

# School plan 2018-2020

**Farmborough Road Public School 3976**



# School background 2018–2020

## School vision statement

***Relentless focus and trust in purposeful change to sustain our impact.***

## School context

Farmborough Road Public School has 180 students. There is an experienced, dedicated professional, staff who set high standards where all learning is expected, achieved and celebrated. Productive conversations and targeted professional learning about pedagogy have ensured a common language is school wide. We are building an inclusive culture where our reputation in the wider community is growing as an excellent community oriented school that provides a welcoming, friendly, safe and beautiful learning environment. The local community through the P&C are proactive partners in ensuring facilities and support so that the best possible outcomes are being targeted for all students. The school offers a wide range of extra-curricula and learning activities that provide opportunities for individuals and teams to excel in their interest areas.

## School planning process

We began our journey this year through targeted conversations about our purpose. We looked at several documents and presentations to facilitate this dialogue...

- The Melbourne Declaration
- Simon Sinek's 'Golden Circle'
- Michael Auden – Parents select schools that...

Three surveys were developed and teachers, students and parents they were asked to identify firstly, three key statements, then three key words. There was an amazing overlap in the words selected and our vision statement has evolved from here. We then asked teachers to design a plan of their classrooms for 2018 and beyond, produce a shopping list they would need to fill in order to build this room and provided time to actively engage and fearlessly challenge our thinking in creating this new and innovative way forward.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Teaching and Learning

### Purpose:

To enable teachers and students to acquire the skills, knowledge and understandings essential to adapt to all new learning in a rapidly changing world. To collaboratively build skills through innovative practices and data driven teaching and learning practices, empowering teachers and students to be self-directed learners.

## STRATEGIC DIRECTION 2 Professional Learning

### Purpose:

Build whole-school capacity through a targeted focus on increased engagement in professional learning and development, related to literacy and numeracy.

To foster a culture where every staff member is responsible for ongoing, relevant and evidence-based learning practices.

## STRATEGIC DIRECTION 3 Student Wellbeing

### Purpose:

To ensure a safe and inclusive environment, enabling students to feel secure and become confident learners. All students are treated fairly and respectfully, enabling them to achieve success by being highly engaged, emotionally aware and technologically competent. Successful learners are creative and productive users of technology, who can think deeply and logically. Our school supports the cognitive, emotional, social, and physical wellbeing of students. Allow teachers, parents, students and the wider community to have a voice in whole school practises and procedures.

# Strategic Direction 1: Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To enable teachers and students to acquire the skills, knowledge and understandings essential to adapt to all new learning in a rapidly changing world. To collaboratively build skills through innovative practices and data driven teaching and learning practices, empowering teachers and students to be self-directed learners.</p>	<p><b>Students</b></p> <p>Through formative assessment students understand and articulate what they need to know and do to achieve their learning goals.</p> <p><b>Staff</b></p> <p>Set personal and professional learning goals aligned to the School Plan.</p> <p><b>Parents/Carers</b></p> <p>Parents have a greater understanding of improved teacher practice.</p> <p>Increased parent engagement in school and classrooms</p> <p><b>Leaders</b></p> <p>Facilitate professional learning to develop greater understanding of Literacy and Numeracy progressions.</p> <p>Build leadership capacity through significant learning with the Spiral of Inquiry framework.</p>	<p>Students monitor their learning journeys by using rubrix, learning intentions and success criteria.</p> <p>Staff differentiate the curriculum for students in writing, reading and numeracy as appropriate through learning intentions and success criteria.</p> <p>Tracking student progress using literacy and numeracy progressions and PLAN 2.</p> <p>Participating in professional dialogue, collaborative programming and planning.</p> <p>Visit classrooms providing colleagues with formative feedback</p> <p>Leaders to stay abreast of most current best practice and provide mentoring and coaching to staff related to this.</p> <p>Parents to actively participate in three way conferences.</p> <p><b>Evaluation Plan</b></p> <p>Performance Plans demonstrate significant growth in knowledge and skills for 2018–2020 and are reviewed for achieving professional learning goals through reflective practice.</p>	<p><b>Practices</b></p> <p>100% of teachers implementing teaching and learning programs consistent with NSW DEC syllabus documents.</p> <p>All teachers have quality conversations to develop their Performance and Development Plans.</p> <p>Staff have consistent and effective formative and summative assessments practices across the school.</p> <p>Every student is actively and consistently engaged in learning that is meaningful, relevant and of a high standard. Quality teaching is evident in classrooms.</p> <p>Increased number of hours that students are using technology in an effective way for quality teaching and learning is evident.</p> <p><b>Products</b></p> <p>All students have appropriate personal learning goals.</p> <p>All teachers have quality Performance and Development Plans that are aligned to the Australian Professional Standards for Teachers.</p>
Improvement Measures			
100% of staff compose stage, class and individual profiles based on data collected and use them to design and modify teaching programs.			
100% of staff use formative and summative assessment strategies to inform practice and show evidence of improvement in focus areas of the literacy and numeracy progressions.			
By the end of 2020, all classes will be using Visible Learning intentions and Success Criteria in all lessons related to the literacy and numeracy focus.			
100% of staff embed technology rich curriculum within their Teaching & Learning programs.			
2020 – 90% of the students are at or above stage expectations according to in school data supported by NAPLAN results.			
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# Strategic Direction 2: Professional Learning

## Purpose

Build whole-school capacity through a targeted focus on increased engagement in professional learning and development, related to literacy and numeracy.

