

# School plan 2018-2020

## Fennell Bay Public School 4208



# School background 2018–2020

## School vision statement

Active high achieving citizens will be created through progressive teaching, inclusive learning and inspiring leadership.

## School context

Fennell Bay Public School has an enrolment of 174 students with 21% Aboriginal students. There are six mainstream classes, plus a support class IM and two Multicategorical classes. The School Executive includes three Assistant Principals and an Instructional Leader. Literacy & Numeracy is our core business with students being enabled and extended through Early Action for Success tiered intervention programs and evidence based practice driving pedagogy. The Positive Behaviour for Learning (PBL) Program has been successfully implemented and has evolved within the school with positive outcomes for students, staff and community. The majority of families are from low socio-economic backgrounds and are geographically isolated. Nar-un-bah, the SaCC (School as Community Centre) is an integral part of the school and allows families to access both service provision and inter-agency support. The school is supported by an active P&C who regularly plan fundraising activities. Fennell Bay Public School is successful in its implementation of a safe, caring and inclusive learning environment in which all students have the opportunity to succeed. This plan is a result of consultation between the students, staff and community.

## School planning process

- School External Validation undertaken in term 3 2017 – this required a comprehensive situational analysis to occur with involvement from all key stakeholders.
- TTFM survey and other surveys of students, staff and parents to drive the content and ensure consultation.
- School executive attending a series of PSL professional learning session on the 2018–2020 school plan allowing for collaboration and drafting of the school plan document.
- Collaborative planning days where executive, teaching staff, SLSO's, community and students are involved. Consultation processes embedded through the use of surveys, Skoolbag, social media mediums, phone call and face to face discussions.
- Data obtained was analysed and placed into the plan along with the key elements of the SEF to continue out journey towards excellence.

# School strategic directions 2018–2020




## STRATEGIC DIRECTION 1

Progressive Teaching

### Purpose:

Implement a range of evidence based pedagogies to promote collective responsibility for high levels of student improvement through innovative individualised teaching practices.



## STRATEGIC DIRECTION 2

Inclusive Learning

### Purpose:

All students will be engaged in rich personalised learning that occurs through clear data driven teaching based on a growth mindset inclusive of explicit feedback and targeted goals.



## STRATEGIC DIRECTION 3

Inspiring Leadership

### Purpose:

Embed a culture of leadership where all staff have high expectations of student engagement, learning, development and success of the entire school community.

# Strategic Direction 1: Progressive Teaching

## Purpose

Implement a range of evidence based pedagogies to promote collective responsibility for high levels of student improvement through innovative individualised teaching practices.

## Improvement Measures

All teaching staff access Future Focused learning and teaching strategies into their programs.

All staff have a comprehensive understanding and effective application of Explicit Instruction Pedagogy resulting in improved student outcomes.

Embedded systems and processes to enable data analysis to make informed decisions regarding the teaching of individual students and the school collectively.

## People

### Students

Engaged in Future Focused learning to think critically, show creativity through innovation, collaborate with their peers and communicate their thought processes.

### Staff

Transformational Future Focused teaching practices visible in all classrooms, exemplified through a visible growth mindset embedded in Literacy and Numeracy.

### Parents/Carers

Build and strengthen positive school/home relationships and communication paths, to empower positive student academic and life skills achievement.

## Processes

Future Focused pedagogy – Teachers draw on research to develop and implement future focused teaching and learning strategies.

Research Informed Pedagogy for Literacy & Numeracy – Teachers implement high quality professional understandings in Literacy & Numeracy pedagogy.

Explicit Instruction – staff adopt an explicit teaching approach to literacy and numeracy with an expectation of improvement across the school.

## Evaluation Plan

- Deep analysis of 5 weekly data as aligned to the Literacy and Numeracy progressions.
- Reflective practices employed at mid year and end of year. ie: formal and informal observations, teaching and learning programs.

## Practices and Products

### Practices

Teachers regularly and effectively question and assess, to identify and respond to students learning needs and provide timely formative feedback..

The school promotes consistent judgement of student learning, monitors progress and identifies areas for improvement and extension.

### Products

Teachers analyse, interpret and utilise data to inform planning, identify interventions and refine pedagogical practice.

Whole school approach to pedagogical implementation to ensure evidence based teaching methods optimise the learning of all students particularly in literacy & numeracy.

# Strategic Direction 2: Inclusive Learning

## Purpose

All students will be engaged in rich personalised learning that occurs through clear data driven teaching based on a growth mindset inclusive of explicit feedback and targeted goals.

## Improvement Measures

All students will have learning goals set for Literacy and Numeracy which will be communicated to all stakeholders.

