

# School plan 2018-2020

## Argenton Public School 3904



# School background 2018–2020

## School vision statement

Argenton Public School is focused on achieving educational excellence through personalised learning in an innovative, engaging and nurturing environment.

## School context

Argenton Public School is located on the north–western shores of Lake Macquarie and is a proud member of the Innovation, Inspiration Learning Alliance (IILA).

We are a growing school supported by an increasing reputation of providing quality education programs in an environment where students' cognitive, emotional, social, physical and spiritual wellbeing is supported.

Our small class sizes and well–resourced classrooms ensure that students are provided with learning experiences that are innovative and engaging and personalised to each students' individual needs and goals.

Argenton Public School is committed to continual school–wide improvement. Through evidence–based teaching practices and strong collaboration with parents and the broader community, we strive for students to achieve one year's growth for one year's learning. As resilient learners, our students demonstrate the creative, communicative, collaborative and critical thinking skills to succeed now and in the future.

## School planning process

In Term 4 2017, a rigorous process began to reflect on current practices and plan for a future focussed on continuous improvement.

The process included school self–assessment against the School Excellence Framework in the domains of Learning, Teaching and Leading in order to determine key areas for growth and future improvement.

Input from students, staff, parents and the broader community was encouraged through written surveys and consultation groups.

Our 2018–2020 plan also incorporates Premier's Priorities and the directions of the NSW Department of Education.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Aspire

### Purpose:

To create a learning culture focussed on high expectations and achievement. Argenton Public School is committed to the delivery of holistic wellbeing and dynamic, differentiated learning programs. We strive to develop effective partnerships with parents and motivate students to deliver their best and continually improve.



## STRATEGIC DIRECTION 2 Innovate

### Purpose:

To provide innovative, individualised and engaging teaching and learning programs. Argenton Public School is committed to delivering quality learning programs informed by student achievement data and curriculum requirements. Through evidence-based, future-focussed teaching practices, we aim for each student to achieve at least one year's growth for one year's learning.



## STRATEGIC DIRECTION 3 Engage

### Purpose:

To develop a culture of staff, students and the broader community working shoulder to shoulder across a professional learning community to develop self-sustaining, self-improving teams, driven by high expectations.

# Strategic Direction 1: Aspire

## Purpose

To create a learning culture focussed on high expectations and achievement. Argenton Public School is committed to the delivery of holistic wellbeing and dynamic, differentiated learning programs. We strive to develop effective partnerships with parents and motivate students to deliver their best and continually improve.

## Improvement Measures

100% of students set, reflect, achieve and show evidence of learning goals in literacy, numeracy and social competencies.

Improvement of teacher practice is evidenced on AITSL Classroom Practice Continuum.

Targetted wellbeing programs increase student engagement in learning.

## People

### Students

Set learning goals that are reflective of high level aspirations for their futures.

Demonstrate resilience, values and behaviours reflective of a whole school approach to wellbeing.

Achieve expected grade outcomes in all courses of study.

### Staff

Develop effective partnerships in learning with students and parents to ensure students are motivated to deliver their best and continually improve.

Implement wellbeing programs reflective of all aspects of The Wellbeing Framework for Schools.

Provide a curriculum that is reflective of the Department of Education's priorities to maximise student opportunity and achievement.

### Parents/Carers

Engage with the school to improve their understanding of student outcomes, assessment and learning.

Conference with their child and teachers to collaboratively set aspirational learning goals for their child's learning.

## Processes

### Personalised Learning

Deliver quality personalised learning experiences which allow students to set, achieve and show evidence of learning goals.

### Wellbeing

The Wellbeing Framework For Schools and evidence based wellbeing programs are embedded into school culture.

### Evidence-based Practices

Engagement in educational research to deepen teachers' understanding of teaching practices and the curriculum to ensure improved student outcomes.

## Evaluation Plan

Reflection and reporting on the impact of planned activities

Charting and evaluating strategic directions against the SEF

Progression data

Internal and external assessment data

Achievement of learning goals

Parent / carer attendance at personalised learning meetings

Teaching and learning programs

Wellbeing data

AITSL Classroom Practice Continuum

## Practices and Products

### Practices

Collaborative, personalised learning meetings involving students, teachers and parents / carers are held regularly to determine literacy, numeracy and social goals.

Teachers consistently adjust teaching and learning programs to challenge students and support their learning.

