

School plan 2018-2020

Picton Public School 2867



School background 2018–2020

School vision statement

At Picton Public School, we believe by working in partnership with parents and the school community in a strategic, enthusiastic and purposeful way that we will inspire the development of engaged, confident, creative and innovative individuals who feel a strong sense of belonging to their school.

We encourage students to reflect the following characteristics of:

- Respectfulness and developing positive and connected relationships.
- Building positive problem solving strategies and resilience for now and the future.
- Independence as a learner, focusing on achieving personal success.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as happy, independent and successful citizens.

School context

Picton Public School is located in a changing rural/urban interface (on the south western edge of Sydney) serving a varied socio-economic context.

There are approximately 383 students with a small percentage of students from different nationalities (5%) and Aboriginal students (2.5%).

There is a strong and traditional sense of community with parents who have very high expectations of excellence, for their children across academic, cultural and sporting programs. Parents work in a genuine partnership with the school and actively support and are involved in their child's learning. This strong parental commitment to supporting their children is reflected by an active P & C which supports the school plan and participates in ongoing consultative processes.

We have a highly experienced staff with continuity of tenure and staff who have strong ties to the community. The school plays an important role in our local community and is a focal point for public education.

Inclusion is a strength and focus of our school with three support classes at Picton Public School.

Picton Public School reflects a calm, settled and focused learning environment for students with very strong parent involvement across a wide diversity of curriculum opportunities with high behavioural and learning expectations.

School planning process

In 2017, a comprehensive process has been undertaken across our school to review current practices, including student achievement, engagement and behaviour along with survey data from staff and parents.

This process has involved collaboration with all stakeholders and is a continuous and ongoing process of evaluation to ensure focused improvement and development across the school. A Quality Teaching and Learning focus needs to be ensured to underpin all we do with continuous review of professional learning programs and experiences.

This process has involved the following:

Ongoing collection of evidence and analysis of data.

Open and ongoing communication and discussion and reviews about our goals and ongoing review of our targets.

Stage, executive and whole school planning including executive and stage professional learning days, revisiting goals when necessary and flexibility with the plan.

Whole staff involvement and transparency with school plan and revisiting at executive, stage and staff meetings.

Consultation with our community and P & C Association with specific links to our school plan which P & C directly supports through meaningful committee meetings, principal discussion of our school's teaching and learning priorities and resourcing to support. P & C fundraising links directly to our school plan.

The School Plan sets clear improvement measures. It forms the basis for the school's improvement and development focus for the next three years. Each strategic direction provides details of the purpose (why), people and process (how) and products and practices (what) that are to be realised through implementation of our plan.

Three key strategic directions have been identified which continue to strengthen the ongoing goals of our school and

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School context

School planning process

consolidates our previous planning.

Connected teaching and learning in the pursuit of excellence for all students K–6 through dynamic school programs.

Successful learners and leaders building a positive culture of inclusivity and enhancing wellbeing of all stakeholders.

Quality educational leadership and collaborative culture through effective whole school community partnerships.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Connected Teaching and
Learning

Purpose:

To ensure teaching and learning is differentiated in all classrooms where teachers use information about individual students' capabilities and engage them in rich learning experiences with formative assessment strategies embedded.

STRATEGIC DIRECTION 2

Successful Learners and
Leaders

Purpose:

To ensure the learning environment is informed by sound, holistic information about each student's wellbeing and learning needs, enabling every student to reach their full potential.

STRATEGIC DIRECTION 3

Quality Educational Leadership
and Collaborative Culture

Purpose:

To build a dynamic culture of high expectations where evaluative practices, professional dialogue, collaboration, classroom observation, the modelling of effective practice, developing teacher and leadership capacity and collegiality are facilitated and enhanced.

Strategic Direction 1: Connected Teaching and Learning

Purpose

To ensure teaching and learning is differentiated in all classrooms where teachers use information about individual students' capabilities and engage them in rich learning experiences with formative assessment strategies embedded.

Improvement Measures

- All teaching staff are embedding evidence-based teaching practices in their classrooms. These include using assessment for and of learning, learning intentions, success criteria and feedback to feed forward.
- Individually and collaboratively teachers will evaluate the effectiveness of their teaching practices, analysing student engagement and learning.

To increase the number of students achieving in the top two skill bands.

People

Students

Quality teaching will support students to reflect on their learning allowing them to become assessment capable learners. Students will be provided with opportunities to talk about their learning giving them a sense of ownership and empowerment.

Students will engage in learning experiences that provide feedback to teachers for the purpose of differentiated lessons.

