

School plan 2018-2020

Smithtown Public School 3075



School background 2018–2020

School vision statement

Smithtown Public School engages students, parents and the community in a shared learning journey. We empower students to be safe, responsible and respectful global citizens who display empathy, resilience and self-belief.

Staff are committed to constantly improving their professional practice through implementing current pedagogy. Mentoring conversations aligned to an evidence based approach informs all teaching and wellbeing decisions.

We aim to develop students who are thinkers, who are aware of their own learning and can make adjustments to their own learning to achieve success.

We will create an environment where students, their parents and community members are supported and encouraged to promote and maintain mental and physical well-being.

The leaders within the small school learning network maintain a focus on distributive instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.

School context

Smithtown is a small rural school with a diverse range of learners within each stage. Staff ranges from experienced through to new scheme teachers, all with a great deal of enthusiasm and commitment to providing quality educational opportunities within the planning and implementation. The staff has been involved in ongoing professional learning relationships with other networks that enable constant analysis of outcomes to target teacher and student learning according to need.

We have 2 permanent and 3 temporary staff members. This year we will recruit for a full time teacher. All except one of the staff have been here less than 2 years. There are no retirements approaching and no active transfers.

We are also part of the Early Action For Success initiative which has provided funding and staffing. The majority of this money is spent on wages for SLSO's (School Learning Support Officers) and teachers to support the wide range of students needs.

We have a strong commitment to professional learning and mentoring with the principal and our instructional leader guiding these processes in the school.

School planning process

Planning and Goal setting are a cyclical and embedded practice at Smithtown Public School. We work as a team to align our vision statement to the priorities of students, community and teachers and support staff.

Our Professional Learning is driven by evidence and data analysis.

We monitor the validity of our evidence and data through collaborating with a small school network of local schools.

As an Early Action for Success school staff receive additional professional support as they work shoulder to shoulder with the Instructional Leader.

Regular contact with parents and community through newsletters, Facebook, assemblies, regular parents meetings and information sessions ensures parents and community members are informed and engaged within all aspects of school culture.

Data is an intrinsic component of all our planning at Smithtown Public School.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Inspired and Passionate
Teachers

Purpose:

To develop highly skilled, passionate teachers who inspire life– long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.



**STRATEGIC
DIRECTION 2**
Reflective responsible learners

Purpose:

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters. Students will fulfill their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

Strategic Direction 1: Inspired and Passionate Teachers

Purpose

To develop highly skilled, passionate teachers who inspire life– long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

Improvement Measures

• Evidence Based Practice

School self assessment against the SEF indicates movement from:

- delivering to sustaining and growing within the teaching domain element of *effective classroom practice* (explicit teaching and feedback)
- sustaining and growing to excelling in the teaching domain element of *use in teaching* and *data use in planning*

Literacy And Numeracy

All students in Year 5 achieve equal to or greater than expected growth in numeracy within Naplan.

Naplan results in writing for both Year 3 and Year 5 demonstrate a shift from 33% currently achieving results in the top 3 bands to 68%.(plus 2)

People

Students

Students have the skills to use feedback to improve their learning within literacy and numeracy and provide teachers with feedback about the effectiveness of their teaching.

Staff

Teachers have the knowledge and skills to analyse assessment data & feedback to develop differentiated teaching and learning programs.

Leaders

Leaders value collaborative practice and provide opportunities for reflective, evidence based practice to inform future directions.

Leaders understand how to analyse and use individual and whole school data to drive school improvement.

Parents/Carers

Parents understand and support their child to progress through evidence based practice.

Processes

Using Evidence Based Practice

- Teachers confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy learning progressions.
- Building teacher capacity through collaborative based processes and reflective practices.