To foster a culture where every staff member is responsible for ongoing, relevant and evidence-based learning practices.

## Improvement Measures

80% of students set their learning goals based on the literacy/numeracy progressions.

100% of teachers log a minimum of 30 professional hours per year on NESA – MyPI site.

100% teachers utilise Literacy and Numeracy progressions and PLAN 2.

The language of literacy and numeracy progressions is evident in programmes and in visual displays in classrooms.

## People

### Students

Benefit from enhanced pedagogy as a result of teaching that is reflective of the Quality Teaching Framework and Australian Professional Standards for Teachers.

### Staff

Actively participate in conversations, targeted activities and Professional Learning based around the Quality Teaching Framework and Australian Professional Standards.

### Parents/Carers

Positive engagement in classroom activities to support student learning.

### Leaders

Provide quality, reflective and formative feedback as part of the Performance and Development Framework of the school.

## Processes

Students engage in learning experiences which enable them to understand how they learn and to set and achieve their learning goals

Teachers will work as part of a team including opportunities to converse professionally, read professionally and reflect on quality practices happening in our school and the wider COS.

Facilitate professional growth of all teachers through negotiated and collaborative measures.

Provide capacity building development opportunities for all staff.

## Evaluation Plan

Teacher, student and focus group surveys are relevant and are reflective of professional practices driving improved student outcomes.

## Practices and Products

### Practices

Professional learning, collegial planning, coaching, data rounds, reflections and informed active leadership support and build strong sustainable pedagogical practice.

Students failing to progress are actively targeted via explicit, short, sharp intervention.

### Products

Students are learning in engaging and inclusive classrooms. Formative feedback is evident in books and in student/teacher conversations. Teachers are able to provide evidence of professional learning impacting on quality teaching and learning occurring in their classrooms. Teachers understanding and use of learning progressions is enhanced with professional learning and collegial conversation. Teachers are able to confidently place students with supporting evidence on to the progressions.

# Strategic Direction 3: Student Wellbeing

## Purpose

To ensure a safe and inclusive environment, enabling students to feel secure and become confident learners. All students are treated fairly and respectfully, enabling them to achieve success by being highly engaged, emotionally aware and technologically competent. Successful learners are creative and productive users of technology, who can think deeply and logically. Our school supports the cognitive, emotional, social, and physical wellbeing of students. Allow teachers, parents, students and the wider community to have a voice in whole school practises and procedures.

## Improvement Measures

A wide range of communication tools are used by the school and its stakeholders to communicate.

A significant reduction in the number of absences.

Level of technology in the school is increased and a broader range of management tool utilised by staff.

Targetted students have ILP and all Aboriginal students have current PLP's.

We are fully compliant with WH&S.

50% reduction in the number of reflections and suspensions.

## People

### Students

Ensure that students have a voice in the development of personalised learning, success criteria and learning intentions.

Taking responsibility for their own learning and being independent, reflective learners.

### Staff

Participate in cooperative learning professional development.

Providing opportunities for students to be engaged in new technology and thinking.

Extend and provide extra curricula activities which will inspire students to be highly engaged learners.

### Parents/Carers

Further develop an understanding of the workings of the classroom and school.

Value the learning conversations and programs within the school.

### Community Partners

Cooperate within the COS to ensure that we have transition windows securely open to allow smooth and fluid access across schools.

### Leaders

Leadership team will review all policy and procedure documents and ensure compliance.

Review all PL opportunities provided to

## Processes

Nurturing students with innovative thinking.

Providing less scaffolding and teacher directed lessons so that students can work more independently through clear learning intentions and success criteria.

Extending students by encouraging risk taking and creative thinking. Linking global issues to the syllabus content.

Providing opportunities for students to develop their personal interests and skills through project based learning.

Providing professional development opportunities designed to up skill teachers in technology.

Ensure attendance is a priority and followed up via the school App, newsletter and website.

## Evaluation Plan

At the end of each event seek feedback from all stakeholder. 2 stars and a wish.

## Practices and Products

### Practices

Equipping teachers with the necessary skills and understandings that will enable them to apply best current practice to engage students in a constantly evolving world.

The school has in place a comprehensive and inclusive framework and systems to support total student wellbeing.

The school culture values collaborative planning and learning to improve student learning outcomes.

### Products

Increased access and engagement of students through improved speed and reliability.

Teaching programs that are inclusive of digital technologies which are connecting students to their learning and the world

Visible parent involvement in a variety of school initiatives. The school using collaborative feedback and reflection to promote and generate learning and innovation.

Each lesson begins with clearly communicated learning goals, success criteria and lesson purpose. Exemplars are in child friendly language, revisited and evaluated on an ongoing basis.

# Strategic Direction 3: Student Wellbeing

## People

staff and seek formative feedback.