

# School plan 2018-2020

## Queanbeyan East Public School 4371



# School background 2018–2020

## School vision statement

Queanbeyan East Public School promotes equity and excellence for all .

Our students are successful learners, confident and creative individuals, and active and informed citizens.

## School context

Queanbeyan East Public is located near the border of NSW and the ACT. The culture and climate of the school is characterised by a strong sense of pride, open communication, and a strong commitment to working as a supportive, positive, cohesive team reflecting on our practice.

Our school prides itself on providing strong academic and welfare programs to a supportive culturally inclusive school community.

## School planning process

The annual evaluation process was led by the school Principal and involved consultation with all key stakeholders within the Queanbeyan East Public School community.

The school plan has been developed in consultation with key stakeholder groups including staff, students, parents, community, Parents and Citizens association, the Aboriginal Education Consultative Group and our families who identify as Aboriginal.

We have used focus groups, surveys including Tell Them From Me; professional dialogue, analysis of data, and a range of school self– evaluation processes gathered from the past 2 years leading up to develop our school vision, strategic directions and improvement measures.

Initial consultation involved informing the community of the new planning process and the reasons for this. Information was provided about the current and upcoming educational reforms that support this new process, via digital and paper dissemination.

The whole staff reflected on the current school plan with particular emphasis on teaching practice and pedagogy linked to the learning outcomes of our students. The following internal and external data was collected and used for analysis via the following methods:

- Voluntary surveys were provided to all staff members and all families.
- Forums were held to reflect on what is great about Queanbeyan East PS, what they would like changed and what they want most for the children at QEPS, with participation rates of:

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100% of 3–6 students focus groups

100% K–2 students via focus groups

100% of staff and

33 % of all families

- Analysis of student achievement data from K–6 including analysis of Literacy and Numeracy Continuum, NAPLAN SMART data and rich classroom

assessment task results.

- Analysis is of policies and programs , meeting minutes, communication methods and other documents relevant for this evaluation process.
- Current research was used to validate our evaluations, includingthat of (Covey, MacKinsey, Di Paola &Hoy, Robinson, Hattie, McIntyre,Sharratt & Fullan, DuFour, Stoll) ACSSO and AITSL.
- Key documents used were: the Melbourne Declaration, Australian Professional Standards for Teachers and Principals and the National School Improvement Tool.
- Key DEC reforms considered were Great Teaching Inspired Learning, Local Schools Local Decisions, Every Student Every School and the School Excellence Framework.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Highly Effective Teaching and  
Learning

### Purpose:

An explicit, coherent sequenced plan for curriculum delivery across the school.

All students learning needs are addressed; adjustments are made to learning programs for students.

High achieving students are appropriately engaged, challenged and extended.

## STRATEGIC DIRECTION 2

Leadership At All Levels

### Purpose:

An explicit and detailed local school improvement agenda which is expressed in terms of improved student performance and supported strongly and optimistically by the whole school community.

## STRATEGIC DIRECTION 3

School Community Partnerships

### Purpose:

High levels of trust exist across the school community, parents, school leaders, teachers and community agencies work together in a mutually supportive way focused on school improvement. A strong sense of belonging and pride exists in the school and is recognised and celebrated across the community.