80% or more of students will demonstrate expected growth in the literacy & numeracy progressions.

35% or more of students will achieve in the top 2 skill bands in NAPLAN for reading, writing & numeracy in Year 3 & Year 5.

## People

### Students

Students are explicitly taught evaluative and feedback processes towards improving their learning outcomes and to set goals. They actively engage in the classroom and develop future focus skills in all Key Learning Areas.

### Staff

Staff analyse external and school data within 5 week learning and teaching cycles to inform their planning, programming, teaching, assessing and evaluating of pedagogical impact.

### Parents/Carers

Increase value and commitment to support ownership of learning goals. Families will support proactive, respectful, interactive communication paths with all staff to support student success.

## Processes

Learning Progressions – Professional development in learning progressions and assessment to inform differentiated teaching and learning.

Community links – initiatives to engage community in their child/rens learning through upskilling, increasing knowledge and establishing the culture of high expectations.

Assessment and learning schedules – linked to the individual and collective learning requirements K–6 annually evaluated for teacher delivery efficiency and data effectiveness for student improvement.

## Evaluation Plan

- External data evaluation (NAPLAN; PLAN; NCCD) with students at/below NMS identified for support by LST, IL & Exec.
- All processes identified and implemented in milestones.
- School baseline data.
- Attendance & Wellbeing data reflective of engagement levels.

## Practices and Products

### Practices

Demonstrated commitment that all students will make learning progress with clear aspirations and expectations communicated to all stakeholders.

Accurate analysis of student progress and achievement data that informs and engages the school community to reflect and develop plans for improvement.

Monitoring and review of curriculum provision to suit students needs as reflected in teaching and learning programs and evident through differentiation.

### Products

Student goals are self directed and informed by achievement data and reflective of feedback.

Teaching and learning programs demonstrate adjustments to address personalised learning needs, making sure that all students are challenged and that modifications lead to improved learning.

Whole school community demonstrates high expectations of learning progress for all students and is committed to the quest for excellence.

# Strategic Direction 3: Inspiring Leadership

Purpose	People	Processes	Practices and Products
Embed a culture of leadership where all staff have high expectations of student engagement, learning, development and success of the entire school community.	<b>Students</b>  Students understand and set meaningful learning goals, self-assess and review regularly to track improvement. Develop new learning strategies to gain a better understanding of their learning and improved outcomes.	Culture of Leadership – Implement initiatives that develop and enhance a culture of leadership skills for students, staff and community.	<b>Practices</b>  Obtain regular feedback on school performance and provide opportunities for community engagement at school to create a cohesive educational community.
Improvement Measures	<b>Staff</b>  Staff undertake professional learning in key curriculum areas, including Futures Learning and embed a growth mindset within daily classroom practices, effectively modelling continued improvement.	Growth Mindset & Visible Learning – Professional learning around growth mindset language across the school and the principles of Visible Learning.	Technology is effectively used to streamline administrative and educational practices. It is effectively used to enhance learning.
Visible Learning and Growth Mindset embedded and utilised in each classroom to enhance the teaching and learning cycle.	<b>Leaders</b>  Staff will lead and manage key initiatives, to build capacity and distributed instructional leadership, through professional learning and professional readings. Executive will plan, support and evaluate strategic professional learning goals of their staff team and report on individual and collective improvements, professional learning achievements and areas for development.	Professional Learning – promote the professional learning of all staff by creating a culture where teachers and leaders collaboratively learn from each other, with the shared goal to enhance student outcomes.	Through the performance & development framework processes all staff proactively seek to improve performance and support collaborative efforts to maximise student achievement.
Genuine authentic partnerships throughout entire school community reflecting school vision.	<b>Parents/Carers</b>  Awareness of the importance of shared goals to meet identified learning and wellbeing needs for every student, to ensure outcomes are achieved, supporting a culture of leadership within our school.	<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>• Staff surveys to review leading and management of school performance.</li> <li>• Formal and informal classroom observations and structured feedback sessions timetabled and evident.</li> <li>• Regular collegiate professional sharing sessions timetabled and evident.</li> <li>• All processes identified and implemented in milestones.</li> <li>• Charting self assessment against the School Excellence Framework.</li> </ul>	<b>Products</b>  Technology is expertly integrated into teaching and learning along with a creative approach to the utilisation of the school environment and resources to ensure optimal learning is occurring.
All staff, and a significant component of the student body demonstrate high expectations of successful learning through their involvement in leadership initiatives, resulting in building capacity.			All staff have a focus on instructional leadership to maintain a culture of evidenced based teaching and ongoing improvement for every student.
			A culture of high expectations is clearly evident and the school caters for and is responsive to individual and collective community needs.