

School plan 2018-2020

Springwood Public School 3095



School background 2018–2020

School vision statement

At Springwood Public School, we aim to provide quality learning in a harmonious and safe environment where all students are able to develop their potential academically, socially and emotionally, enabling them to become active, informed citizens. We provide this through our guiding goals –

- o Community
- o Opportunity
- o Excellence
- o Success

Springwood Public School was established in 1878 with the original school motto being –

"Strive To Serve"

The School continues to value and teach this tradition to the students. One hundred and forty years of quality public education have truly made Springwood Public School – *The Place To Be! 1878–2018*

School context

Springwood Public School began 2018 with 467 students comprising of 18 Mainstream K–6 classes and 3 Special Education classes catering for students diagnosed with Autism and other disabilities. Almost 5% of our student population identifies as Aboriginal and/or Torres Strait Islander background and a strong Indigenous/Elders Program over recent years has allowed all our students to develop an understanding of and appreciation for our Indigenous history.

We continue to grow as a strong school community, enjoying a 15% increase in our student population in the last three years.

Recognising that engaging learners, building strong relationships and integrating information and communication technologies are crucial to 21st Century learning, we provide a well–rounded education that values and supports intellectual, creative, physical, social and emotional development of every child. Our guiding goals; "Community, Opportunity, Excellence, Success" guide our practice.

We offer opportunities for every child to achieve, including those with special needs, gifts and talents. Outstanding features of the school include: a well developed ethos of care; a focus on strong relationships with the community, positive behaviours shaped by restorative practice and high academic achievement ensuring lifelong success.

Our core values are: respect; compassion, honesty; responsibility and service. Core school rules assist students to become 'respectful, responsible learners'. There is a whole school philosophy where learning is cooperatively planned to meet individual needs and enthusiastic teachers use a variety of quality teaching strategies and resources. Extensive sporting, cultural and extra–curricular opportunities make each day challenging and exciting.

Staff, parents and students work closely together in a spirit of cooperation with high expectations for achievement. Parents and caregivers are encouraged to take an active

School planning process

As the first 3 Year School Plan came to an end towards 2017, it was time to evaluate the process, reflect upon the previous three years and start planning the next three years.

The school started work on a draft 3 year plan through ongoing staff meetings and executive planning days. All executive members attended Professional Learning sessions based on School Planning, as presented by PSL Michael Miller.

This was followed up in early term one, 2018 with a refresher course as presented by PSLs Michael Miller and Pat Mahony and Evaluation Capacity Building Lead, Alex Oo. At this refresher course, our draft 3 year plan was reflected upon and updated after much consultation with the presenters.

In November, 2017, the Mid Mountains Principal's network met with members of the local AECG and discussed each of the schools' contexts in regards to Aboriginal Education. The feedback was positive and another meeting was scheduled for Term 1, 2018 for a final consultation before uploading the plan.

Consultation with parents and community members was held in Term 1, 2018, where our strategic directions were presented and discussed and an opportunity for feedback was given. Parents were interested in what the different levels of student feedback would look like and were looking forward to the trials of the three way interviews. The feedback was positive and there was a real appreciation shown from the forum that the school was heading in the right way through the strategic directions that were chosen.

The final consultation with a member of the local AECG was held in Week 11 of Term 1 at the Mid–Mountains Principal's Network. The feedback was once again positive with a recommendation that schools ensure that they have undertaken Cultural Awareness training for their staff members. This will be incorporated into our three year plan milestones.

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role in school life, be it through P&C, classroom helpers or volunteers in a multitude of activities.

We also play an important role in the community by participating in a variety of events like NAIDOC Week, Foundation Day and ANZAC Day services, which encourage the wider community to make connections with the school. This truly is "The Place To Be!"

School planning process

A final consultation with all staff, followed by a vigorous final evaluation of the plan by the executive team, and a final review by the Director of Education for Blue Mountains allowed us to finalise the 3 Year Plan and prepare it for publication.

We present you with our 2018 – 2020 Three Year School Plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Authentic assessment of
learning

Purpose:

To ensure authentic, consistent assessment practices are used to monitor and report on student progress, measure the success of teaching and learning programs and inform future practices, thus ensuring students are active, invested and informed participants in their learning progress.



**STRATEGIC
DIRECTION 2**
Quality feedback informs
learning

Purpose:

To create a student centered learning environment that allows all students to engage positively with the curriculum and achieve real, measurable growth through the provision of timely, constructive and relevant feedback from classroom teachers.



**STRATEGIC
DIRECTION 3**
Effective leadership

Purpose:

To develop, under the school's executive team, a professional learning community focused on the continuous improvement of staff and students, and to recognise and foster leaders at all levels of the school.

Strategic Direction 1: Authentic assessment of learning

Purpose

To ensure authentic, consistent assessment practices are used to monitor and report on student progress, measure the success of teaching and learning programs and inform future practices, thus ensuring students are active, invested and informed participants in their learning progress.

Improvement Measures

1. Within three years, 80% of students will be able to complete a self-assessment in writing using a provided rubric and obtain results within a grade level of a teacher assessment on the same piece.

1. Within three years the school will have an assessment schedule in English and Mathematics in which 100% assessments are completed and moderated for consistent teacher judgement across the grade, with relevant feedback given to students regarding progress or achievement. A formal evaluation of assessment tasks and student achievement will be conducted at the conclusion of each stage assessment task.