# Strategic Direction 1: Highly Effective Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>An explicit, coherent sequenced plan for curriculum delivery across the school.</p> <p>All students learning needs are addressed; adjustments are made to learning programs for students.</p> <p>High achieving students are appropriately engaged, challenged and extended.</p>	<p><b>Students</b></p> <p>Students recognise that they have ownership of the own learning</p> <p><b>Staff</b></p> <p>Staff build their capacity to engage inauthentic learning partnerships with students</p> <p><b>Leaders</b></p> <p>Leaders drive the capacity building of teachers to promote student voice and choice.</p> <p><b>Parents/Carers</b></p> <p>Parents recognise the value of students as leaders of their own learning</p> <p><b>Community Partners</b></p> <p>Collaboration with high school and preschools at key transition points provide value in the sharing of data and celebrating success.</p> <p><b>Staff</b></p> <p>Staff understand that students need to be challenged in their learning.</p>	<p><b>Student Reporting</b></p> <p>Learning progressions and PLAN 2 are used to track student achievement and inform teaching and learning.</p> <p>Student Reports are personalised and comprehensive providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.</p> <p><b>Teaching and Learning Programs</b></p> <p>Designing and implementing engaging teaching programs that meet curriculum, assessment and reporting requirements.</p> <p><b>Quality Teaching Rounds</b></p> <p>Teachers collaboratively plan, deliver and review the effectiveness of lessons using the Quality Teaching model. Quality teaching rounds are used to reflection and inform practice.</p> <p><b>Wellbeing</b></p> <p>Implement evidence-based whole school practices, resulting in measurable improvements in well-being and engagement to support learning.</p> <p>Attendance data is regularly analysed and used to inform planning.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Quality Teaching Rounds data triangulates observations and evidence.</li> <li>Analysis of programs using a rubric demonstrates quality differentiation and personalisation based on student</li> </ul>	<p><b>Practices</b></p> <p>Teachers embed future focussed, evidence based pedagogy in their programs and practice.</p> <p>Scope and Sequences developed for all KLAs, implemented in consultation with parents and community.</p> <p>Teachers create flexible learning environments to support student led learning.</p> <p>Teachers explicitly teach literacy and numeracy to all students in all subject areas.</p> <p>Consistent assessment is used to monitor, plan and report on student learning across the curriculum.</p> <p>Teachers and parents work together to ensure student absences do not impact on learning outcomes.</p> <p>All learning environments are well managed within a consistent, school wide approach.</p> <p>Individual Learning Needs are monitored and recorded using MGoals and Sentral.</p> <p>Flexible curriculum delivery enables staff to better address the needs of individual learners.</p> <p>Every student makes measurable learning progress and gaps in student achievement decrease.</p> <p><b>Products</b></p> <p>Teachers adjust their teaching programs to</p>
Improvement Measures			
Mandatory Target Increase the proportion of students in the top 2 NAPLAN bands by 2%			
Aspirational target – Increase the proportion of students in the top 2 NAPLAN bands by 10%			
Quality Teaching Rounds data evidences embedding of evidenced based professional learning.			
The Tell Them From Me student survey indicates that 100% of students feel learning is challenging.			
80% of students performing at or above their grade level in literacy and numeracy.			
Learning goals are embedded in all classrooms at stage, class and student level			
Aboriginal and Torres Strait students are tracked using PLAN 2, SMART data and internal data sets.			

# Strategic Direction 1: Highly Effective Teaching and Learning

## Processes

- needs.
- PDPs indicate future–focussed teaching practice.
- Data indicates student growth. Premier's priorities to lift student performance in top 2 bands of NAPLAN is evident.
- Tailored learning programs based on student goals.

## Practices and Products

- meet students' individual needs.
- Curriculum implementation is enhanced through the use of Information and communication technology.
- DoE Wellbeing Framework underpins the student wellbeing processes at school level.
- Flexible use of learning environments is evident in the school.
- Measurable improvements in wellbeing and engagement to support learning.
- Respectful relationships between students and staff ensure optimum conditions for student learning.
- Positive Behaviour programs are integrated into all aspects of school life.
- School assessment strategy K–6 developed to ensure consistent teacher judgement
- Technology that supports learning is available and integrated into lessons by teachers.
- Aboriginal and Torres Strait student performance dataset is maintained K–6.

