

School plan 2018-2020

Maclean Public School 3946



School background 2018–2020

School vision statement

To be a school with children at the centre of all decision making. To be an engaging and challenging place of learning where teaching practice is of the highest calibre. A school where every child is known, valued and cared for and given a strong foundation in literacy and numeracy. A place where all students are equipped with the skills to embrace creativity, critical thinking, communication and collaboration. A place of capable, adaptive and confident citizens in the making.

We will aspire to the “7 Principles of Learning” (Dumont et al, 2010)

- Learners at the centre
- Social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching all students
- Assessment for learning
- Building horizontal connections

School context

Maclean Public School is in a rural area and has an enrolment of 165 students of whom 25% identify as Aboriginal. The school has a FOEI (Family Occupation and Education Index) of 126 and an ICSEA (Index of Community Socio Educational Advantage) of 922.

The school delivers quality educational programs with many opportunities for students to apply their learning to real life situations. Maclean Public School staff is committed to excellence in teaching, leading and learning.

High expectations are promoted across all areas of the curriculum and an emphasis is placed on differentiating learning opportunities to meet the needs of all students.

Student participation and performance in the creative and performing arts is particularly strong. Student performances at local Eisteddfods are outstanding and the school produces a musical and a short film every year.

Transition to school programs for students beginning in Kindergarten and transitioning to High School are continually being developed. The school has established strong links with high schools and preschools ensuring a stress free beginning to school in year 7 and in Kindergarten.

The school continues to be a leader in its Community of Schools in STEM and future focused learning ensuring our students are masters of change and leaders in learning.

School planning process

The school planning process was coordinated by the School Planning Team who carried out an extensive situational and directional analysis involving:

- the interrogation of data from NAPLAN, PLAN school based assessment and Sentral student wellbeing modules
- surveys of students, teachers and school community members
- parent forums
- staff focus groups
- Educator Impact data
- school leadership discussion workshops
- SEF report 2016 and 2017
- Program evaluation and reports
- Scout data
- Annual Report 2017.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Teaching

Purpose:

Highly effective teachers are committed to implementing the most effective teaching methods through evaluating their impact and applying evidence based teaching strategies.

Our purpose is to develop a whole school community that is actively engaged in meaningful, challenging learning experiences to develop, literate and numerate lifelong learners. We will incorporate the principles of 'Visible Teaching and Learning' to guide & direct this.

STRATEGIC DIRECTION 2 Leading Learning

Purpose:

"The staffroom needs to be a professional community of scholars working together to maximise each other's success." Professor John Hattie

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. The school leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Our purpose is to ensure there are explicit systems in place for teacher collaboration and feedback that sustain quality teaching practice and that the school leadership team supports a culture of high expectations resulting in whole school improvement.

STRATEGIC DIRECTION 3 Future-Focused Learning

Purpose:

Students who are future focused in their learning have the skills and capabilities to thrive and succeed in a rapidly changing and interconnected world. Students have the capacity to contribute to their school and community, and confidence to shape their own futures.

Our purpose is to connect students and engage their sense of curiosity by systematically planning and delivering learning opportunities and environments that ensure student engagement in creative and critical thinking through collaborative practice.

School wide approaches to physical health and fitness, social skills and friendship, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Strategic Direction 1: Teaching

Purpose

Highly effective teachers are committed to implementing the most effective teaching methods through evaluating their impact and applying evidence based teaching strategies.

Our purpose is to develop a whole school community that is actively engaged in meaningful, challenging learning experiences to develop, literate and numerate lifelong learners. We will incorporate the principles of 'Visible Teaching and Learning' to guide & direct this.

Improvement Measures

85% of students can articulate a response to 'Visible Learning' questions identifying the learning goal, purpose and success criteria.

90% of students achieve learning goals and demonstrate progress on literacy and numeracy continuum.

EAF's data is consistent with state average.

All teaching programs show use of evidence informed pedagogy.

Maths survey data shows increased student engagement in maths activities K-6.

SENA testing shows an improvement in number sense.

Staff and students can articulate and demonstrate Jo Boaler's 7 maths norms.

People

Staff

Develop assessment capable learners through the collaborative delivery of learning intentions and success criteria.

Value the importance of consistent and informed evaluation of student work tied to quality feedback.

