



School plan 2018-2020

Perthville Public School 2862



School background 2018–2020

School vision statement

Our vision is to provide the most comprehensive, engaging and positive school experience for all students.

School context

Perthville Public School has a highly regarded educational reputation in the local area with a current enrollment of 136 students. 13% of our total enrollment are indigenous. Our school is part of a strong network within the Bathurst Alliance and the Bathurst Small Schools. Together we develop the capacity of leaders and aspiring leaders to improve knowledge, skills and capabilities in systems and instructional leadership. Our work with both alliances aims to build trust, collaboration, coaching and mentoring within and across schools.

There has been a gradual increase in enrolments over the past 7 years, with 6 classroom teaching positions now in place, 1 of which attracts an Assistant Principal position.

Various innovative programs are offered by the highly qualified, experienced and committed staff. In the past three years, our school had a focus on and commitment to improving Numeracy results and have developed and implemented a comprehensive Mathematics program across the school.

Our NAPLAN and school assessment data indicates that Literacy is a focus area for development across the school.

There is a strong Learning Support Team that develops personalised learning plans for students with specialised learning needs.

Perthville Public School is committed to delivering programs that engage students in high quality learning and extracurricular activities.

School planning process

The school plan was developed in consultation with the school community.

Strategic directions were developed by evaluating the 2015–2017 School Plan and Milestones using the School Excellence Framework Self Assessment Tool, school planning workshops and analysis of school and state wide data.

Consultation occurred through the surveying of parents, discussions with the Perthville School P&C Association and staff and executive meetings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning For Life

Purpose:

Curriculum implementation

Maintain and implement new evidence based curriculum to whole school literacy and numeracy programs/practices

Consultation

Curriculum is enhanced by consultation and effective partnerships within and across schools and the wider community, creating intrinsically motivated students who are well equipped for the future.

Assessment & Reporting

Whole school monitoring, assessment and reporting is transparent to allow for greater parent and student understanding.

STRATEGIC DIRECTION 2 Teaching Excellence

Purpose:

Professional learning

A culture of innovation, excellence and best practice is fostered and quality professional learning and collaboration is evident.

Implementation

Identifying and implementing evidence based teaching practices across the entire school to support best practice and maximise student results.

Review & Refine

Explicit monitoring of student progress which informs the school community and targets future directions.

STRATEGIC DIRECTION 3 Leaders Leading

Purpose:

Collaborative Practice

Provide strong instructional leadership which supports high expectations and engagement for all.

Evaluative Practice

The school plan is focused on research and evidence-based strategies with processes that underpin on-going school improvement.

Strategic Direction 1: Learning For Life

Purpose

Curriculum implementation

Maintain and implement new evidence based curriculum to whole school literacy and numeracy programs/practices

Consultation

Curriculum is enhanced by consultation and effective partnerships within and across schools and the wider community, creating intrinsically motivated students who are well equipped for the future.

Assessment & Reporting

Whole school monitoring, assessment and reporting is transparent to allow for greater parent and student understanding.

Improvement Measures

Increase the % of students making expected growth in Literacy and Numeracy using internal and external measures.

People

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Staff

Differentiate their teaching to meet students' learning needs by providing targeted intervention in areas of literacy and numeracy.

Engage in professional learning on research based practices and literacy programs.

Students

Engage, learn and reflect on their literacy development and use critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Parents/Carers

Have an improved understanding of the teaching of literacy, assessment and reporting processes and be active participants in their child's education.

Processes

Curriculum Implementation

Using the latest research and knowledge of English syllabus and literacy continuum/progressions, implement a focus on improving literacy skills.

Consultation

Provide opportunities for collaboration across schools and enable parent engagement in learning and results.

Assessment and Reporting

Review current assessment practices and develop new reporting systems and communicate these effectively with parents.

Evaluation Plan

- Internal student performance data
- Analysis of NAPLAN, PLAN and SENTRAL data
- PDP's are linked to the Australian Professional Standards for Teachers
- Tell Them from Me survey
- Student and parent feedback

Practices and Products

Practices

Curriculum Implementation

Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

Assessment and Reporting

The school's curriculum provision supports high expectations for student learning where feedback derived from assessments informs further teaching.

