

School plan 2018-2020

Sawtell Public School 3042



School background 2018–2020

School vision statement

Expert teachers in partnership with the community are committed to delivering a balanced and innovative curriculum to nurture, guide, inspire and challenge students.

School context

Sawtell Public School serves the township of Sawtell on the NSW mid–north coast. It is a medium sized school of 357 students and a focal point for the community. The school's students are drawn from a range of cultural and socio–economic backgrounds. Staff is a mix of dedicated, expert and beginning teachers and support staff. Tradition and values are recognised and reinforced through the school's culture and close links with the wider community. Students engage with learning through 21st century skills and technology. Sawtell Public School prides itself on being a school of opportunity. Participation in all aspects of school life is expected. Academic achievement is encouraged as is achievement in the cultural, creative, sporting and social spheres. The school motto 'Play the Game' is embedded in the school philosophy.

The school's FOEI rating is 77 and is a key figure in determining the school RAM financial allocation which is additional funding to target student learning.

School planning process

Over the last 12 months all stakeholders within the school community have had equal opportunity to inform the direction of the school plan through surveys, group workshops, the school website and one–on–one conversations. Especially effective procedures have been the parent/student/staff workshops and the survey. The survey has given families an opportunity to discuss their school at home and respond. The school will annually self–evaluate using the School Excellence Framework elements to focus the evaluation.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
Quality Learning

Purpose:

To implement a strategic and planned approach to develop whole school processes and quality practices that promote learning excellence.

**STRATEGIC
DIRECTION 2**
Quality Teaching

Purpose:

To improve teaching practice through high quality evidence based PL, quality analysis of data and expert knowledge of the English and Mathematics syllabus.

**STRATEGIC
DIRECTION 3**
Quality Leading

Purpose:

To create and support a culture of high expectations and a shared responsibility for student learning and success.

Strategic Direction 1: Quality Learning

Purpose

To implement a strategic and planned approach to develop whole school processes and quality practices that promote learning excellence.

Improvement Measures

- 40% of Yr5 students in top 2 bands in reading in NAPLAN
- 90% of Yr5 students at or above expected growth in reading in NAPLAN
- 40% of Yr5 students in top 2 bands in writing in NAPLAN
- 90% of Yr5 students at or above expected growth in writing in NAPLAN
- 60% or more of parents 'strongly agree' that their child's teacher cares about their child (Kids Matter survey)
- 60% or more of parents 'strongly agree' that they are satisfied with how their child is progressing socially, emotionally and behaviourally (Kids Matter survey)

People

Students

- Have growth mindsets

Staff

- Collaborate to develop class programs and involve students and parents in planning

Parents/Carers

- Work in partnership to improve student learning

Leaders

- Guide and support a collaborative whole school approach to curriculum and assessment

Processes

- A whole school approach to student and staff wellbeing
- Quality teaching that promotes excellence and meets the needs of all students
- Consistent school wide practices for assessment

Evaluation Plan

- Analysis of Kids Matter survey
- Analysis of NAPLAN reading and writing data
- Staff feedback regarding assessment rubrics

Practices and Products

Practices

- Planning for students' individual needs with parents
- Collaborative development of class programs
- Teachers differentiate syllabus to meet each child's needs
- Teachers involve parents and students in planning
- Teachers engage in PL in formative assessment
- Teachers analyse student data to inform modifications to teaching
- Teachers use assessment rubrics in writing, reading and aspects of numeracy

Products

- Positive Behaviour for Learning (PBL) is implemented
- Nurturing classroom environments
- Effective Learning and Support Team
- Enhanced Wellbeing and Discipline policy
- Teachers have expert knowledge of English and Mathematics syllabus

Strategic Direction 2: Quality Teaching

Purpose

To improve teaching practice through high quality evidence based PL, quality analysis of data and expert knowledge of the English and Mathematics syllabus.

Improvement Measures

- Improved 'coding' ratings across the 3 Dimensions of the Quality Teaching framework through the implementation of Quality Teaching Rounds
- 30% of students in the top 2 bands in numeracy in NAPLAN
- 90% of Yr5 students at or above expected growth in numeracy in NAPLAN

People

Students

- Have high expectations for their learning

Staff

- Have high expectations of themselves and their students.
- Develop a thorough knowledge of the English and Mathematics syllabus

Parents/Carers

- Have high expectations for their children's learning

Leaders

- Have a coordinated approach to literacy and numeracy for improvement across the school

Processes

- All teachers implementing effective explicit teaching practices
- Quality professional learning is provided to meet the needs of staff

Evaluation Plan

- Analysis of NAPLAN data
- Analysis of Quality Teaching Rounds coding data
- Lesson observation notes
- Analysis of survey data

Practices and Products

Practices

- Explicit teaching in every classroom based on a thorough knowledge of the curriculum
- Teachers providing explicit and timely feedback to students
- All teachers engaging in evidence based practice
- Teachers engage in whole staff and differentiated PL aligned to the School Plan and PDPs
- Explicit whole staff PL in English and Mathematics Syllabus

Products

- Lessons planned that cater to and challenge every student
- Teachers having expert understanding of feedback
- Executive coaching model implemented school wide
- Teachers have expert knowledge of effective teaching strategies

Strategic Direction 3: Quality Leading

Purpose

To create and support a culture of high expectations and a shared responsibility for student learning and success.

Improvement Measures

- The school is assessed as 'excelling' in theme of 'High expectations culture' of the SEF
- Annual parent satisfaction surveys indicate improved teaching practice

People

Students

- Have high expectations for their learning

Staff

- Have a growth mindset for continuous improvement of teaching practice

Parents/Carers

- Are members of the school's learning community with a focus on continuous improvement

Leaders

- Model high expectations and instructional leadership

Processes

- Embedding instructional leadership across the school
- A learning community established that focusses on continuous improvement
- Strategically utilising resources to improve learning outcomes

Evaluation Plan

- Meeting minutes
- Analysis of school-based and external assessment data
- Observational rounds

Practices and Products

Practices

- Teachers analyse students data to inform teaching practice
- Specific interventions implemented based on student needs
- An instructional leader works across the school to improve teaching
- Provision of relevant instruction to cater for student learning needs
- Long term financial planning is integrated with the school plan

Products

- Collaborative review of teaching practice
- Staff PL 'What Works Best'
- A culture of high expectations is held by all members of the school community
- Teachers challenging students academically
- Employment of quality staff
- Outdoor master plan implemented
- Flexible classroom environments established