Staff

Through a collaborative process, school leaders and teachers will ensure teaching and learning programs are continuously dynamic, showing evidence of groupings and learning adjustments which lead to improved learning.

Focussed professional learning for teachers in using reliable student assessment data and continuous tracking of student achievement on learning progressions.

Parents/Carers

Create greater awareness of quality teaching programs and offer strategies to support the learning of their children.

Parents liaise with teachers to identify goals for student's Individual Learning Plans/ Personal Learning Pathways.

Leaders

Building capabilities amongst staff and acting as a curriculum innovator, explicitly

Processes

Professional Learning Focus

Planned teacher professional learning utilising the Curriculum Connector role, Wellbeing role and leadership team to drive collaborative planning, instruction in literacy and numeracy and analysis of assessment data, through whole staff meetings, collegial visits, team-teaching, mentoring and coaching practices.

Effective Classroom Practices

Teachers will demonstrate personal responsibility for improving their teaching practice through differentiated quality teaching and learning programs.

Teaching strategies are evidence-based, assessment for learning and feedback practices are embedded in teaching and learning. Continue to embed L3 strategies K-2 to strengthen literacy program.

Teachers will evaluate their teaching practices and set professional goals in accordance with the Australian Standard for Teachers.

Assessment and Reporting

Assessment & Reporting Policy and Guidelines will be reviewed and updated to ensure transparency and consistency of implementation K-6.

Stage teams plot their students on learning progressions and use PLAN software to inform collective decisions about teaching and learning. Teachers directly and regularly engage with parents to improve their understanding of student learning.

Practices and Products

Practices

All staff have a clear understanding of the assessment data available to make informed decisions about student learning and growth.

Formative assessment is practised expertly by teachers where individual goals are set for students.

Review, develop and implement Scope and Sequences in all key learning areas in line with the National Curriculum.

K-6 approach is embedded across Picton Public School with all teachers, support staff and team leaders reflecting school policies.

Products

All teaching staff are embedding evidence-based teaching practices in their classrooms. These include using assessment for and of learning, learning intentions, success criteria and feedback to feed forward.

Individually and collaboratively teachers will evaluate the effectiveness of their teaching practices, analysing student engagement and learning.

Strong strategic leadership will ensure learning environments are well managed for optimal learning.

PDPs reflect school plan directions in literacy and numeracy.

Strategic Direction 1: Connected Teaching and Learning

Improvement Measures

People

modelling the pedagogy required for effective differentiated instruction.

Processes

Assessment is used flexibly as an integral part of daily classroom instruction and is key to differentiating student learning.

Evaluation Plan

All K–6 teacher programs reflect a differentiated approach to teaching reading, comprehension strategies and the number strand in Mathematics. Programs clearly demonstrate flexible groupings.

Practices and Products

Strategic Direction 2: Successful Learners and Leaders

Purpose

To ensure the learning environment is informed by sound, holistic information about each student's wellbeing and learning needs, enabling every student to reach their full potential.

Improvement Measures

- Positive, respectful relationships are evident among students and staff.
- All teaching staff is confident and consistent with the implementation of processes such as ILPs, BLPs, PLPs and Learning Support Team procedures to promote student wellbeing and learning.
- All teaching staff is invested in building and sustaining a culture of inclusivity through quality diverse teaching and learning programs which reflect differentiation, supporting students to becoming self-motivated learners.

People

Students

Students are engaged in learning that develops self-awareness, resilience and social skills.

Through a dynamic differentiated classroom where feedback to feed forward practices are implemented, students are empowered to set individual learning goals for themselves and are involved in the evaluative process, taking ownership of their progress.

Students will participate in experiences which allow them to build individual capacity and achievement across the whole school setting.

Staff

Teachers are committed to providing innovative educational and social experiences which nurtures and challenges the whole child.

Parents/Carers

Parents communicate with teachers to inform and support learning and wellbeing of their child.

Leaders

Demonstrate a commitment to supporting all educational stakeholders in delivering quality programs and enhancing the academic, social and emotional needs of all students with a diversity of school programs on offer.

Processes

Whole School Practices

Our school will focus on supporting students to connect, succeed and thrive at each stage of their development and learning.

The Wellbeing Role is committed to following DoE and school policies and processes.

The school will focus on the development of quality teaching, learning and engagement through evidence-based whole school practices.

Teaching

Ensure staff has a comprehensive understanding of frameworks for consistent high standard practices in learning support.

Continue to improve teaching practices that focus on continuous improvement in learning and effective social skills development.

