

School plan 2018-2020

Stokers Siding Public School 3112



School background 2018–2020

School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership.

To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success.

To nurture engaged global learners to become confident, creative citizens who champion Future Focussed Learning, strengthening our community for the future.

School context

Stokers Siding Public School, which is situated 8kms south of Murwillumbah, forms part of the Stokers Siding village. Our core purpose is to facilitate learning in a positive teaching and learning environment, catering for the needs of all students. We have well-resourced learning centres, which are open and modern enhancing Future Focussed Learning practices.

Stokers Siding School provides outstanding professional and caring teachers who embrace the opportunities to further develop their skills and knowledge through research and professional learning.

All members of our school are supportive of each other working collaboratively, enabling them to develop the skills and values to interact and contribute as effective members in any community.

Our Reading, Writing and Mathematics programs provide a sound basis for lifelong learning. We focus on healthy lifestyles and environmental awareness.

We have a supportive, active whole school community who willingly involve themselves in School life.

Our Motto:

Strive to Achieve

School planning process

The S8 team is a group of small schools who work and plan together to share knowledge, skills and resources in a collegial approach to planning. The schools include; Stokers Siding, Condong, Crabbes Creek, Fingal Head, Duranbah, Tumbulgum, Burringbar and Carool Public schools.

Purpose: Establish the educational and cultural practices that need to emerge from the implementation of the school plan to define the skill development and professional learning necessary to achieve the school's key improvements.

People: The plan will recognise the need to build the capabilities of the school community and the wider school community (S8), to contribute effectively.

Our S8 school teams worked together with their individual communities to discuss their visions for the next three years and beyond. This process was enhanced by working with the whole school community to conduct strengths, weaknesses, opportunities and threats analysis.

The aim was to create a collaborative vision statement for future transformation, ensuring alignment with the educational priorities, dreams and ambitions of the community.

Our S8 leadership team met to share our individual school visions and to decide upon the possibility of a shared vision across the eight small schools acknowledging our individual differences and needs as evidenced in our purpose, people, processes, product, practices and our milestones.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student Learning and Wellbeing

Purpose:

To develop engaged, self-directed and resilient learners through high expectations, explicit teaching and wellbeing. We aim to develop in students the ability to set goals, self-direct and articulate their learning with a focus on students' wellbeing to ensure that they can connect, succeed and thrive.

STRATEGIC DIRECTION 2

Effective and Explicit Teaching

Purpose:

To create a stimulating, challenging yet supportive professional climate for teachers, which uses data to inform quality practice. We aim to use direct instruction in the delivery of reading, writing and numeracy and ensure that students are given time needed to engage with the learning process and to receive effective feedback.

STRATEGIC DIRECTION 3

Collaboration and Improvement

Purpose:

To engage and impact on students' learning through high-level engagement and collaboration within a professional learning community. We aim to continue to improve student outcomes and whole-school improvement with a commitment to fostering a school-wide culture of collaborative planning and reflection on instruction embedded in everyday school life.

Strategic Direction 1: Student Learning and Wellbeing

Purpose

To develop engaged, self-directed and resilient learners through high expectations, explicit teaching and wellbeing. We aim to develop in students the ability to set goals, self-direct and articulate their learning with a focus on students' wellbeing to ensure that they can connect, succeed and thrive.

Improvement Measures

'Excelling' (in the elements of Learning Culture and in Wellbeing in the Learning Domain of the School Excellence Framework) and at 'Thrive' level (in the Wellbeing Framework) through both self-assessment and in the External Validation processes.

Strengthening positive, respectful relationships amongst students. Supporting and enabling the whole school community in the pursuit of excellence, wellbeing and engagement to support learning.

Teaching programs clearly reference differentiated teaching and learning to meet the needs of all students and provide opportunities for continuous improvement for all students, across the full range of abilities.

Students are achieving higher than expected growth on internal school progress and achievement data in literacy and numeracy.

People

Students

Engage in goal setting, peer and self-reflection activities. They will clearly articulate what they need to do in order to improve their performance and engagement in literacy and numeracy.

Staff

Implement evidence-based teaching practices across the curriculum, collegially sharing their learning and confidently using assessment in determining future focus areas.

Parents/Carers

Understand the learning process and how to actively support their child's learning through newsletters, parent workshops and information sessions.

Leaders

Demonstrate and develop a positive culture based on respect for all members of the school community.

Community Partners

Engage in authentic learning opportunities across the school.

Processes

School assessment and tracking strategies used to inform teaching and learning programs for all students.

Classrooms are innovative and active learning environments where students have the opportunities to excel.

Students are emotionally, behaviourally and intellectually engaged at school.

Evaluation Plan

Observation data, student work samples, pre/post assessment data, progression data, learning goals, success criteria, student surveys, PLAN data, NAPLAN data, meeting minutes, SEF tracking/ Wellbeing Framework, LaST referrals and intervention programs., moderating practices, photos, communication processes and parent interactions.

