

# School plan 2018-2020

Speers Point Public School 3968



# School background 2018–2020

## School vision statement

Speers Point Public School aims to empower our students to thrive, connect and succeed through a positive and holistic wellbeing approach. Staff are dedicated to delivering quality education through best teaching practices and personalised learning in an environment that engages all students. Our students, staff and community are highly valued and have a strong sense of belonging through supportive and respectful relationships that value inclusivity.

## School context

Speers Point Public School is seen as a small school with the both mainstream and support classes catering for all students in a very family focused environment. Along with the mainstream classes, Speers Point is proud of their two MC (Multi-categorical) and one IO (Intellectually Moderate) support unit classes.

This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. All staff focus on the education and wellbeing of all students across the school. With an average FOEI of 124 the community is supportive.

Speers Point Public School has firmly embedded learning and wellbeing practices into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

In 2017, Speers Point became an Early Action for Success (Phase 2) school and has a strong focus on best teaching practices and pedagogies including Explicit Instruction.

## School planning process

The process in the evaluation and planning for the 2018–2020 school plan spanned a 12 month period in which staff, community, students, AECG and executive were all involved.

The preceding school plan was reviewed and evaluated, along with significant programs that were running in the school in 2017. Programs and strategies that were seen to have a significant impact on student outcomes were continued or expanded.

Data from a variety of sources was able to be correlated in order to bring together a clear picture of what was happening, and where the school needed to go. The data sources included:

- Student data based on academic achievement, such as PLAN / continuum, reading levels, and SMART (NAPLAN) data.
- Student wellbeing data including behaviour referrals, suspensions, attendance and Learning Support Team
- Significant community consultation and input via surveys and forums
- Staff leading evaluations of 2017 teaching and learning programs and initiatives.

Review of the 2015–2017 plan showed a correlation of data supporting the current initiatives to be continued, and those needing new directions in line with the School Excellence Framework

# School strategic directions 2018–2020



**Purpose:**

To instill a culture that supports and values the positive wellbeing and the social, institutional and intellectual engagement of all students through a strategic and planned approach in developing whole school processes so they can connect, succeed, thrive, learn and contribute positively throughout life.

**Purpose:**

To provide our learning community with passionate and skilled teachers who are committed to identifying, understanding and implementing effective explicit teaching methods where educational aspirations, learning excellence and personalisation are integrated into professional teaching practice across all learning environments to meet the needs of every student.

**Purpose:**

To create, build and sustain stronger links with our community partners enabling further growth of the school, enhancement of our school environment and providing greater opportunities for all students to have a sense of belonging and connectedness.

# Strategic Direction 1: Wellbeing & Engagement

## Purpose

To instill a culture that supports and values the positive wellbeing and the social, institutional and intellectual engagement of all students through a strategic and planned approach in developing whole school processes so they can connect, succeed, thrive, learn and contribute positively throughout life.

## Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

Increase student attendance to 95%

Increase the number of days with zero behaviour referrals to Resolution room to over 50 days

## People

### Students

build understandings of learning and wellbeing systems, Growth Mindsets and Mindfulness to grow and develop as safe, respectful, responsible achievers.

### Parents/Carers

develop values around great attendance and engagement to support learning

### Staff

culturally embed PBL practices with emphasis on growth mindsets and mindfulness for students to actively engage with learning.

### Leaders

develop and maintain the consistent whole school approach to wellbeing

develop skill set to measure and gauge student engagement in learning.

## Processes

### Wellbeing

Continue implementation and growth of learning and wellbeing systems, including PBL, within the school.

Growth and promotion of attendance to positively support student learning through positive monitoring and support strategies.

### Support Structures

Ongoing individual support of students through

- Learning Support Team
- School Chaplain
- Student Leadership

### Engagement

Ongoing development and maintenance of high student engagement (social, institutional and intellectual) through Growth Mindsets.

Implementation of programs that target groups or individuals in support of wellbeing and engagement

## Evaluation Plan

Evaluation will include: Wellbeing Self Assessment Tool, Student Engagement Project and analysis from the School Excellence Framework

## Practices and Products

### Practices

The school collects, analyses and uses data to monitor and refine a whole school approach to attendance, wellbeing and engagement.

Expectations of behaviour are explicitly, consistently and supportively applied across the school. The school's wellbeing approach focuses on creating an effective environment for learning.

Well-developed and evidence-based approaches, programs and assessment processes identify, monitor, review and support individual student learning needs.

### Products

The school has comprehensive and integrated strategies in place to support the wellbeing of students

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing

# Strategic Direction 2: Teaching & Learning

## Purpose

To provide our learning community with passionate and skilled teachers who are committed to identifying, understanding and implementing effective explicit teaching methods where educational aspirations, learning excellence and personalisation are integrated into professional teaching practice across all learning environments to meet the needs of every student.

