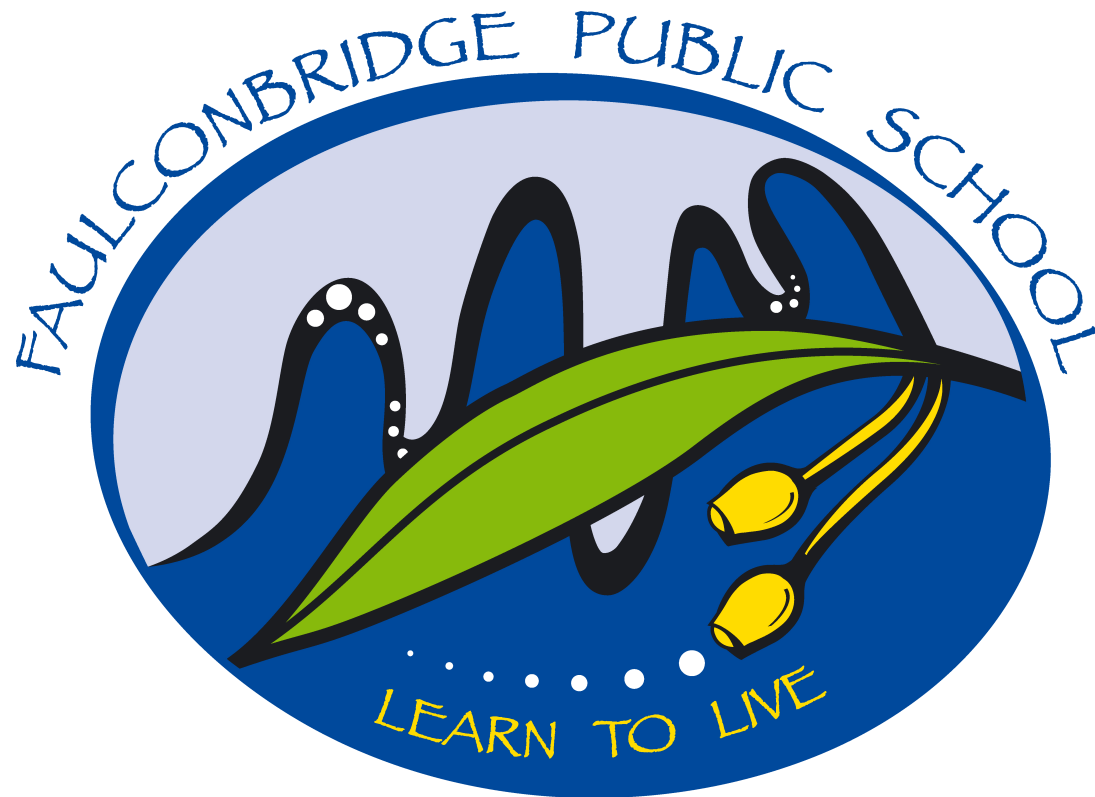


School plan 2018-2020

Faulconbridge Public School 4354



School background 2018–2020

School vision statement

Learning to live in a safe engaging environment, inspiring innovative learners and positive growth for all.

School context

Faulconbridge Public School was established in 1965 and celebrated 50 years of operation in 2015. Our school prides itself in being a Federation school. Sir Henry Parkes named Faulconbridge after his mother Martha Faulconbridge. Faulconbridge is also home of the Corridor of Oaks – a place where past and present prime ministers of Australia plant a tree to commemorate their term of office. A monument of Sir Henry Parkes remains in Faulconbridge to this very day.

Faulconbridge Public school has a current enrolment of 320 students, across 13 stage based classes. We have 5% of students from language backgrounds other than English and 2% of students identify as Aboriginal or Torres Strait Islander.

Faulconbridge Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Staff work in four Stage Teams to develop teaching and learning programs led by teaching Assistant Principals. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is committed to continuous improvement in teaching and learning. Our strategic directions for the 2018–2020 school plan continue the journey for our community, our learning and our wellbeing. The school's parent community is highly involved and there is an active P&C association which meets on a regular basis.

School planning process

At the beginning of Term 4, 2017 the new school Principal started at Faulconbridge Public School. As a staff we evaluated the impact of the 2015–2017 school plan using evidence of process (what we have done) and evidence of outcome (what we achieved). Part of this evaluation identified areas within each strategic directions that needed further development.

The next part of the planning process was to develop our school vision. As a staff we engaged in deep thinking and conversation about our values and beliefs as educators, our vision for the next three years and the outcomes we wanted to see as result. Our beliefs that every student, every teacher, every leader can improve every year and that every student is known, valued and cared for underpin our planning and mirror the Department of Education strategic plan.

Students in Stage 3 and community members were invited to participate in this process by writing a newspaper headline or report describing our school in three years time. Community members were also given an opportunity to meet and discuss the school directions, and data was gathered across students, staff and parents using the Tell Them From Me survey tool.

We also completed our School Excellence Framework Self Assessment at the end of 2017, and this also highlighted areas to be further developed and incorporated into our next school plan.

The executive team worked with their committees to draft the purpose, people, processes, practices and products for each strategic direction. Following this the executive team worked with the Principal School Leadership and CESE representatives to refine our plan. We now believe we have a school plan which is succinct, focused on continuous improvement, and which will deliver positive impact for the whole school community.

Our plan has been shared with parents at a Community Communication meeting and with AECG representatives.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Our Community

Purpose:

Improve communication systems to better engage the school community.



STRATEGIC DIRECTION 2 Our Learning

Purpose:

Every student, every teacher, every leader will improve every year.