Practices and Products

Practices

Teachers routinely plot tracking data and meet regularly in stage groups to monitor data in order to inform future directions.

Staff collegially develop and share effective teaching practices

Teaching programs will clearly reference differentiated teaching and learning to meet the needs of all students.

Products

Teaching practices more closely meets student learning needs.

Improved accuracy and frequency of the tracking of student progress in a central database.

Effective teaching practices being facilitated across collegiate.

Strategic Direction 2: Effective and Explicit Teaching

Purpose

To create a stimulating, challenging yet supportive professional climate for teachers, which uses data to inform quality practice. We aim to use direct instruction in the delivery of reading, writing and numeracy and ensure that students are given time needed to engage with the learning process and to receive effective feedback.

Improvement Measures

Embedded and explicit systems are used to facilitate effective teaching practice and the development of learning goals for students. These are informed by the analysis of internal and external student progress and achievement data.

Teachers provide explicit, specific and timely formative feedback to support student learning.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas meeting the needs of all students.

People

Students

Engage with peer and self reflection activities and are provided with meaningful feedback.

Staff

Work collaboratively to evaluate and adjust teaching strategies, leading to measurable improvements in student learning.

Parents/Carers

Engage in learning activities and receive ongoing communication regarding how to support their child in their learning.

Community Partners

Understand curriculum content and positive school culture that supports success.

Leaders

School leaders research and establish structures and feedback processes designed to improve teacher practice and measureable student learning improvements.

Processes

High impact and evidence based lesson planning.

Explicit teaching in literacy and numeracy.

Effective feedback that acknowledges student effort and achievement.

Evaluation Plan

Student, teacher, and community surveys..
Student work samples.

Videos of collaborative practice, coaching/mentoring and teaching practices.

Modification of teaching and learning programs.

Surveys.

Practices and Products

Practices

Teachers support learning by providing timely and explicit feedback to students.

Teachers regularly meet with school mentors and colleagues to improve their explicit teaching practice of literacy and numeracy.

Every teacher uses data to develop learning goals for students.

Products

Teaching and learning practices (including PLPs and ILPs) explicitly meeting the learning needs of all students.

Differentiated programs demonstrating Improved teaching and learning practices by all staff.

Students have a clear understanding of what they need to know and what they need to learn next.

Strategic Direction 3: Collaboration and Improvement

Purpose	People	Processes	Practices and Products
<p>To engage and impact on students' learning through high-level engagement and collaboration within a professional learning community. We aim to continue to improve student outcomes and whole-school improvement with a commitment to fostering a school-wide culture of collaborative planning and reflection on instruction embedded in everyday school life.</p>	<p>Students</p> <p>Give meaningful and constructive feedback to teachers about pedagogy.</p> <p>Staff</p> <p>Work collaboratively within and between schools to improve their own teaching practice and impact positively on the practice of others.</p> <p>Teachers develop the capacity to reflect on practice and give and receive feedback, within a culture of continuous improvement.</p> <p>Staff can effectively identify professional learning needs and actively engage in collaborative practices to meet needs.</p> <p>Leaders</p> <p>Explore current research into best educational practice and provide engaging opportunities for all stakeholders to embed new learning.</p> <p>Create structures that support and enhance a culture of continuous improvement.</p> <p>Recognise high performance and continuous improvement through the accreditation process.</p> <p>Parents/Carers</p> <p>Give feedback to leaders around school culture, high expectations and continuous school improvement.</p> <p>Community Partners</p> <p>Offer feedback on school improvement.</p>	<p>The establishment of a professional learning community focused on continuous improvement of teaching and learning, through high impact collaborative practice.</p> <p>Evaluation Plan</p> <p>Teachers are actively engaged in professional learning communities.</p> <p>Surveys.</p> <p>Self assessment SEF</p> <p>What Works Best Reflection Guide.</p> <p>Australian Professional Standards for Teachers.</p>	<p>Practices</p> <p>Professional Learning Teams formed across Community of Schools.</p> <p>Teachers collaborate across community of schools to ensure consistency of curriculum delivery, differentiation and teacher judgement.</p> <p>All staff utilise the Australian Professional Standards to work towards their appropriate level of accreditation.</p> <p>Student voice, staff input and community involvement utilised to further develop a positive school culture.</p> <p>Products</p> <p>Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback.</p> <p>School wide improvements in teaching practice and student outcomes.</p>
Improvement Measures			
School leaders across the professional learning community (S8) are leaders of learning and responsible for facilitating and encouraging participation in professional learning activities across all our schools.			
Teachers' professional learning and development are directed at students' needs and improving learning outcomes.			
The school collaborates with parents and local community, where appropriate, to deliver benefits to both the school and the community.			
Collaborative partnerships with the local Community of Schools (S8) and local (Murwillumbah) schools are active and positive where all teachers are supported, and support one another, to continuously develop their skills and knowledge.			