

# School plan 2018-2020

## Ramsgate Public School 3830



# School background 2018–2020

## School vision statement

A vibrant community working together to ensure that students from Ramsgate Public School will take with them a set of skills, values and knowledge that will see them become informed, creative and productive members of our community and our society.

## School context

Ramsgate Public School with a population of 555 students prides itself on being the centre of its community. Enrolment to the school is highly sought after due to the school's outstanding reputation. The school is supported by a dedicated parent community. Our students come from diverse socio economic and cultural backgrounds. Staff professional learning has developed Growth Mindset approaches to develop "the whole child" in a strengths based and future-focussed context. Our highly professional and dedicated staff is committed to achieving academic growth for all students with one year of learning achieving one year of growth. Staff professional learning is strategically designed to ensure ongoing improvement in pedagogy. Student academic, performance, social, cultural and sporting achievements are showcased and celebrated at every possible opportunity. The school has a wide range of extra-curricular activities with a strong focus on the arts and sport. Student wellbeing is underpinned by Positive Behaviour for Learning. There is a focus on innovative pedagogy to support future-focussed learning including an established Bring Your Own Device model and professional learning on Flexible Learning strategies and pedagogy.

## School planning process

Ongoing evaluation of school targets and evidence based evaluation of external and internal data have been used to inform the direction for future planning. The school leadership team met regularly to develop school planning options and to undertake professional learning to support the development of the plan using the 5P model. The school undertook consultation to ensure stakeholders were involved in the planning process and the development of the strategic directions. Students completed "Tell them from Me" student surveys each year which have assisted in the ongoing planning of directions from the student point of view. Staff also participated in professional learning activities that resulted in a shared understanding of values and beliefs that informed and scaffolded the school vision. Parents participated in discussions at P&C meetings specifically related to school planning and strategic directions. Members of the collegial Bayside Community of Schools met during a "Critical Conversations" session to ensure consistency of planning across schools. The process has had the ongoing support of a principal leader from the DoE High Performance Unit through professional learning, consultation and mentoring.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Highly Effective Learning

### Purpose:

Effective learning programs provide explicit instruction, engagement and multidimensional learning experiences. Learning experiences promote responsible, resilient and respectful citizens who can work independently and collaboratively

## STRATEGIC DIRECTION 2 High Quality Teaching

### Purpose:

To maximise teacher engagement and improve student learning by supporting a committed, professional team of teachers who are highly trained and engaged in a collaborative environment using an evidence-based approach

## STRATEGIC DIRECTION 3 Self-improving Community

### Purpose:

Strategic and effective leadership to develop a culture of high expectations and shared responsibility for student success and school wide improvement, through engagement and collaboration with parents and the broader community

# Strategic Direction 1: Highly Effective Learning

## Purpose

Effective learning programs provide explicit instruction, engagement and multidimensional learning experiences. Learning experiences promote responsible, resilient and respectful citizens who can work independently and collaboratively

## Improvement Measures

Increased number of students demonstrating the use of goals to improve their learning and wellbeing.

An increase in students K–6 articulating and applying formative feedback in Literacy by referencing "Visible Learning" strategies.

An increase in students K–6 articulating and applying formative feedback in Numeracy by referencing "Visible Learning" strategies.

## People

### Staff

Systematic and sequenced approach to the teaching of Literacy and Numeracy. Consistent and strategic application of Growth Mindset methodologies (Carol Dweck).

### Students

Students setting and monitoring learning goals, seeking feedback specific to their learning progression and needs and applying Growth Mindset methodologies on demonstrating effective and engaged learning.

### Leaders

Analysis of current feedback practices and Professional learning on research-based, effective feedback methodologies. Consistent whole-school approach to Feedback through "Visible Learning" pedagogy. Building leadership capacity through mentoring and leadership guidance.

### Parents/Carers

Workshops for parents in better supporting Literacy and Numeracy beyond the school. Further development of parental/carers involvement and engagement with student goal-setting and learning.

### Community Partners

Participation in Bayside Community of Schools Action Research Projects and shared practice through CESE What Works Best.

## Processes

### Visible Learning

The implementation of a consistent school-wide learning pedagogy based upon John Hattie's Visible Learning.

### Visible Learning – Growth Mindset

The school will develop a learning culture of aspirational high expectations through the analysis of current feedback practices and Growth Mindset principles.

## Evaluation Plan

PLAT data collection.

Staff surveys on current and existing feedback practices (baseline data).

Student surveys on Learning Goals and High Expectations.

Staff attendance data from Professional Learning to support the transition from Literacy/Numeracy Continuums to Learning Progressions and Stage Teaching Program evidence.

Staff attendance data from Professional Learning on Hattie's Visible Learning pedagogy and Dweck's Growth Mindset and Stage Teaching Program evidence.

## Practices and Products

### Practices

Students will articulate learning intentions, learning goals and success criteria. Students will apply this feedback to demonstrate high expectations for personal growth in Literacy and Numeracy. Students are aware of and showing expected growth.

Shared responsibility for learning demonstrated through engaged students, demonstrating resilience and Growth Mindset practices. Students will demonstrate independent and collaborative learning through the use of flexible teaching and learning spaces.

