executive staff drafted this plan before all staff were involved in reviewing and refining the detail.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Successful, Supported,
Engaged Students

Purpose:

To develop students who are successful, engaged, confident and reflective learners who have deep understanding and lifelong skills through quality teaching and learning programs. Critical and creative thinking, collaboration and communication will be fostered to prepare students as future focused learners.

STRATEGIC DIRECTION 2

Quality, Collaborative Teaching
Team

Purpose:

To achieve high levels of collective teacher and leader efficacy through the development and delivery of best practice teaching and learning programs based on evidence based pedagogies. Teachers and leaders understand and use research based pedagogy to enhance student learning, engagement and achievement.

STRATEGIC DIRECTION 3

Wellbeing and Community
Engagement

Purpose:

To support a culture of wellbeing to enable the development of a healthy, resilient, productive school community. The development of quality teaching, learning and increased engagement will result in students, staff and community members feeling supported and able to connect, succeed and thrive in our school environment.

Strategic Direction 1: Successful, Supported, Engaged Students

Purpose	People	Processes	Practices and Products
<p>To develop students who are successful, engaged, confident and reflective learners who have deep understanding and lifelong skills through quality teaching and learning programs. Critical and creative thinking, collaboration and communication will be fostered to prepare students as future focused learners.</p>	<p>Students</p> <p>Students apply the core PB4L values and 'You Can Do It' keys to access in all areas of school life.</p> <p>Students are motivated to learn with high expectations of their own learning and achievement.</p>	<p>Personalised Learning – Teaching and Learning Cycle</p> <p>Embed effective systems, strategies and processes for assessment, data analysis, reflection and evaluation to inform classroom programs and current and future school directions.</p>	<p>Practices</p> <p>Teachers embed effective systems, strategies and processes for assessment and data analysis into teaching practice</p> <p>Data informs teaching practice and directs learners – where to next?</p> <p>Teachers use ongoing reflection and evaluation to inform classroom and specialist programs.</p> <p>All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement</p>
Improvement Measures	Staff	Innovative Teaching Practices (Future Focused)	Products
<p>Increase in number of students in top 2 bands in literacy and numeracy</p> <p>Increase of number of students meeting or exceeding state growth in literacy/numeracy</p> <p>Tell Them From Me (TTFM) student survey data exceeds state average in engagement and high skills/high challenge</p> <p>Teachers demonstrate future-focused pedagogy across literacy as demonstrated through observations and teaching and learning programs</p> <p>At risk learners receive personalised learning accommodations</p>	<p>Staff</p> <p>Teacher capacity is built through extensive, ongoing professional learning in personalised learning practices.</p> <p>Teachers are empowered to begin with the needs of all students when planning learning experiences.</p>	<p>Evaluation Plan</p> <p>NAPLAN Data</p> <p>PLAN/Progression Data</p> <p>TTFM</p> <p>Classroom observations/walkthroughs</p>	<p>Leaders deliver on a school plan that is agile and responsive to the ongoing needs of the school community.</p> <p>All students are taught by high performing teachers and will value themselves as learners, celebrating their growth.</p> <p>There is a demonstrated connection between classroom practice and classroom programs</p> <p>Student progress and achievement is evident and celebrated through improvement measures and milestone evaluations.</p>
	<p>Leaders</p> <p>Leaders ensure evidence informed professional learning builds teacher capacity.</p> <p>Leaders adopt a coordinated approach to developing and managing school systems and processes that support learning and wellbeing.</p>		
	<p>Parents/Carers</p> <p>Parents and Carers develop a shared understanding and language in order to engage in the learning, progress and development of their child.</p>		