Engage in professional learning opportunities that focus on improving pedagogy with a focus on visible learning.

Use school wide systematically collected data to guide & direct teaching & learning programs.

Implement the 7 norms mindsets and talk moves in classrooms.

Students

Are engaged and active participants in the learning process, they understand what makes a good learner and take responsibility for their own learning through the use of success criteria, goal setting and feedback.

Understand where they are in their learning, where to next and know how to get there.

Students have a positive attitude toward maths and see mistakes as a learning opportunity.

Leaders

Processes

Visible Learning

Provision of quality professional learning opportunities based upon the work of John Hattie, Jo Boaler, Covey and Carol Dweck

Continued implementation of high quality literacy and numeracy programs including L3 and TEN as per the EAF's model lead by Instructional Leader.

Deliver collaborative and clear learning intentions and success criteria.

All learners are trained to develop personal learning goals to make informed decisions about their own learning.

Teachers engage in the Visible Learning model to deliver the curriculum – surface, deep and transition phases of learning

Utilise data walls to ensure learning is visible across the school.

Implement consistent assessment practices based around visible learning models and tools.

Develop a school culture where feedback is welcomed and valued and students are encouraged to actively seek feedback from their teacher and peers.

Maths and Algebra

Increase student and teacher engagement in Maths.

Teach Maths effectively and regularly reflect on teaching practice.

Practices and Products

Practices

Visible Learning strategies are embedded throughout the school and are integral to pedagogical practices.

Collegial practice and a culture of shared responsibility for the learning of all students is evident.

Professional development program is focused on the identified needs, based on the impact we are having at student, class, teacher and school level.

Number and Algebra taught conceptually.

Teachers implement Number Talks and Number Moves to develop number sense.

Products

A school community that is actively engaged in meaningful, challenging learning experiences.

Lifelong learners that take responsibility for their learning and understand what makes a good learner.

Staff implement the most effective teaching methods through evaluating their impact and applying evidence based teaching strategies.

Positive math mindsets established in students and teachers.

Students work confidently in Number and Algebra.

Strategic Direction 1: Teaching

People

Support teachers by modelling, implementing, mentoring and leading evidenced based best practice models.

Will provide professional development and act as mentors/coaches to other staff in regards to data collection, interpretation, target setting and response to data at an individual student level for literacy and numeracy.

Will make relevant research findings accessible to school practitioners to support teachers in making decisions about pedagogical practices that raise achievement and reduce disparity.

Parents/Carers

Collaboratively develop learning goals with students and teachers.

Processes

Develop a common maths language for the process of learning across the school, including Jo Boaler's 7 Norms Mindsets.

Evaluation Plan

Lesson observations/Walkthroughs.

Students can articulate and achieve learning goals.

EAF's Data

PLAN data

NAPLAN data

Teaching programs

Maths survey data

SENA testing

Articulation of Maths 7 Norms

Strategic Direction 2: Leading Learning

Purpose

"The staffroom needs to be a professional community of scholars working together to maximise each other's success." Professor John Hattie

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Our purpose is to ensure there are explicit systems in place for teacher collaboration and feedback that sustain quality teaching practice and that the school leadership team supports a culture of high expectations resulting in whole school improvement.

Improvement Measures

Leaders identified and roles and responsibilities assigned (Impact Coach, Maths Instructional Leader, Student Wellbeing Team Leader, Early Action for Success Instructional Leader)

School wide system in place to support regular teacher mentoring, coaching and collaboration.

100% of teaching staff take part in 3 classroom observations and 4 Learning Walks receiving a variety of written and verbal feedback.

Professional Learning Community that delivers 50% of staff professional learning needs required to achieve School Plan Improvement Measures in Strategic Directions 1 and 3, established.

People

Staff

Share teacher expertise, through collaborative meetings, mentoring and coaching to encourage ongoing staff learning.

Reflect and self-assess teaching practice against the NESA standards.

Leaders

Align professional learning to the School Plan and the NESA Professional Standards.

Design and deliver professional learning that is evidence-based and engaging.

Create systems and structures required to support collaborative practice.

Processes

Developing a Professional Learning Community (PLC)

Provide teachers with the opportunity to lead professional learning in areas of identified strength and/or interest as a foundation for our PLC.

Develop a PLC based on collaboration, sharing and ongoing critical interrogation of teaching practices in line with NESA professional standards.