# Strategic Direction 2: Leadership At All Levels

Purpose	People	Processes	Practices and Products
An explicit and detailed local school improvement agenda which is expressed in terms of improved student performance and supported strongly and optimistically by the whole school community.	<b>Students</b>  Opportunity to be selected to represent various student leadership groups exist across the school.	<b>Instructional Leadership</b>  leading change in Literacy, Numeracy and Aboriginal education K–6.	<b>Practices</b>  Structured supervision program supporting Beginning teachers exists  Distributed instructional leadership sustains a culture of effective teaching & ongoing improvement  High Performance & Development culture exists. Recognition through teacher accreditation processes.  Sustained culture of effective, evidence-based teaching and ongoing improvement exists K–6.  Teaching and non-teaching staff proactively seek to improve their performance.  Feedback is regularly obtained from parents and community. Results are addressed.
Improvement Measures	<b>Staff</b>  All staff encouraged to lead activities, groups based on priority areas.	<b>Professional Learning Community</b>  The leadership team builds processes for teachers and leaders to share learning, establishing a professional learning community focusing on continuous improvement of teaching and learning.	
Student survey data indicates students are provided ample opportunity to lead student groups	<b>Parents/Carers</b>  Opportunity to be involved in aspects of school community partnerships exist formally and informally through P&C and AECG	<b>Student Leadership</b>  Leadership programs developed and implemented to support the School Captains, Student AECG, House Captains and SRC leaders.	
Data indicates 100% of staff are actively engaged in coaching conversations and goal setting	<b>Community Partners</b>  Collaborates with the school where appropriate on decisions about and access to school assets and resources.	<b>Evaluation Plan</b>	
All staff understand & commit to Performance & Development processes and have a PDP	<b>Community Partners</b>  At transition points prior to school and to Stage 4 collaboration exists.		<b>Products</b>  Implementation of a Student AECG ensuring emphasis on Aboriginal student leadership.  SRC student leadership skills developed  SRC have a key role in decision making processes at school level  Physical learning spaces are used flexibly to optimise learning.  PDP exists for all staff.
Every student makes measurable learning progress and gaps in student achievement decrease			

# Strategic Direction 3: School Community Partnerships

Purpose	People	Processes	Practices and Products
High levels of trust exist across the school community, parents, school leaders, teachers and community agencies work together in a mutually supportive way focused on school improvement. A strong sense of belonging and pride exists in the school and is recognised and celebrated across the community.	<b>Students</b>  Members of the Student AECG and local SRC community involvement.	<b>Aboriginal Education</b>  Partnership with the local AECG fosters strong relationships with the Aboriginal community, maintaining an open line of communication to ensure community input when developing best teaching and learning practices for all students.	<b>Practices</b>  The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
<b>Improvement Measures</b>  Procedures ensure effective communications, monitoring and evaluating the impact of partnerships.	<b>Staff</b>  Active membership of local community groups.	<b>Transitions and continuity of learning</b>  The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.	The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.
Evidence collected evaluating partnerships impact in improving outcomes for students.	<b>Leaders</b>  Active membership of AECG and Ningimurra Professional Learning Community.	<b>Parent Engagement</b>  Teachers directly and regularly engage with parents through the P&C to improve understanding of student learning and strengthen student outcomes.	Staff work collaboratively with the AECG and local community.
Partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations	<b>Parents/Carers</b>  P&C led project groups include: <ul style="list-style-type: none"> <li>• sustainable school;</li> <li>• safety;</li> <li>• fundraising;</li> <li>• canteen;</li> <li>• uniforms;</li> <li>• communications &amp; engagement;</li> <li>• multicultural school.</li> </ul>	<b>Evaluation Plan</b>  The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.	The P&C take an active role in: providing advice and feedback on school planning, merit selection panels, running the school canteen, finance committee, and fundraising activities.
			The East community partnership is strengthened – all families feel valued and welcome.
			<b>Products</b>  Establishment of native sensory garden & “outdoor classroom” developed in partnership with P&C.
			Transition to School program operates in consultation with community and local preschools.
			Transition to High School program is developed in consultation with partnership high schools.
			Active membership of Queanbeyan Multicultural Group.