School plan 2018-2020

Pitt Town Public School 2884

Pitt Town Public School 2884 (2018-2020)

School background 2018–2020

School vision statement

At Pitt Town Public School we provide a supportive, stimulating 21st century educational environment, where students are encouraged to embrace skills such as collaboration, communication, creativity and critical thinking.

We believe that by providing a well–balanced, quality education that focuses on inquiry based learning, we encourage our students to become self–motivated learners who display empathy, resilience and self–belief.

Our core values of Respect, Responsibility and Excellence are embedded in our school ethos, as we strive to educate our students to be safe, respectful, responsible learners who strive to do their personal best.

Our vision at Pitt Town Public School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life–long learners, to participate in and contribute to the global world in which we live.

School context

Pitt Town Public School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child.

The school continues to deliver quality teaching and learning programs in a 21st century environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Our students demonstrate positive values relating to their education, themselves and others. We encourage all students to strive for success. Students are supported through positive, effective student welfare systems that reward their excellent behaviour.

We maximise parent participation in the general life and management of the school. We also built links and promote partnerships within the wider school community. This enables links to be strengthened and increases support and communication. Parents and community members are encouraged to help in the classrooms and assist with sporting events, dance and music productions, as well as community events that not only promote public education, but also promote a positive image of the school

Our staff are extremely professional and dynamic with high expectations. We are committed to providing quality educational programs to support each child to reach his or her full potential.

School planning process

Throughout 2017, a consultation process to develop the school vision, strategic directions and improvement measures took place. This included:

* External Validation using the National School Improvement Tool

* Analysis of NAPLAN/PLAN/School based data

* 'Tell them from Me' Staff/Student/Parent survey

* Review of programs: gifted and talented, L3, TEN, sport, dance, public speaking and school based wellbeing initiatives

* Parent consultation through P&C

As a result, three key strategic directions were identified as a basis for a shared commitment to future developments.

These are:

• Quality Learning

• Quality Teaching

• Effective Communication and Quality Relationships

The Pitt Town Public School Plan 2018–2020 sets clear strategic directions with details of purpose, people, processes, products and practices for the next three years.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Learning

Purpose:

To ensure ongoing improvement in student outcomes through quality literacy and numeracy programs.

To provide a learning culture based on high expectations and quality teaching and learning.

To develop teaching and learning programs that are syllabus based, driven by continuous evaluation of student assessment data and differentiated in response to students needs.

To develop students who are aware of their own learning intentions and who are self–competitive.

STRATEGIC DIRECTION 2
Quality Teaching

Purpose:

To ensure ongoing improvement in student outcomes through continuous development of a skilled, effective and professional teaching workforce.

To build teacher capacity through relevant, evidence–based professional learning which impacts positively on the quality of teaching and student learning outcomes.

Teachers use data effectively to drive explicit teaching of skills and content, differentiation and quality assessment.

STRATEGIC DIRECTION 3
Effective Communicaton & Quality Relationships

Purpose:

To connect with our parent community and jointly develop high expectations and a shared sense of responsibility for student engagement, learning, development and success.

To promote the progress and achievements of the school to further strengthen the school learning community.

To streamline school communication processes to ensure, staff, students and parents are engaged and informed.

Strategic Direction 1: Quality Learning

Purpose

To ensure ongoing improvement in student outcomes through quality literacy and numeracy programs.

To provide a learning culture based on high expectations and quality teaching and learning.

To develop teaching and learning programs that are syllabus based, driven by continuous evaluation of student assessment data and differentiated in response to students needs.

To develop students who are aware of their own learning intentions and who are self–competitive.

Improvement Measures

80% of students achieve at or exceeding EAfS benchmark levels for stage in reading.

NAPLAN: Expected growth measures between Year 3 and Year 5, and Years 5 and Years 7 reading, numeracy and writing results are greater than or equal to 70%.

Premiers Priorities – To meet or exceed similar school group NAPLAN results in reading, writing and numeracy.

90% of students achieve at or exceeding PLAN benchmark levels for stage in numeracy.

People

Leaders

Leaders have the capacity to establish and develop processes which build the capacity of the school community to use data and engage in evidence–based conversations about school improvement (particularly relating to teaching practices).

Leaders recognise and understand the different stages of development of staff and where they need to be supported in order to effectively implement programs that maximise student achievement.

Staff

Staff understand the importance of maintaining accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Staff have high expectations for student learning and assist students in developing appropriate and achievable learning goals.

Staff have the capacity to develop dynamic teaching and learning programs showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tacking of student progress and achievement.

Students

Students will be active participants in planning their own learning pathways and will engage in a quality, differentiated curriculum that meets their individual needs.

Processes

Evidence–based research will be drawn upon to develop and implement high quality professional learning in literacy and numeracy teaching practices. (e.g. L3, Visible Learning, TEN).

Through the QTSS project teachers will develop and implement collaborative processes, supporting improved consistent teacher judgement of student assessment. This informs the development of teaching and learning programs that are responsive to individual needs.

Evaluation Plan

The Leadership team will lead inquiry based discussions around:

- Program supervision and their link to assessment for learning
- PLAN data is updated and monitored every 10 weeks to inform teaching and plan for learning.
- L3 Data collection processes
- TEN Data Collection processes
- Regular classroom observations and observations of teacher collaboration

Practices and Products

Practices

Teachers demonstrate and share expertise, develop high levels of syllabus content knowledge and implement evidence–based research informed, explicit teaching practices.

Teachers demonstrate effective collection and evaluation of literacy/numeracy data to inform forward learning and continual improvement for students.