Continue to promote inclusivity across the whole school, where all students have the opportunity to engage in extra-curricular activities.

Learning

Continue to develop our student leaders by allowing them the opportunity to be innovative school planners such as playground initiatives and fundraising. Students are encouraged to be creative and confident role models.

Practices and Products

Practices

Student learning and support processes are embedded into daily practices. Teachers are consistent in developing and monitoring ILPs, IBPs and PLPs which inform planning for learning about each student's wellbeing and learning needs. Goals are clearly written, monitored, flexible and on a continuum.

A consistent approach K-6, to the School's 'Safe Respectful Learner' and 'Friendly Schools Plus' programs.

Continue to collect, analyse and use data to monitor, refine and measure improvements in wellbeing and engagement.

Parents are valued and work as genuine partners with teachers to support and enhance their child's learning.

Teachers use evidence-based data to accurately report to parents.

Products

Differentiated teaching and learning programs which support the whole child. Programming reflects an authentic understanding of social and emotional learning.

Through the Curriculum Connector role the school will continue to develop and implement evidence-based change in teaching and learning practices.

Strategic Direction 2: Successful Learners and Leaders

Improvement Measures

People

Processes

Evaluation Plan

Sustained student attendance rates.

School learning and support systems are accessed confidently.

Teaching and learning programs include differentiated practices that are tailored to the specific needs of all students.

Practices and Products

Strategic Direction 3: Quality Educational Leadership and Collaborative Culture

Purpose

To build a dynamic culture of high expectations where evaluative practices, professional dialogue, collaboration, classroom observation, the modelling of effective practice, developing teacher and leadership capacity and collegiality are facilitated and enhanced.

Improvement Measures

Students are achieving at or higher than expected growth on in-school and external assessment data as reflected in L3, PLAN and SMART data.

Measurable teacher improvement through lesson observations and feedback.

Staff participation in sharing expertise and leading teacher professional learning.

All teachers demonstrate a sound understanding of Learning Progressions and engage in professional dialogue which reflect a commitment to the pursuit of excellence.

People

Students

Will engage in experiences at school which allow them to find the joy in learning, build their understanding and to make sense of their world. They know they are well supported as increasingly self-motivated learners, confident, creative individuals and engaged life-long critical thinkers.

Staff

Teachers are engaged in professional dialogue based on current pedagogy and evaluative thinking skills that embed best practice that's how a commitment to providing quality education.

Teachers demonstrate a personal responsibility for improving their teaching practice in order to improve student learning.

Leaders

Strong, strategic and effective leadership will foster a culture of high expectations enabling a self-sustaining and self-improving community.

Processes

Collaborative practice and feedback

The Curriculum Connector and leadership team will facilitate teachers to evaluate the effectiveness of their teaching practices, analysis of student engagement and learning growth of their students through observations and feedback and professional dialogue in individual, team and whole school meetings.

Professional Learning

The leadership team in collaboration with teachers formulate PDPs linked to the Australian Professional Standards. Through individual meetings, teachers identify and monitor specific areas for continual improvement.

Coordinated whole school approach to developing professional practice, informed by research to build capacity in every staff member. All staff will initiate and engage in high quality targeted teaching opportunities to improve practice and educational outcomes of students.

All staff will be proficient in using assessment for learning strategies/tools that focus on differentiated instruction such as SENA, Newman's Analysis, FoR (Focus on Reading- Super Six Strategies) and feedback to feed forward.

Culture of High Expectations

The school regularly addresses feedback on school performance from students, staff, parents and the broader school community.

Evaluation Plan

Practices and Products

Practices

Teachers engaging in professional dialogue to evaluate the effectiveness of teaching and learning.

Timetables that strategically allow teachers the opportunity to collaborate, plan, observe and reflect on practices.

Teachers will utilise a variety of assessment data such as PLAN, SMART and assessment for learning strategies/tools to inform teaching and learning programs.

All teachers can analyse SMART data to drive teaching and learning.

Share teacher expertise between staff and with the wider school community such as parent workshops.

Teachers are provided with ongoing leadership opportunities across the school especially in curriculum.

Products

Instructional collaborative leadership to sustain a culture of effective evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Engaging and differentiated teaching and learning programs designed by confident teachers who are invested in quality education.

Strategic Direction 3: Quality Educational Leadership and Collaborative Culture

Improvement Measures

People

Processes

All teachers demonstrate a sound understanding of Learning Progressions and engage in professional dialogues which reflect a commitment to the pursuit of excellence.

Practices and Products