Evaluation Plan

Our progress will be measured by analysis of:

- teaching and learning programs
- student progress monitored against progressions
- NAPLAN data
- Feedback and surveys regarding student learning
- mentoring conversations
- Staff meeting to evaluate, refine and scale success
- Learning community meetings

Practices and Products

Practices

Using Evidence Based Practice

- Teachers confidently and consistently use Learning Progressions to monitor student progress to plan effective, differentiated teaching and learning programs.
- Effective feedback empowers students and parents to understand student learning achievement and what they need to do to progress.
- Teachers use formative assessment and feedback to improve student learning and reflect on their effectiveness collaboratively across the learning community using consistency of teacher judgement to ensure best practice.

Products

Using Evidence Based Practice

- Teacher programs and practices include learning intentions and collaboratively developed success criteria in literacy and numeracy.
- Teacher programs are differentiated and data driven.
- Quality teaching occurs within all classroom evidenced by all teachers consistently achieving all elements of the ATSL teacher proficiency standard 3 & 5.
- The school has an embedded culture of reflective practice evidenced by 5 weekly mentoring conversations.
- Learning community collaboration

Strategic Direction 1: Inspired and Passionate Teachers

Practices and Products

opportunities are embedded to build teacher capacity and satisfaction with improved practice.

Strategic Direction 2: Reflective responsible learners

Purpose

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters. Students will fulfill their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

Improvement Measures

- All students, teachers and parents understand the skills and dispositions required for effective learning
- School self evaluation against the SEF indicates movement from :
- delivering to excelling in the theme of behaviour within the learning domain of wellbeing .
- sustaining and growing to excelling in the theme of student engagement within the learning domain of assessment.

People

Students

- Students understand and value collaboration to improve learning
- Students understand, articulate and demonstrate what they are learning, their effective learning dispositions and strategies to achieve it.

Staff

Teachers adopt and enact the mind–frame of being an enabler of self– directed learning.

Teachers develop their understanding of and how to teach critical and creative thinking.

Leaders

Leaders enable an effective learning culture with a strong understanding of evidence based practices to develop student agency and future focused skills.

Leaders are committed to ensuring effective conditions for learning.

Parents/Carers

Parents understand the factors that contribute to successful learning, how their child learns best and are confident to provide support.

Processes

Assessment Capable Learners

- Students develop skills to think creatively and critically to solve problems collaboratively.
- Teachers provide responsive and engaging curriculum and learning opportunities through STEM.
- Learning maps provide students with forum to plan, monitor and evaluate their learning.
- Teachers explicitly teach and reinforce the learning dispositions required to enable effective learning.

Wellbeing Framework

- PBL– positive behaviour for learning systems and practices ensure optimum and consistent conditions for student learning across the whole school.

Evaluation Plan

Learning maps developed and refined week one of each term.

Students achieve stage appropriate levels within the think about thinking element of the Acara Critical and Creative Thinking continuum.

Visible Learning Inside Checklist demonstrates growth by all teachers within the *mindframes* aspect.

Regular monitoring of programs against the implementation plan

Analysis of student learning maps

Data collection and analysis

Practices and Products

Practices

Assessment Capable Learners

- Students are assessment capable learners who can confidently develop their learning maps and achieve their learning change goals.
- Students have an understanding of and can articulate the learning dispositions and a range of effective strategies to support their learning as evidenced by surveys and classroom observations.

Wellbeing Framework

- Teachers collect and analyse behaviour data to support the development and implementation of responsive whole school programs.
- Teachers, students, parents and the community have a consistent shared understanding of the school PBL values systems and practices.

Products

Assessment Capable Learners

- All students have effective learning maps which are regularly revisited and used to articulate their journey evidenced by the achievement of their learning goals.
- Assessment capable students who can articulate where they are in their learning ,where they are going to next and how they are going to get there.

Wellbeing Framework

- A school wide wellbeing process which is known and used by all members of the community

Strategic Direction 2: Reflective responsible learners

Processes

Student learning surveys

Walkthroughs as evidence of practice implemented to support student learning

Practices and Products

- Consistently implemented PBL systems that is responsive to data.