Ensure the PLC is learning-oriented and that it promotes the growth of teachers and students.

Working Collaboratively

Engage all staff in personalised professional learning through a range of strategies focusing on feedback, self-reflection and evaluation.

Provide opportunities for teachers to share professional practice, aligned to the NESA Teaching Standards.

Evaluation Plan

Performance and Development Plans

Professional Learning Action Plans

Lesson Observations

Learning Walks

Mentor, co-teaching and coaching schedules

Professional Learning Schedule

Practices and Products

Practices

The staff regularly evaluates professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The school identifies expertise within its staff and draws on this to further develop its professional learning community.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Products

Professional Learning Community ensures ongoing, school-wide improvement in teaching practice and student results.

Whole school relationships, systems and structures provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

School-wide pedagogical changes are sustainable.

Teachers' confidence and self-efficacy strengthened.

Increased leadership capacity.

Consistent learning experiences for students across the school.

Strategic Direction 2: Leading Learning

Processes

Logic Modelling

Evaluative Thinking

Annual completion of SEF–SaS

NESA Accreditation

Strategic Direction 3: Future–Focused Learning

Purpose

Students who are future focused in their learning have the skills and capabilities to thrive and succeed in a rapidly changing and interconnected world. Students have the capacity to contribute to their school and community, and confidence to shape their own futures.

Our purpose is to connect students and engage their sense of curiosity by systematically planning and delivering learning opportunities and environments that ensure student engagement in creative and critical thinking through collaborative practice.

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Improvement Measures

Student survey data shows increased engagement due to flexible learning environments.

Future focussed pedagogies evident in teaching programs.

Students demonstrate fluency in creativity, Innovation, critical thinking, problem solving, communication and collaboration.

Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences.

Students will plant, maintain and harvest a range of vegetables, fruit, herbs and flowers in the school Food Garden. A compost system will be established

People

Students

Students will develop skills in creative and critical thinking through collaborative practice.

Students will engage their curiosity in flexible learning spaces.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school.

Staff

Staff will attend professional learning and implement project based/flipped learning activities.

Use flexible learning spaces to allow collaborative teaching and learning across grade levels.

Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

Leaders

Will research and implement professional learning on current future focussed pedagogy.

Will evaluate impact and set future goals for moving forward, either to scale the project more broadly across the school, or to further refine the practice in the transitioned prototype space.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas

Processes

Future–Focussed Learning

Ensure future focussed student learning that is both collaborative and personalised. Enable diverse learning through the provision of flexible and adaptive learning spaces.

Kitchen Garden Program

The school will reactivate plantings in the Food Garden and use the produce to prepare healthy and nutritious meals for classes and the Kitchen Program.

Student groups will be involved in the growing of food, all aspects of meal preparation and routines that revolve around sharing a meal .

Evaluation Plan

Monitoring of direction milestones.

Surveys

Student Interviews

Lesson observation

Collection and analysis of evidence of progress.

Teaching programs.

Garden plantings of vegetables, fruit trees, herbs and flowers.

Development of school wide composting procedures.

Kitchen cooking plan linked to garden produce and social skill monitoring.

Practices and Products

Practices

Students work collaboratively to create and problem solve in a flexible learning space where they learn from each other as well as the teacher.

Students effectively use technology to enhance and present learning.

Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

Products

Students engage in collaborative practice to create and problem solve using increasingly sophisticated meta-language.

Future focussed learning hubs are established, where students are engaged and challenged.

Increased student engagement through the promotion of student agency.

The Food Garden is fully operational with seasonal plantings of vegetables, fruit trees, compost system, herbs and flowers. Increasing members of staff begin to involve their classes in using the garden.

Strategic Direction 3: Future–Focused Learning

Improvement Measures

to recycle lunchbox waste.

Plantings in the Food Garden and other fresh produce will be used by students, staff and community to prepare healthy and nutritious meals for classes and the Kitchen Program.

People

for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence–based, future–focused practices.

Practices and Products

Our students will grow and flourish, do well and prosper. They will apply the knowledge, skills and values developed by creating healthy and nutritious meals in the Kitchen Garden Program within school, community and home settings.

Aspects of the Kitchen Garden Program will be reflected in teaching / learning across Key Learning Areas.