STRATEGIC DIRECTION 3 Our Wellbeing

Purpose:

We will enable students to be healthy, happy, engaged and successful in a safe, consistent and positive learning environment.

Strategic Direction 1: Our Community

Purpose

Improve communication systems to better engage the school community.

Improvement Measures

Increased authentic Aboriginal education engagement for all compared to early 2018 baseline data.

Increased effectiveness of school communication compared to 2018 baseline data.

Increased community engagement.

People

Staff

- Realise the importance of engaging and educating the community.
- Understand and adopt improved communication measures that are implemented.
- Appreciate the need for authentic Aboriginal education engagement and are culturally competent.

Parents/Carers

- Commit to the priorities of the school.

Community Partners

- Value working in partnership with the school.

Leaders

- Understand the importance of positive partnerships with students, parents, carers and the wider community.

Students

- Understand the importance of clear communication between school and home.
- Make meaningful connections to country and culture.

Processes

Restructure and refine the school-wide methods of communication.

Embed authentic Aboriginal perspectives into the curriculum and link with outside agencies.

Increase community engagement through community learning and consultation.

Evaluation Plan

Pre/post 360 reflection Excellence in Customer Service tool.

Tell Them from Me Survey

Pre and post staff survey/checklists on Aboriginal perspectives.

Rate of return on surveys over the 3 years

Personalised Learning Pathways (PLPs)

Class programs have Aboriginal perspectives embedded.

Performance and Development Plans (PDPs)

Facebook engagement data

School website data

Enews data – number of people subscribed

Practices and Products

Practices

Regular communication processes in place including regular feedback.

Aboriginal cultural knowledge is embedded in Key Learning Areas and school culture.

Communication streams are used effectively.

Products

School style guide for notes and communication between school and the community is developed and implemented by all staff.

The school website is regularly updated to provide information and resources.

Aboriginal perspectives are embedded into school scope and sequences programs, supported by appropriate resources that are easily accessed.

Community workshops are developed and implemented on a regular basis.

Strategic Direction 2: Our Learning

Purpose

Every student, every teacher, every leader will improve every year.

Improvement Measures

All students meet or exceed expected growth in literacy and numeracy..

All teachers use evidence informed practices.

School leaders demonstrate improved leadership practices compared to 2018 benchmark

People

Staff

Teachers know and understand evidence informed practices.

Leaders

Leaders commit to a whole school improvement of teaching and learning practices.

Students

Students will have ownership of their learning through effective practices.

Parents/Carers

Parents/Carers understand the learning priorities, why they are used and how they benefit student learning.

Processes

Student progress is effectively tracked across the school and effectively reported to parents.

All students will achieve academic progress in literacy and numeracy and all teachers will improve their formative assessment practices.

Opportunities allow for building the capacity of leaders to drive the priorities of the school.

Evaluation Plan

Evaluation of progress towards targets will be measured by:

- NAPLAN
- PLAN
- Learning progressions
- Stage based assessments
- Stage statements from the syllabus
- PDP's – accreditation, leadership learning
- QTSS – sharing of expertise
- Teacher surveys
- Relieving in Higher Duties opportunities
- Mentoring and coaching opportunities
- AITSL Self Assessment tool

Practices and Products

Practices

Effective feedback practices are implemented in every classroom.

Teachers use evidence informed practices to drive student learning.

Expertise of staff is shared, to build the capacity of all staff and meet priorities of the school.

Products

Effective reporting to parents on student progress is implemented.

A school based reporting and assessment schedule tracks student progress.

Strategic Direction 3: Our Wellbeing

Purpose

We will enable students to be healthy, happy, engaged and successful in a safe, consistent and positive learning environment.

Improvement Measures

Classrooms focussed on learning with a continued decrease in behavioural interruptions compared to 2018 baseline data.

Overall improvement in levels of social, intellectual and institutional engagement, as compared to 2018 baseline data.

All students demonstrate Safe, Respectful, effective Learning behaviours across all school settings.

People

Staff

- Understand the importance of having a whole school approach for supporting the learning and wellbeing needs of all students.
- Understand when and how to utilise a range of interventions and strategies to support wellbeing.

Parents/Carers

- Develop an understanding of and value the systems and processes that underpin the school's approach to student wellbeing. They demonstrate support for the school's position with their children and are active partners in embracing wellbeing initiatives.

Students

- Know what is expected of them and how to behave appropriately in all settings.
- Understand the continuum of supports in place that promote positive and effective learning behaviours.
- Know and use strategies to support their wellbeing.

Leaders

- Model personal health and wellbeing in order to manage the complexities of the leadership role.

Processes

Implement a whole-school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Lead and initiate the review of school policies to support the engagement and full participation of all students.

Evaluation Plan

School-based information: behaviour referrals (STARS), Tell Them From Me surveys (TTFM), Learning and Support Team referrals, Wellbeing Self-Assessment Tool, suspension and attendance reports.

PBL Evaluation Tools: Benchmarks of Quality (BoQ), School-wide Evaluation Tool (SET) and the Self-Assessment Survey (SAS).

Impact milestones will be monitored and evaluated to ensure that wellbeing processes are successfully implemented.

Practices and Products

Practices

All staff engage with and abide by wellbeing initiatives and policies to ensure that every student is known, valued and cared for.

Staff utilise strategies and interventions to better understand and effectively respond to students with behavioural and/or learning needs.

Products

Support systems are developed and implemented to *reduce* the frequency, intensity and severity of challenging behaviours.

Whole-school wellbeing interventions *prevent* undesirable behaviours and *increase* the likelihood of academic success by creating positive learning environments for all.

The Wellbeing Framework *underpins* our practice and support for students by *increasing* social, institutional and intellectual engagement.