

# School plan 2018-2020

## Albion Park Rail Public School 4121



# School background 2018–2020

## School vision statement

Albion Park Rail Public School pursues excellence and equity in education for all. Our staff nurture, inspire and challenge students to find joy and strength in knowledge, build their life and academic skills, and help them make sense of their world. The school focuses on working collaboratively as a productive learning community where all stakeholders feel connected, respected and value.

## School context

Albion Park Rail Public School, located in Shellharbour City Council, currently caters for around 360 students including 23% Aboriginal and Torres Strait Islander enrolments. The school hosts 14 mainstream classes and a number of special education classes including two intellectually mild (IM) and two Multi-Categorical (MC) classes.

Our school is an Action Plan school and is in its second phase of the Early Action for Success initiative. This includes the appointment of an instructional leader to deliver tailored interventions in literacy and numeracy as well as focussed professional learning for teachers to strengthen personalised learning for K–6.

Our school has a strong wellbeing program underpinned by the core values of Achievement, Pride and Respect. Students can participate in alternative education opportunities, an active Student Representative Council and a pastoral care program.

Environmental education programs are a focus with an established poultry breeding program and sustainable gardens.

Technology is integrated throughout the school with computer hubs, two permanent labs, a mobile lab, and interactive whiteboards and tablets in every classroom.

## School planning process

In creating the 2018 school plan, a number of steps were initiated:

- The school community was surveyed to gain information and data on the strengths and weaknesses of the school. This included surveying parents and students.
- Staff participated in professional learning and information sessions to provide background information on the school planning process including the relevance of the School Excellence Framework.
- School-based workshops were held to develop the school vision and strategic directions based on feedback from staff and the wider community.
- The school community was informed and consulted through the P&C. Feedback and input was sought to ensure the vision and strategic directions were clear and achievable.
- The school planning team, led by the executive, was established.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Dynamic Quality Teaching

### Purpose:

High quality teaching has the greatest influence on student engagement and outcomes. Our purpose is to engage students with learning opportunities that are appropriate to their needs. An integrated approach to quality teaching, curriculum planning, and assessment promotes learning excellence in meeting the needs of all students to develop strong skills in literacy and numeracy.

## STRATEGIC DIRECTION 2 Culture of Success for all

### Purpose:

Our purpose is to build a school and community culture on the belief that students are highly capable and will thrive in a culture that actively supports their growth as learners and citizens. Our school is committed to developing creative and critical thinkers who are innovative, motivated and resourceful problem solvers.

## STRATEGIC DIRECTION 3 Leading a Learning Community

### Purpose:

Our purpose is to build effective and collaborative partnerships with students, parents and the community to support quality teaching, student engagement and achievement. Working in partnership with all stakeholders fosters collaboration and is a way of ensuring that a responsive whole school approach to ongoing improvement is a priority.

# Strategic Direction 1: Dynamic Quality Teaching

## Purpose

High quality teaching has the greatest influence on student engagement and outcomes. Our purpose is to engage students with learning opportunities that are appropriate to their needs. An integrated approach to quality teaching, curriculum planning, and assessment promotes learning excellence in meeting the needs of all students to develop strong skills in literacy and numeracy.

## Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy as measured by internal and external measures.

Increased effective use of assessment practices are demonstrated consistently to plan, analyse, monitor and report on student learning.

## People

### Students

Articulate what they are learning and why.

Understand, use and reflect on learning intentions and success criteria to achieve learning goals.

### Staff

Develop their capacity through professional learning, collaboration and inquiry that is in line with the strategic directions, the Australian Professional Standards for Teaching and educational research.

### Leaders

Support teacher professional learning through structured time for reflection, feedback, coaching and collaboration while working directly with the teachers to build student and teacher capacity in both literacy and numeracy.

### Parents/Carers

Engage in their child's education by taking an interest in their learning goals and achievements in literacy and numeracy.