1. Within three years, 100% of classroom teachers will monitor student progress in English and Mathematics, using stage databases to track progress and formulate grades and report statements.

People

Staff

Staff will need to demonstrate a clear understanding of rubric progressions and achievement levels.

Students

Students will need to develop a clear understanding of the language used in criteria and what these look like in work samples.

Parents/Carers

Parents will need to develop an understanding of the language used in criteria and what these look like in student work..

Staff

Staff will value data collection and reflect upon the information it provides.

Staff

Staff will engage in collaborative teaching practices.

Leaders

Leaders will ensure that staff are supported through the development of consistent assessment procedures and practices.

Processes

The development, use and moderation of a set of assessment tasks in English with accompanying rubrics as directed by stage assessment overviews.

The development and refinement of stage based assessment databases to ensure the management of data.

The development, use and moderation of a set of assessment tasks in Mathematics with accompanying rubrics as directed by stage assessment overviews.

Evaluation Plan

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.

Practices and Products

Practices

Staff will employ rubrics and common assessment tasks routinely.

Stage teams will moderate work samples and assessment tasks.

Staff provide feedback to students as a part of their regular classroom practice.

Students will use their understanding of rubrics to improve their performance on assessment tasks.

Products

Develop stage-based common assessment tasks with attached rubrics in English and Mathematics.

Strategic Direction 2: Quality feedback informs learning

Purpose	People	Processes	Practices and Products
<p>To create a student centered learning environment that allows all students to engage positively with the curriculum and achieve real, measurable growth through the provision of timely, constructive and relevant feedback from classroom teachers.</p>	<p>Leaders</p> <p>Executive will prioritise assessment and feedback professional learning opportunities.</p>	<p>The development and use of feedback procedures and proformas to accompany selected stage assessments in English and Mathematics.</p>	<p>Practices</p> <p>Staff will provide age appropriate feedback structures in English and Mathematics.</p>
<p>Improvement Measures</p> <p>1. Year 3 and Year 5 student cohorts will continue to exceed departmental expectations in the numbers of students achieving bands identified as 'high'.</p>	<p>Staff</p> <p>Staff will need to demonstrate a clear understanding of the role of feedback</p>	<p>The planning and documentation of feedback opportunities in Stage units.</p>	<p>Students will set practical, achievable goals based upon teacher feedback.</p>
<p>Within three years,</p> <p>1. students will receive timely, explicit, age-appropriate feedback on stage assessment tasks in English and Mathematics.</p> <p>2. Parents will receive assessment feedback on at least one English and one Mathematics assessment each semester.</p>	<p>Staff</p> <p>Staff will be able to employ a range of feedback strategies appropriate to the task and age group.</p>	<p>The development of a three-way interview process to review student learning</p>	<p>Parents, students and teachers will reflect upon and plan learning goals in three-way interviews or through post-assessment feedback.</p>
<p>1. Through professional development opportunities, teachers will develop and refine a range of feedback strategies and incorporate these into classroom practice as seen in classroom visits and on formal assessment sheets.</p>	<p>Students</p> <p>Students will need to develop a clear understanding of task criteria in order to engage in self-assessment.</p>	<p>Evaluation Plan</p> <p>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. Student 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.</p>	<p>Staff will employ a range of effective feedback practices to inform students of progress, achievement and future goals.</p> <p>Students will engage in regular self-assessment tasks in order to monitor progress</p>
	<p>Students</p> <p>Students will understand how to use feedback to set learning goals and improve achievement.</p>		<p>Products</p> <p>Established processes for 3-way interviews.</p>
	<p>Parents/Carers</p> <p>Parents will value the role they have to play in their child's learning.</p>		<p>Planned opportunities and processes for feedback documented in stage based units.</p> <p>Develop criteria and proformas for feedback in English and Mathematics.</p> <p>Clear links developed between assessment tasks and feedback.</p>

Strategic Direction 3: Effective leadership

Purpose

To develop, under the school's executive team, a professional learning community focused on the continuous improvement of staff and students, and to recognise and foster leaders at all levels of the school.

Improvement Measures

A culture of shared leadership will be reflected in PDPs, with 50% of staff PDPs containing a leadership goal.

Personal leadership plans developed and monitored in conjunction with team leaders for staff identifying as interesting in future promotion.

All classroom teachers will spend time observing the teaching of other staff, reflecting on how these observations can inform and improve their own teaching.

People

Leaders

Executive will work collaboratively with team members on PDPs and Personalised Leadership Plans

Staff

Staff will value leadership opportunities.

Staff

Staff will value collaborative practice.

Processes

The development of a whole school leadership plan that reflects the skills and aspirations of all teaching staff and provides opportunities for these skills to develop.

The refinement of PDPs to ensure alignment with the three year plan and with Personal Leadership Plans.

The development and maintenance of a plan for the provision of classroom visits.

Evaluation Plan

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Practices and Products

Practices

A yearly plan of professional development, based around whole school, stage teams and curriculum committee structures, will guide whole staff planning.

Staff will participate in class visits and open their classrooms to their colleagues.

Staff will collaboratively prepare PDPs and Professional Learning Plans.

Executive will provide staff with clear leadership structures that foster professional and personal growth.

Products

Develop a yearly overview of professional learning opportunities, to be displayed in the staff room, that balances Departmental requirements with Committee and Stage team needs.

Maintain a register of classroom visits, including observations and reflections.

Development of PDPs.

The development of Personal Leadership Plans for staff with leadership aspirations.