## Improvement Measures

Increase percentage of students demonstrating expected growth in Literacy and Numeracy in NAPLAN against 2015–2017 average.

Students demonstrate expected growth per semester across ACARA Learning Progressions relevant EAfS targets and expected timelines

Teaching & Learning is personalised, explicit and reflects evidence based best practice as demonstrated through observations, teaching & learning programs, PDPs and student data.

## People

### Students

Students are active participants in setting goals and taking ownership of their own learning

### Staff

Teachers that are skilled in assessment and tracking, explicit, effective and specific feedback and evidence-based teaching techniques

### Leaders

The Instructional leadership team adopts a coordinated approach in leading the systems of collaboration, evidence based teaching and quality assessment and tracking techniques to support individual student learning outcomes.

### Parents/Carers

Parents and careers are active, authentic participants in their child's learning.

### Community Partners

Strategic partnerships with LMAC, AECG, and other organisations to develop learning opportunities and experiences for students.

## Processes

### Quality Teaching

Teacher use effective teaching practices to support engagement in learning through:

\* Personalisation of Learning & Intervention strategy

\* Collaboration in school, LMAC and EI community

\* Visible Learning strategies

### Quality Pedagogy

Teachers employ evidence based explicit instruction pedagogies in all key learning areas including L3, Explicit Instruction & TEN

### Assessment & Tracking

Progress is monitored through collection of quality, valid and reliable data through

\* Progressions / Plan2

\* Assessment Schedule

### Evaluation Plan

Evaluation of area including assessing impact on learning through ongoing monitoring and tracking of data, tracking of targets for EAfS, Student Engagement Project and the analysis against the School Excellence Framework

## Practices and Products

### Practices

Collaboration sessions between teams and stages to share curriculum, feedback, assessment & tracking, and other data facilitated by Instructional Leadership Team

Teachers and Interventionist staff implement and have continual professional learning in explicit teaching techniques.

Teachers and interventionist staff provide explicit, specific and effective feedback in relation to learning intentions, success criteria and/or personal learning goals.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Students are identified and are supported or extended through targeted intervention.

### Products

Student progress, intervention requirements and program effectiveness is collaboratively and consistently developed.

Teaching & Learning programs are data based, differentiated and demonstrate syllabus content measured by program review and student work samples.

100% teachers are skilled in delivering effective feedback based on learning intentions and success criteria

A whole school approach ensures the most effective evidence-based teaching practices optimise student learning.

# Strategic Direction 3: School Learning Community

## Purpose

To create, build and sustain stronger links with our community partners enabling further growth of the school, enhancement of our school environment and providing greater opportunities for all students to have a sense of belonging and connectedness.

## Improvement Measures

Effective and innovative future focused practices which supports student engagement as evident through learning spaces, teaching and learning programs and use of technology to support learning.

Staff are supported with coaching and mentoring as demonstrated through PDPs, feedback, accreditation, higher accreditation and aspirant leader opportunities.

Increase community participation in events including 100% parent participation in 3 way conferencing by 2020.

## People

### Students

Build skills to set personal goals with school and family support in attainment

### Parents/Carers

Develop the understanding in the important of strong school–family network in supporting the students.

### Leaders

The school leadership adopts a coordinated approach to coaching and mentoring within the school.

### Staff

build and manage methods of community involvement in supporting student learning

### Community Partners

Strategic partnerships with LMAC, AECG, and other organisations to develop learning opportunities and experiences for students.

## Processes

### Future Focused Learning

Increasing opportunities for extra–curricular and Future Focused Learning including:

STEM / Problem Based Learning, flexible learning spaces and technology supporting learning

### Effective Systems & Processes:

Developing better school systems and processes through: transition programs, SPPS Handbooks, school timetable management to maximise learning time and developing systems for induction, formal and informal coaching and mentoring

### Community Engagement

Building school growth and community involvement through: promotion & celebration (building school and student pride), School / Family partnership, 3 Way conferences and Increasing cultural identity and Aboriginal perspectives

## Evaluation Plan

Evaluation through community participation and engagement at events as shown through data and feedback, "Brand" recognition, greater community school involvement and School Excellence Framework Analysis

## Practices and Products

### Practices

Utilising mentoring / coaching structures to improve teaching and develop aspiring leaders, with teachers supported to trial innovative, evidence–based, future–focused practices.

All teachers use professional standards and PDPs for continual improvement, encouraging the pursuit of higher levels of accreditation.

Partnerships with parents and students support engagement and clear improvement aims including planning for learning through the 3 way conferencing and reporting system.

Successful transitions are actively planned and supported with the use of accurate information.

### Products

The school engages in strong collaborations between parents and the community for all students.

Whole school and inter–school relationships provide mentoring and coaching support to the ongoing development of all teachers.

Practices and processes effective, efficient and are responsive to school community feedback. There is a whole school approach to improvement

The school has innovative practices in place, including flexible learning spaces, technology supported learning and programs that encompass future focused learning.