## Processes

### Literacy and Numeracy

Draw on evidence-based research to develop and implement high-quality professional learning in literacy and numeracy teaching.

### Effective assessment and data skills

Implement and embed a school-wide, systematic approach to the collection and analysis of data to identify student progress and continually refine teaching practice.

## Evaluation Plan

All data will be analysed collaboratively:

- Internal student data
- NAPLAN and SCOUT data
- Best Start / PLAN2 data
- Teaching programs, classroom observations, teacher reflections
- Student work samples
- Student learning goals
- Feedback – student/teacher
- Personalised Learning Pathways
- Individual learning plans
- Coaching and data conversations
- Moderation of student work samples

## Practices and Products

### Practices

Mathematics and English syllabus outcomes, in conjunction with the literacy and numeracy learning progressions, are delivered through high quality, explicit, evidence, and research-based pedagogy. Teachers identify student learning needs in literacy and numeracy and differentiate teaching to provide specific intervention strategies.

Teachers expertly integrate a full range of assessment strategies to determine their teaching, monitor and assess student progress. All teachers know their students and develop learning goals monitored through robust data.

### Products

Visible, explicit learning intentions, success criteria, and exemplars are integrated into pedagogical practices in literacy and numeracy.

Systematic and reliable assessments and observations embedded in teaching and learning programs. Teacher moderation and consistency of judgement of evidence supported by school processes.

Data-informed, collaborative evaluation of teaching and learning practices that respond at individual, class, stage and whole school levels.

# Strategic Direction 2: Culture of Success for all

Purpose	People	Processes	Practices and Products
Our purpose is to build a school and community culture on the belief that students are highly capable and will thrive in a culture that actively supports their growth as learners and citizens. Our school is committed to developing creative and critical thinkers who are innovative, motivated and resourceful problem solvers.	<b>Students</b>  Develop thinking skills that are collaborative, flexible and innovative in a range of learning situations. Take responsibility for their behaviours and celebrate their successes. Use effective strategies for resilience, self-discipline and positive behaviour.	<b>Future Focused Thinkers</b>  Develop and embed high-quality, innovative approaches focusing on higher order thinking, problem solving and the integrated use of technology.	<b>Practices</b>  All teachers promote a growth mindset and see themselves as creative and critical thinkers. They provide opportunities for students to demonstrate skills of collaboration, critical thinking, and problem-solving across all aspects of learning.
Improvement Measures	<b>Staff</b>  Create and maintain caring and safe relationships through trust, acceptance, and honesty. Provide learning experiences aimed at developing 21st-century learning skills by teaching higher order, critical and creative thinking skills.	<b>Aboriginal Education</b>  Improve Aboriginal and Torres Strait Islander student outcomes while strengthening, understanding and acknowledging Aboriginal histories and cultures in order to build and enhance relationships with Aboriginal parents and the wider community.	Embed Aboriginal and Torres Strait Islander histories and cultures across the curriculum to build respectful and collaborative relationships. Strengthen teacher knowledge and understanding of Aboriginal and Torres Strait Islander cultural education through ongoing professional learning.
Increased evidence of creative and critical thinking and problem-solving in teacher programs and classroom learning environments.	<b>Leaders</b>  Actively seek opportunities to increase parents/carers participation in school life. The Deputy Principal alongside the leadership team, manages school wide wellbeing initiatives while ensuring consistency in school wellbeing practices and programs.	<b>Wellbeing</b>  Implement a whole school integrated approach to student wellbeing in which students can succeed, connect and thrive at each stage of their schooling.	Embed systems and practices that support positive behaviour for learning.
Increased proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy.	<b>Parents/Carers</b>  Support the school wellbeing practices while ensuring their children are at school, on time, every day.	<b>Evaluation Plan</b>  All data will be analysed collaboratively: <ul style="list-style-type: none"> <li>• Mindset surveys, TTFM data</li> <li>• Video, student voice, photos, work samples</li> <li>• Online journals – Seesaw</li> <li>• Teaching and learning programs</li> <li>• PLPs – MGoals</li> <li>• NAPLAN and SCOUT reports</li> <li>• Progression data/PLAN2</li> <li>• Student attendance data – Sentral</li> <li>• Positive and negative incidents</li> </ul>	<b>Products</b>  High-quality teaching and learning programs reflect next practice and integrated use of technologies. Students and teachers growth mindset permeates their learning. They are critical thinkers, problem solvers, and clear communicators.
Increased involvement of Aboriginal and Torres Strait Islander parent/carers in school events and student learning.	<b>Community Partners</b>  Engage in the school to support and direct learning and engagement innovation, to close the achievement gap, for all students including Aboriginal and Torres Strait Islander students.		All teaching and learning programs are culturally inclusive and will clearly demonstrate Aboriginal and Torres Strait Islander histories and cultures across the curriculum. Aboriginal and Torres Strait Islander parents/carers and community are acknowledged, respected and invited to participate in the school.
Increased evidence of effective whole school wellbeing processes that support students so they can connect, succeed, thrive and learn.			The school's positive behaviour values are embedded, visible and communicated to the whole school learning community so there is a shared common language.