School values are articulated and demonstrated by the whole school community.

Implementing evidence-based teaching and learning practices and engaging in school based research.

### Products

Learning goals reflect high level aspirations for students' futures.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs and goals.

School programs reflect the explicit teaching of social competencies and behaviour codes with a focus on high expectations and student wellbeing.

Courses of study are reflective of current research and Department of Education curriculum requirements and provide opportunities for students to deliver their best and continually improve.

# Strategic Direction 2: Innovate

## Purpose

To provide innovative, individualised and engaging teaching and learning programs. Argenton Public School is committed to delivering quality learning programs informed by student achievement data and curriculum requirements. Through evidence-based, future-focused teaching practices, we aim for each student to achieve at least one year's growth for one year's learning.

## Improvement Measures

At least 80% of students demonstrate expected yearly growth across Department of Education literacy and numeracy progressions.

Teachers meet Professional Development goals through implementation of evidence-based teaching practices.

## People

### Students

Display one year's growth for one year's learning in all curriculum areas with a focus on literacy and numeracy.

### Staff

Explicitly teach literacy and numeracy through the delivery of innovative, individualised teaching and learning programs.

### Parents/Carers

Show a growing awareness of the school's directions to support students in literacy, numeracy and future-focused learning products.

## Processes

### Literacy and Numeracy

Staff engage in research and professional development and dialogue to develop and implement high quality literacy and numeracy programs and practices.

High level Learning and Support programs that ensure the individual learning needs of all students are met.

### Future-focused

Implement a whole school based approach to the integration of technology into future-focused learning in which students can think independently and develop skills that will enable them to flourish in a world driven by technology.

## Evaluation Plan

Student progression data

Teaching and learning programs

Quality Teaching Rounds

Lesson Observations

Teacher professional development plans and reviews

Professional learning evaluations

## Practices and Products

### Practices

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective classroom practice and the provision of specific and timely feedback between teachers to drive school wide improvement in teaching practice and student results.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Teachers are supported to trial, evaluate and refine innovative, evidence-based future-focused teaching strategies.

### Products

Teaching and learning programs are collaboratively designed and reference student achievement data, curriculum requirements and evidence-based explicit teaching practices.

Teachers utilising their strong technology skills to engage students in future-focused learning.

# Strategic Direction 3: Engage

## Purpose

To develop a culture of staff, students and the broader community working shoulder to shoulder across a professional learning community to develop self-sustaining, self-improving teams, driven by high expectations.

## Improvement Measures

All members of staff participate in professional learning opportunities outside the school setting.

Increased parent and community contribution in teaching and learning programs and school decision making.

All teachers show student growth through participation in an evidence-based practice.

## People

### Students

Achieve enhanced literacy and numeracy outcomes as a result of a shared responsibility for student learning across learning alliances.

### Staff

Support a culture of working shoulder to shoulder in classrooms to implement evidence-based teaching and learning practices to improve student outcomes.

### Parents/Carers

Demonstrate support for the school through active participation in classroom learning and school events and decision making.

## Processes

### Professional Learning Communities

Collaborate with small school principals for high level professional development to improve leadership and teaching practices.

Consolidate learning alliances with neighbouring small schools and the Inspiration Innovation Learning Alliance.

### Community Engagement

Acknowledge the important role that parents, carers and the community play in the academic success of students.

Engage with the parents and the broader community for high-quality educational delivery.

### Leadership

School leaders ensure a culture of evidence-based teaching practices and ongoing improvement for every teacher and every student.

## Evaluation Plan

### Observational Rounds

Analysis of school-based data

Students tracked on progressions

Staff Professional Development

Teaching Programs

School Satisfaction Survey

Records of attendance at school and community events.

## Practices and Products

### Practices

Teachers and leaders regularly meet with colleagues across Professional Learning Communities to engage in professional learning, discuss student achievement data, design responsive teaching and learning programs and participate in lesson observations.

Parents and community members regularly consult, where appropriate, on school decision making and achievement.

School leaders work shoulder to shoulder with colleagues to ensure effective evidence-based teaching and ongoing student improvement

### Products

Professional Learning Communities, established across schools, are focused on continuous improvement of teaching and learning and student outcomes.

Strong connections with the wider community to support student learning and achievement.

A leadership team that maintains a focus on instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease.