

School plan 2018-2020

Fern Bay Public School 3996



School background 2018–2020

School vision statement

Fern Bay Public School embraces future focused learning and provides broad learning opportunities for all.

School context

Fern Bay Public School is situated north of Newcastle, on Worimi land, with the mouth of the Hunter River on our western side and the Pacific Ocean on our eastern side.

Fern Bay Public School is a small primary school with a rapidly growing population. In 2016 there were 27 student enrolments and we are now anticipating above 80 students at the beginning of 2018. Fern Bay Public School is expecting more growth into 2018 as they are zoned to a new estate. Boys comprise up to 50% of the student population and girls 50%. 8% of the students identify as Aboriginal and 4% as EALD.

Fern Bay Public School works closely with a Portside Learning Community, consisting of Fern Bay, Carrington and Newcastle East Public Schools. This is a small schools alliance to support all students and staff in a small school context.

In Term 2, 2018 Fern Bay Public School joined a new Principal Network, Port Stephens, which enabled further learning opportunities and support through a wide network of public schools, with the support of a Director, Educational Leadership. The school is also actively involved working with external agencies, including the University of Newcastle.

Fern Bay Public School provides a caring and safe learning community that encourages all students and staff to reach their full potential. Fern Bay Public School supports the development of the whole child and values positive behaviour for learning strategies.

School planning process

Fern Bay Public School is planning over the next three years (2018–2020) for further growth in student population. The Census data indicates that this growth in population will continue over the next three years. In the planning process, it was important to emphasise how our school will be able to adapt and plan for this growth and change in student population.

The process in planning was led by the School Principal with several school evening planning meetings, kindergarten orientations as well as any community gatherings to discuss future planning. In relation to staff planning a reflective process was undertaken in 2017 which was completed during the External Validation process. The EV process identified the next steps for each of the evidence sets, and this was the basis of developing the 2018–2020 school plan. The School Excellence Framework (SEF) statements indicated Fern Bay Public School has shown improvements in a variety of areas since the implementation of the 2015–2017 plan. As a result of this process, the staff reflected on the school's practices against the School Excellence Framework to develop the 2018 – 2020 plan. Genuine collaboration and collection of evidence, including tables of evidence and development of our Fern Bay External Validation website, supports the school's on-balanced judgement against the SEF statements .

Fern Bay Public School has used #changeatfernbayps to communicate to the world wide community, as well as the school community, since 2015. Using this #changeatfernbayps has allowed our school to access new and exciting learning opportunities for all of our students and staff. The results show that Fern Bay Public School has captured the community's expectations with an expected 300% increase in student enrolments since 2016.

The School Planning process also involved collaboration with the Worimi community. Fern Bay Public School will continue to build and enhance their Aboriginal Education Programs for all students.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in learning

Purpose:

Students develop foundation skills in literacy and numeracy, have strong content knowledge and are able to learn, adapt and be responsible citizens.



**STRATEGIC
DIRECTION 2**
Excellence in teaching

Purpose:

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching and learning that is evidence-based. Teaching is distinguished by high levels of professionalism and commitment.



**STRATEGIC
DIRECTION 3**
Excellence in leading

Purpose:

School leadership structures enable a self-sustaining and self improving community that will continue to support the highest levels of learning. The school community has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Strategic Direction 1: Excellence in learning

Purpose

Students develop foundation skills in literacy and numeracy, have strong content knowledge and are able to learn, adapt and be responsible citizens.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands in Year 3, Year 5 and Year 7 for reading, from a baseline of 2015–2017 rolling average data.

Increase the proportion of students in the top two NAPLAN bands in Year 3, Year 5 and Year 7 for numeracy, from a baseline of 2015–2017 rolling average data.

All classrooms demonstrate future focused skills and are flexible, reflective and relevant. The success of future focused learning is measured against the evaluative learning tool framework.

People

Leaders

Have a collaborative and leadership mindset.

Staff

Track student data and collaboratively plan differentiated learning experiences.

Students

Set high level personal goals and understand the importance and relevance of tracking of their progress.

Parents/Carers

Value opportunities to support their children in the achievements of their individual learning goals.

Community Partners

Support the school's vision by engaging with the students, staff and parents/carers to provide a broad range of learning opportunities.

Processes

Evidence and data informed pedagogy in Literacy and Numeracy

A coordinated and collaborative approach to the teaching of literacy and numeracy with high improvement expectations across the school.

Future Focused Pedagogy

Develop and implement future focused teaching and learning pedagogy, based on research and models.

Collaborative Teaching

Best practice in the teaching through ongoing classroom observations, collegial feedback and self reflection.

Evaluation Plan

Evidence clearly shows school excellence against the Domain of Learning in all areas of the School Excellence Framework

Observational round feedback

PDP reflections

Reporting of impact using evidence against milestones

Analysis of school internal and external data

Formative and summative assessment data

Future focused learning tool

School Excellence Framework

Practices and Products

Practices

All teachers use data to collaboratively inform and differentiate their teaching and learning by tracking student progress on the learning progressions/continuum.