# Strategic Direction 3: Leading a Learning Community

## Purpose

Our purpose is to build effective and collaborative partnerships with students, parents and the community to support quality teaching, student engagement and achievement. Working in partnership with all stakeholders fosters collaboration and is a way of ensuring that a responsive whole school approach to ongoing improvement is a priority.

## Improvement Measures

Increased number of teachers who acknowledge a strengthened collaborative culture that leads to high quality teaching practice.

Increased leadership capacity of teachers and executive as evidenced by a change in school culture, teaching practice and monitoring of student outcomes.

Increased involvement of parent/carers in school events and student learning.

## People

### Students

Actively involved in leadership opportunities throughout the school ensuring student voice is active in whole school vision.

### Staff

Engage in collaboration with colleagues, see themselves as part of a learning community and are proactive in their own professional development.

### Leaders

Use a growth mindset to build capacity in individuals and teams and develop distributed leadership across the community.

### Parents/Carers

Engage in their child's learning through regular and ongoing communication with teachers and participation in school events.

### Community Partners

Share expertise and skills with school staff to enhance the delivery of educational programs.

## Processes

### Collaborative Practices

Embed collaborative culture and practice to foster the continual analysis of student learning, teaching practice, PDP processes, research and reflection to ensure expert teaching.

### Leaders of Learning

Instructional Leaders and mentors develop and implement effective practices to systematically collect, analyse, track and monitor student progress to support and improve quality teaching practice.

### Respectful Community Partnerships

Strengthen communication between school, parents/carers and community to foster partnerships in student learning. Develop and deliver workshops to parents/carers to support student learning at home

## Evaluation Plan

All data will be analysed collaboratively:

- School surveys, TTFM data, staff survey – collab practices
- Parent attendance
- Student work samples, photos, video
- Classroom observation records
- TPL calendar, agendas, MyPL logs
- data wall – spirals of inquiry
- PDPs and accreditation records
- Seesaw, social media, website

## Practices and Products

### Practices

Observation, feedback, reflection and coaching conversations are embedded in teaching and learning. Teachers actively collaborate and co-plan in all Key Learning Areas.

Teachers reflect on and assess practice, to continually develop and build capacity as measured against the Australian Professional Standards for Teaching.

School leadership team builds, expects and supports a culture of high expectations, instructional leadership and evaluative mindset in all teaching and learning.

Provide opportunities for parent/carers to engage with their child's learning through enhanced communication practices, formal and informal school events and workshops.

### Products

Teachers are collaborating, co-planning and learning from each other. Spirals of inquiry are used as an investigation into what is going on with our learners, how do we know and why does it matter?

A learning community exists that is built on trust and respect; and evidence-based practices with the expectation for continuous improvement.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Parents, students, and teachers collaborate to create and support student learning goals.