Strategic Direction 2: Quality, Collaborative Teaching Team

Purpose	People	Processes	Practices and Products
<p>To achieve high levels of collective teacher and leader efficacy through the development and delivery of best practice teaching and learning programs based on evidence based pedagogies. Teachers and leaders understand and use research based pedagogy to enhance student learning, engagement and achievement.</p>	<p>Students</p> <p>Students are motivated to learn through a school culture that promotes high expectations and engagement.</p>	<p>Collaborative, High Impact Teaching Practices</p> <p>Embed a culture of shared responsibility for student learning, engagement, development and success through effective observation, feedback, reflection and professional dialogue. Staff reflect on own practice through the What Works Best document and evidence guide.</p>	<p>Practices</p> <p>Teachers embed high impact teaching practices into classroom programs.</p>
<p>Improvement Measures</p> <p>Increase the number of students in top 2 bands in literacy and numeracy</p> <p>Increase the number of students meeting or exceeding state growth in literacy/numeracy</p> <p>The school achieves above average value-added results compared to like schools</p> <p>Increase in students achieving expected growth against internal measures</p> <p>Teachers are using formative assessment in literacy and numeracy demonstrated by observations and teaching and learning</p>	<p>Staff</p> <p>Staff are provided with regular opportunities to collaborate with colleagues to deliver effective teaching and learning programs through collective teacher efficacy.</p> <p>Staff will collect, analyse and use data to ensure a culture of high expectations for all students.</p> <p>Staff will utilise internal and external measures to track student achievement, such as the progressions.</p> <p>Staff use Assessment for Learning/formative assessment in lessons with students.</p>	<p>Impactful, Evaluative Practices – Formative Assessment</p> <p>Embed an Assessment for Learning culture with responsive curriculum delivery, assessment and teacher/self/peer feedback which enables students to set and achieve their learning goals.</p>	<p>Teachers embed a formative assessment/assessment for learning culture with responsive curriculum delivery and feedback practices which enable students to set, make progress on and achieve their learning goals.</p>
	<p>Leaders</p> <p>Leaders deliver and monitor a high expectations culture with a clear focus on student progress, achievement and best practice in teaching and learning.</p>	<p>Evaluation Plan</p> <p>NAPLAN Data</p> <p>PLAN/Progression Data</p> <p>TTFM</p> <p>Classroom observations/walkthroughs</p>	<p>Teachers understand, develop and apply a range of assessment and feedback strategies for, as and of learning.</p>
	<p>Parents/Carers</p> <p>Parents and Carers understand and have knowledge of expectations for student learning.</p>		<p>All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.</p>
			<p>Students are involved in the planning, implementation and progress of their learning.</p>
			<p>Products</p> <p>All students articulate, understand and achieve their learning goals in literacy and numeracy.</p>
			<p>Students use teacher and peer feedback to understand and make progress with their learning.</p>
			<p>Teaching programs are agile and responsive to student need with formative assessment practiced expertly.</p>

Strategic Direction 3: Wellbeing and Community Engagement

Purpose

To support a culture of wellbeing to enable the development of a healthy, resilient, productive school community. The development of quality teaching, learning and increased engagement will result in students, staff and community members feeling supported and able to connect, succeed and thrive in our school environment.

Improvement Measures

TTFM student survey data exceeds state average in connections to school

KidsMatter survey data indicates increase in positive attitudes to schooling

Improved parent satisfaction survey data

All teachers are implementing PB4L classroom systems as evidenced by classroom programs and walk throughs

Decrease in the percentage of students referred to Orange Room

Wellbeing Self –Assessment indicates growth towards the school delivering successful wellbeing initiatives

People

Students

Students will be supported through whole school wellbeing programs which includes explicit teaching to enable students to connect, succeed and thrive.

Students will display our school values and personal responsibility for their wellbeing.

Students can articulate positive choices across a range of circumstances.

Staff

Staff develop and nurture relationships with staff, students and community that are safe, respectful and supportive.

Leaders

Leaders will track and monitor whole school wellbeing practices and programs to ensure growth.

Leaders will increase opportunities for students, staff and wider community to participate in wellbeing practices.

Parents/Carers

Parents will actively participate in the school and in helping students develop positive connections.

Processes

Social/ Emotional Wellbeing – KidsMatter/PB4L

Further embed a continued whole-school approach to PB4L classroom systems and community wellbeing in which students, staff and the community can connect, succeed and thrive. Mindfulness, gratitude, kindness embedded into classroom practice.

Partnerships and Connections for Learning

Develop effective partnerships and connections across the community and wider agencies that enhance student learning, progress and achievement.

Evaluation Plan

TTFM

KidsMatter Survey Data

Parent Survey Satisfaction Data

PB4L Data

Practices and Products

Practices

Enhance positive connections which develop inclusive and innovative wellbeing programs and practices that promote high level positive community engagement and relationships.

All staff undertake mandatory training to comply with legislative and policy requirements to ensure best practice.

Seek wellbeing professionals to guide the development of a whole school approach.

Products

Whole school wellbeing practices ensure that every student is known, valued and cared for and able to connect, succeed and thrive.

Students demonstrate positive social emotional behaviours in the classroom and playground.

Increase the proportion of students showing progress towards reflecting the school's values and positive behaviours.

Students and staff undertake mindfulness, gratitude and kindness practices in classroom programs.