Whole school practices and approaches will enhance a differentiated and inclusive learning culture.

### Products

Explicit grade level writing criteria, including PLAT, to facilitate increases in "at expected" or "above grade" level writing across all stages.

Formative Feedback evidence and planning through "Visible Learning" in Literacy and Numeracy across all stages.

Growth Mindset approaches and programming will be evident across all stages.

# Strategic Direction 2: High Quality Teaching

## Purpose

To maximise teacher engagement and improve student learning by supporting a committed, professional team of teachers who are highly trained and engaged in a collaborative environment using an evidence-based approach

## Improvement Measures

Increased collaborative planning resulting in Consistent Teacher Judgement and implementation of precision feedback and instruction.

Increased evidence of flexible teaching and learning pedagogy embedded within teacher practice.

## People

### Leaders

Induction, Mentoring & Coaching programs for beginning teachers as well as aspiring leaders.

### Staff

Teachers participate in ongoing, collaborative, planning processes and precision feedback and instruction. Teachers work in collective teams to review student learning and take collective responsibility for improvement across the stage. Participation in quality professional learning aligned to the school strategic directions and the GTIL framework to build capacity (e.g. QTR)

### Parents/Carers

Ongoing support and community engagement on Flexible Learning and Future Focused teaching and learning expectations.

### Community Partners

Participation in Bayside Community of Schools Teach Meets and Futures Learning Initiatives. Shared practice through CESE What Works Best.

## Processes

### Collaborative Planning

The school will develop a learning culture of explicit and effective evidence-based teaching methods that optimise learning progress for all students. Staff collegiality and consistency will be enhanced through strategic and regular collaborative planning.

### Futures Learning

A strategic professional learning and planning model to support consistent application of flexible teaching and learning pedagogy including the use of digital resources such as Google Classrooms across Stages 2 and 3 and expanding to Stage 1.

## Evaluation Plan

School wide data collection of Literacy and Numeracy via PLAN and analysis of expected student growth. With specific focus on EAS and Place Value in Numeracy and Reading, Comprehension and Writing in Literacy.

Attendance data on Professional Learning to support the school wide implementation of PLAN 2.

Collection of L3 Reading Level Data for K-2.

Evidence of a Digital Learning Framework for all Stages.

## Practices and Products

### Practices

Collaborative networks of teachers planning together, supporting, mentoring and building capacity across Ramsgate PS and through the Bayside Community of Schools.

Ongoing collaborative planning and evaluation by teachers of student progress, through evidence based data to improve student learning in Literacy and Numeracy and to enhance consistent teacher judgement.

Strategic approach to existing digital teaching and learning practices through analysis and planning for implementation across all stages.

### Products

A collaborative practice model for planning and professional learning across all stages to enhance collaboration, reflection and best practice as per CESE WWB.

Digital Learning embedded in flexible, future focused teaching and learning programs.

# Strategic Direction 3: Self-improving Community

## Purpose

Strategic and effective leadership to develop a culture of high expectations and shared responsibility for student success and school wide improvement, through engagement and collaboration with parents and the broader community

## Improvement Measures

Increased parent and carer participation in surveys and increased satisfaction as reported by Tell Them From Me survey data.

Teaching staff at Ramsgate PS will collaborate with Bayside colleagues in developing and implementing annual Action Research Projects in Literacy and Numeracy to improve teacher practice across the Bayside Community of Schools.

Increased number of teachers undertaking leadership responsibilities.

## People

### Staff

Increased parental engagement with PLAN/Progressions through Parent Teacher Information sessions and meetings. Leadership development pathways for aspiring leaders and expert teachers e.g. shadow exec program

### Community Partners

Bayside Community of Schools "Walk-Throughs" underpinned by CESE "What Works Best". Development of Action Research Projects with an emphasis on Literacy and Numeracy each year.

### Parents/Carers

Parents participating in key group discussions to inform planning. Participation in focus groups to represent parent voice and support school planning and communication.

### Leaders

School leaders to enhance a powerful learning culture with explicit support for home-school communication and collaboration.

## Processes

### Distributed and Instructional Leadership

The leadership team develops distributed "instructional leadership" to sustain a culture of high expectations and community engagement.

### Bayside Community of Schools – Shared Practice

Teaching staff demonstrate expertise within their school and across Bayside Community of schools, leading to ongoing student improvement.

## Evaluation Plan

Collection and analysis of data, including Tell Them From Me Surveys, Staff Feedback, Student Outcomes and Bayside Community Action Research Project.

## Practices and Products

### Practices

Home-school communication will be supported and informed by clear and consistent school-wide processes. Parents and carers participate in planning and collaborate with staff to improve student outcomes, growth and culture.

Enhanced links and networks across the Bayside Community of Schools to include leaders, teaching and non-teaching staff.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

### Products

Action Research Projects leading to improved quality collaboration the Bayside Community of Schools network with an emphasis on improving Literacy.

Increased parent engagement with school planning and communication processes and increased satisfaction as evidenced by Tell Them From Me survey data.

A strategic and consistent approach to all home-school communication that provides clarity for teachers, parents and students.