The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Products

Curriculum Implementation

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Consultation

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Strategic Direction 2: Teaching Excellence

Purpose

Professional learning

A culture of innovation, excellence and best practice is fostered and quality professional learning and collaboration is evident.

Implementation

Identifying and implementing evidence based teaching practices across the entire school to support best practice and maximise student results.

Review & Refine

Explicit monitoring of student progress which informs the school community and targets future directions.

Improvement Measures

Teacher professional learning is directly aligned with the teaching standards and school planning.

Increase the levels of social, Institutional and Intellectual student engagement with the curriculum and school life.

People

Leaders

Establish and improve processes which build the capacity of staff to deliver quality curriculum in school identified focus areas.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust teaching strategies, to maximise impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Students

Actively engage in their learning and provide timely feedback to teachers on their learning experiences. Understand how they can monitor, reflect, critically analyse and improve their own results.

Parents/Carers

Parent knowledge on curriculum content and strategic directions is enhanced through regular communication. Parents feel empowered to support their child's learning.

Processes

Professional Learning

Draw on solid research and best practice to develop and implement high quality professional learning in Literacy.

Implementation

Develop and implement collaborative processes for consistency in teacher judgement in literacy and numeracy.

Review and Refine

Review current teaching, assessment and reporting practices in Literacy.

Evaluate and refine teaching and learning, assessment and reporting in Numeracy.

Evaluation Plan

- What Works Best Reflection Guide survey
- TTFM Survey
- NAPLAN data
- SENTRAL & PLAN data
- Teaching & Learning Programs
- Classroom Observations
- PAT and Diagnostic Assessment
- Well Being Framework – Self Assessment Module

Practices and Products

Practices

Professional Learning

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Professional learning is evidence based, matched to PDPs and School Plan and is consistent across the school.

Implementation

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Review and Refine

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Students feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Products

Implementation

Strategies implemented reflect research on

Strategic Direction 2: Teaching Excellence

Practices and Products

best practice and include ongoing monitoring of success.

All staff develop PDP's that align to the Australian Standards for Teachers and School Plan.

Strategic Direction 3: Leaders Leading

Purpose

Collaborative Practice

Provide strong instructional leadership which supports high expectations and engagement for all.

Evaluative Practice

The school plan is focused on research and evidence-based strategies with processes that underpin on-going school improvement.

Improvement Measures

Increase the % of staff achieving highly accomplished and lead levels in the three domains of the National Standards for teachers.

Increase the % of staff in the pursuit of higher levels of accreditation.

Increased parent engagement in education and parent support of learning at home.

People

Leaders

Identify staff professional learning needs to build the capacity of the Bathurst Alliance and the school community through mentoring and coaching.

Staff

Build communication and collaboration between Bathurst Alliance and within the school community.

Students

School leaders and senior students foster a culture of pride and belonging in the school. All students set high expectations of themselves.

Parents/Carers

Parents and community members are engaged in and positively contribute to school activities and the continued development of the Perthville community.

Processes

Collaborative Practice

Leadership teams in the Bathurst Alliance share evidence based and innovative practice that builds professional networks with a focus on the continuous improvement of teaching and learning.

Evaluative Practice

Management practices of the school leadership team are responsive to school community feedback. Regular monitoring of the school plan and involvement by all stakeholders will occur.

Evaluation Plan

- Bathurst Alliance Meetings
- ATISL Leadership Capabilities Framework
- Student, parent and community surveys
- TTFM survey

Practices and Products

Practices

Collaborative Practice

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff and expert users of available technology and systems.

Evaluative Practice

The school collaborates with the local community where appropriate on decisions about- and access to- school assets and resources, delivering benefit to both the school and the community.

Whole school community consultation provides positive and constructive feedback through a variety of communication methods.

Products

Collaborative Practice

Professional learning networks have been established and are working effectively to build capacity amongst Bathurst Alliance staff.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in)

Strategic Direction 3: Leaders Leading

Practices and Products

other schools.

Evaluative Practice

Management practices and processes are responsive to school community feedback.