Teachers, students and parents collaboratively plan and review individual student learning goals.

Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy. This will be reflected in teaching programs.

Staff and students demonstrate collective responsibility for student learning and success.

All classrooms demonstrate implementation of targeted literacy/numeracy programs

All students have learning goals that are used to plan for future growth and progression.

Strategic Direction 1: Quality Learning

People

Students are aware of learning expectations and take responsibility for their own learning pathway.

Community Partners

Teachers willingly share a commitment to the improvement of teaching and sharing of expertise and best practice, across the learning community.

Strategic Direction 2: Quality Teaching

Purpose

To ensure ongoing improvement in student outcomes through continuous development of a skilled, effective and professional teaching workforce.

To build teacher capacity through relevant, evidence–based professional learning which impacts positively on the quality of teaching and student learning outcomes.

Teachers use data effectively to drive explicit teaching of skills and content, differentiation and quality assessment.

Improvement Measures

Classroom observations, teaching programs and substantive conversations reflect teachers' sound understanding of student assessment and data concepts which inform planning, identify interventions and modify teaching practice.

Surveys of teaching staff, the classroom environment and classroom observations reflect an increased understanding and implementation of Visible Learning Strategies.

People

Leaders

Leaders participate in capacity building programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers and improves practice as required.

Staff

Staff feel supported in the PDP process to develop professional practice informed by research.

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

Students

Students will master core subjects, think deeply and critically and make relevant connections to become actively engaged in their learning.

Parents/Carers

Parents are equipped to support student learning through regular participation in key initiatives..

Community Partners

Windsor Community of Schools have a rich understanding of curriculum and pedagogy by working collaboratively and sharing experiences

Processes

Data drives development of pedagogy using identified professional learning (L3, TEN, Visible Learning, NAPLAN) to inform forward learning improvements for students.

Schoolwide coaching and mentoring project in partnership with local schools to develop and improve excellence in pedagogy.

Evaluation Plan

Annual collection of Tell Them From Me Data.

Staff surveys/data analysis and program monitoring.

Evidence of consistent language in all classrooms, regarding learning intentions, strategies, success criteria, meaningful feedback and processes used to achieve and monitor success.

Practices and Products

Practices

All teachers engage in professional learning in student assessment and data concepts, developing an ability to analyse, interpret and extrapolate data. This is used collaboratively to inform planning, identify interventions and modify teaching practice.

Teachers are using data to make informed decisions about students learning and employ a variety of pedagogical practices to assist students to develop their ability to identify their strengths and weaknesses, to become self–competitive and competent at self assessment.

Staff use learning intentions, and success criteria to monitor student progress to develop students' ability to create effective and achievable goals.

Whole school and inter school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Products

Explicit systems exist for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain school wide improvement in teaching practice and student outcomes.

Staff demonstrate an increased awareness of Visible Learning strategies and these strategies are evident in the classroom.

Tell Them From Me data demonstrates that students are highly engaged.

Improved student performance data

Strategic Direction 2: Quality Teaching

Practices and Products

reflects teachers' ability to differentiate the curriculum.

Student learning spaces support and reflect teachers' understanding of the principles of Visible Learning.

Increased consistency of practice across grades and stages is evident.

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Strategic Direction 3: Effective Communicaton & Quality Relationships

Purpose

To connect with our parent community and jointly develop high expectations and a shared sense of responsibility for student engagement, learning, development and success.

To promote the progress and achievements of the school to further strengthen the school learning community.

To streamline school communication processes to ensure, staff, students and parents are engaged and informed.

Improvement Measures

Parents indicate an improved understanding of the curriculum and students' individual achievements.

Increased attendance at key informations sessions including school interviews and information sessions.

Staff indicate an increased knowledge and understanding of school communication processes.

Staff indicate they are well informed regarding school practice and procedures.

Website and Facebook analytics indicate an increase in traffic and engagement.

People

Leaders

Leaders develop the skills to implement effective communication procedures both within the school and to the wider school community.

Staff

Staff feel confident and capable to discuss school expectations, procedures, student progress and achievements. Staff invite parent feedback and actively evaluate this information.

Students

Students are confident and competent to give feedback on their learning.

Parents/Carers

Parents are aware of student achievement and progress and engage with staff and students in developing learning plans and expectations.

Parents are active, informed members of the broader school community and support student engagement, learning and wellbeing.

Community Partners

Community partners welcome relationships that strengthen learning alliances within and beyond our school to support school programs.

Processes

School promotion/communication team works to streamline and refine internal and external procedures for communication. School achievements will be showcased to the wider school community.

Assessment and reporting processes ensure parents are informed of student academic progress and wellbeing, areas for development, and are actively engaged in students' goal setting.

Students provide feedback about their learning and the school environment through programs such as the Visible Learning program, completion of the Tell Them From Me survey (TTFM) and an active Student Representative Council (SRC) program which involves students from Year 1 to 6.

Evaluation Plan

Annual staff and parent satisfaction surveys

Tell Them From Me Surveys

Regular analysis of Facebook and Website data

Practices and Products

Practices

School website, Facebook page and newsletter are regularly updated, including examples of individual student and whole school achievement.

Feedback on school communications and promotions is regularly sought, ensuring information is timely and useful.

School communication practices are reviewed to ensure staff, students and parents receive information in a timely, informative manner.

Parent feedback regarding assessment and reporting practices is sought regularly and acted upon.

School reports and interview practices are reviewed on an annual basis to ensure they meet staff, student and community needs.

Staff and parents share collective responsibility for communication processes

Products

School website is reflective of current practice and community needs

Student achievement is regularly celebrated

School parent body is active and informed