All teachers utilise feedback to improve their teaching and learning practice in literacy, numeracy, future focused learning and classroom practice through PDPs and Lesson Observations.

All teachers incorporate learning and assessment activities around the general capabilities of formative and summative assessment data.

Products

Teaching/learning programs are data based and differentiated for individual student learning needs.

All teachers can identify areas for development through the teacher observation process.

Students demonstrate high levels of skills in the general capabilities based on explicit feedback from formative and summative assessment data.

Strategic Direction 2: Excellence in teaching

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching and learning that is evidence-based. Teaching is distinguished by high levels of professionalism and commitment.

Improvement Measures

Increased percentage of students reporting a sense of belonging, based on the 2017 Student Tell Them From Me data.

All teachers identify growth in collaborative practice, supported by their PDPs and evidenced in the Teacher Tell Them From Me survey data.

All teaching and learning reflects data analysis and differentiation as evidenced by program registrations and Teacher Tell Them From Me survey data.

People

Leaders

Drive effective, research based classroom practice and monitor students achievement.

Staff

Understand the need to track student progress and differentiate programs to ensure all students achieve twelve months growth for twelve months teaching. Teachers utilise high quality feedback to improve their performance.

Students

Seek and reflect upon high quality effective feedback and opportunities for continuous improvement.

Parents/Carers

Understand their contribution to their child's learning success by supporting the school to provide explicit, high quality teaching and learning opportunities

Community Partners

Value opportunities to work with the staff to broaden their skill sets to ensure practices and systems are meeting the school community's needs.

Processes

Evidence based Professional Learning

High level research based pedagogy is used to set high expectations, develop collaborative practice, effective feedback and data analysis.

Explicit systems and practice

Explicit systems are in place to support school structure and operations (PBL, Collaboration structures, School Planning teams, Data analysis and tracking).

Evaluation Plan

Evidence clearly shows school excellence against the Domain of Teaching in all areas of the School Excellence Framework

Lesson observations

Student and teacher feedback

PDPs

Data analysis

Milestones

SEF analysis

Tell Them From Me Survey

Practices and Products

Practices

Teachers collaborate regularly in analysing student data to differentiate learning and measure the impact of their teaching.

All teachers and students give and receive formative and summative feedback to improve their practice and performance.

Teachers will reflect on their practice against the NSW Teaching Standards and ATSL self reflection tool. All teaching staff will be supported to seek higher levels of accreditation.

Products

Programs are enhanced by collaborative structures and goal setting to ensure that students meet their learning goals.

Students and teachers improve performance through formative and summative feedback. Summative assessment can be tracked through a school wide tracking system to evaluate student learning.

Staff are accredited at proficient and will be supported to seek higher levels of accreditation.

Strategic Direction 3: Excellence in leading

Purpose

School leadership structures enable a self-sustaining and self-improving community that will continue to support the highest levels of learning. The school community has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

An increase in staff undertaking authentic leadership roles, identified on their PDPs and tracked through role statements.

Increase community engagement and understanding of school directions, based on the Parent Tell Them From Me survey data.

People

Leaders

Understand the value of providing opportunities for shared leadership across the school.

Staff

Demonstrate a distributed leadership and growth mindset by seeking improvement feedback.

Students

Value opportunities to take on leadership roles and a growth mindset.

Parents/Carers

Demonstrate a genuine partnership delivering the schools directions by providing authentic feedback and support to school initiatives.

Community Partners

Demonstrate a genuine partnership in supporting the schools directions by providing advice, assistance and resources to support school initiatives, including Aboriginal education.

Processes

Capacity Building

Leadership opportunities and systems support a growth mindset and authentic engagement across the whole school community.

Community engagement

Provide regular opportunities for community partnerships to be enhanced, by engaging in school initiatives and providing valuable feedback.

Evaluation Plan

Evaluate school community feedback

PDP analysis

Milestone evidence

Accreditation

Community Surveys

SEF analysis

Tel Them From Me Survey (TTFM)

Practices and Products

Practices

The school's learning community, including students and staff, seek and develop their leadership capabilities and opportunities.

Student set goals are developed, including the incorporation of leadership opportunities, with there being a shared responsibility for their implementation and achievement.

Regular opportunities are provided for parents/ carers and the wider community to engage in teaching and learning activities within the school context, and further afield.

Feedback is actively sought from all stakeholders and reflected upon to improve school practices and develop future directions.

Products

Ongoing whole school strategic planning for improvement is occurring, with a growth mindset.

Effective leadership is evident across the whole school community.

Teaching and learning initiatives are supported by the school and the wider community, providing students opportunities to meet their learning goals, with one year of progress made for one year of learning.