

# School plan 2018-2020

Floraville Public School 4379



# School background 2018–2020

## School vision statement

To provide excellence and equity in education, empowering students as creative, confident learners and active, informed citizens.

## School context

Floraville Public School is set on leafy grounds in the Eastern suburbs of the city of Lake Macquarie. The school provides a dynamic and nurturing learning environment in which its 560 students access quality educational programs. A comprehensive Kindergarten orientation program and a strong high school transition program support the smooth progression between pre-school, primary and high school stages of learning. Floraville Public School is a proud member of the Belmont Learning Community.

The current enrolment comprises 560 students from 392 families. 30 students identify as being of Aboriginal descent and nine students identify as coming from a language background other than English.

The school is committed to a process of continuous improvement, with a School Plan that articulates priorities in the Strategic Directions of Learning, Teaching and Wellbeing. Within these areas, school teams lead the planning and evaluation for school projects in:

- Future Focussed Learning
- Great Teaching, Inspired Learning
- Curriculum
- Differentiated Learning
- Aboriginal Education
- Wellbeing (Kids Matter)

The school offers a diverse range of opportunities for students within and beyond the classroom. As well as technology, sport and creative and performing arts., additional programs such as band, music tuition, choir, gifted and talented programs, environmental education, Landcare, debating and public speaking further enrich student. Involvement in School Parliament supports the development of leadership and citizenship.

The school has a highly professional, caring teaching staff, with a combination of early career and experienced teachers, committed to excellence in teaching and learning.

## School planning process

The evaluation and planning process involved participation of and consultation with key stakeholders. It included a review of the strengths and opportunities as well as areas for development across the school. Consultation was invited through formal surveys, focus groups (eg regular Aboriginal Education Team meetings with parents, Meet the Teacher evenings, parent-teacher interviews) and through the P&C Association. Feedback indicated that the school is highly regarded by the community. Feedback from parents, students and staff clearly identified a vision around developing a school characterised by high achievement, inclusion, a focus on the whole child and learning targeted to the individual needs of each student. Parents want their children to be equipped to take their place in society, to be critical thinkers and to be confident and capable. Staff were positive about opportunities for professional growth and individualising their own professional development, through renewed focus on collaborative practice, targeted professional learning and the Quality Teaching Framework. Students enjoyed the sporting, cultural and social aspects of school but also identified the need for teaching and learning activities to be relevant and meet individual needs.

# School background 2018–2020

## School vision statement

## School context

Specialist staff further support student learning, with Learning and Support Teachers, School Counsellors, Student Learning Support Officers, Reading Recovery teachers and a teacher–librarian enhancing school programs..

Parent participation is actively encouraged, with assistance in the classrooms, uniform shop, canteen, school banking, training sporting teams and joining the P&C. Floraville Public School values a close working relationship with its parents and the wider community to ensure the best possible outcomes for all our students.

## School planning process

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Excellence in Learning

**Purpose:**

To enhance student learning with higher levels of intellectual quality and significance.



**STRATEGIC  
DIRECTION 2**  
Excellence in Teaching

**Purpose:**

To enhance the capacity of staff to deliver excellence in teaching and learning.



**STRATEGIC  
DIRECTION 3**  
Excellence in Wellbeing

**Purpose:**

To promote positive wellbeing and shared decision-making leading to enhanced outcomes for students.

# Strategic Direction 1: Excellence in Learning

## Purpose

To enhance student learning with higher levels of intellectual quality and significance.

## Improvement Measures

10% growth of students achieving in the top 2 bands of NAPLAN over the next three years

### Great Teaching Inspired Learning (GTIL)

Teachers collaborate with staff in other schools to share and embed good practice (SEF 2.0, p.11)

## People

### Students

- Monitor their own learning through use of metacognitive strategies
- Engage as quality learners in teaching and learning activities which are purposeful and successful.

### Staff

- Incorporate 21st Century learning into practice.
- Engage in professional learning targeted to individual, school and system priorities.
- Incorporate an Aboriginal perspective in teaching and learning programs

### Parents/Carers

- Engage as partners in student learning.

### Community Partners

- Sharing of expertise and resources across Belmont Learning Community (BLC).
- Combined initiatives to build teacher capacity across BLC, utilising expertise of Educational Services

### Leaders

- Facilitate professional learning to support individual, school and system priorities.
- Lead teams and mentor staff to achieve desired outcomes.

## Processes

### Great Teaching Inspired Learning (GTIL)

A combined-schools project for professional learning, lesson observation and collaborative practice will contribute to enhanced teacher quality across all schools (Common to Belmont Community of Schools)

### Future-Focused Learning

Future Focused learning will be evident in teacher pedagogy and teaching and learning programs

### Numeracy

A best practice approach to teaching & learning for numeracy will contribute to improved outcomes for students

## Evaluation Plan

- Internal validation against the SEF
- Analyse NAPLAN and school-based assessment data, to evaluate student performance in reading, writing and numeracy
- Regular review of progress against identified milestones

## Practices and Products

### Practices

#### Great Teaching Inspired Learning (GTIL)

Teachers collaborate with staff in other schools to share and embed good practice (SEF 2.0, p.11)

### Products

10% growth of students achieving in the top 2 bands of NAPLAN over the next three years

#### Future-Focused Learning

STEM, project-based learning, coding and future-focused pedagogies will be evident in school programs

# Strategic Direction 2: Excellence in Teaching

## Purpose

To enhance the capacity of staff to deliver excellence in teaching and learning.

## Improvement Measures

NAPLAN growth [Years 3–5 and 5–7] will show improvements each year in the SEF value added summary data

NAPLAN growth for writing [Years 3–5 and 5–7] will equal or exceed state norms

School internal measures for the Stage 2 and 3 writing intervention will reflect an effect size of >0.5

## People

### Students

Enhanced capacity for self–assessment, feedback and critical analysis of own learning

### Staff

- Achieve personal, professional performance and development goals linked to school priorities
- Engage in professional learning communities within and beyond the school, with opportunities for lesson observation

### Parents/Carers

- Actively engage and participate in school initiatives
- Engage as partners in student learning

### Community Partners

- Develop staff capabilities and networks through the Belmont Learning Community (BLC) group of schools

### Leaders

- Support staff in the implementation of professional learning goals
- Build capacity working with Educational Services

## Processes

### Curriculum

Syllabus implementation will reflect the requirements of NESA and the National Curriculum. [2019–2020 focus: Science & Technology, PDHPE]

### Differentiation I

Enhanced teacher capacity in the use of the literacy & numeracy continuum documents and Learning Progressions, as tools for mapping student progress, differentiating class instruction and providing explicit success criteria

### Differentiation II

Additional support for Stages 2 and 3 in the area of writing, with professional learning and a writing Interventionist enhancing practices for feedback and success criteria

## Evaluation Plan

- Validation against the School Excellence Framework
- Analyse NAPLAN and school–based assessment data to evaluate student performance in reading, writing and numeracy
- Regular review of progress against identified milestones.
- Evidence of identified products and practices in teacher Performance and Development Plans.

## Practices and Products

### Practices

#### Curriculum

Syllabus documents are effectively used to guide teaching and learning programs in all curriculum areas

#### Differentiation I

Teachers K–6 use continuums and learning progressions, as tools for mapping student progress, differentiating class instruction and providing explicit success criteria

#### Differentiation II

Self and peer assessment strategies embedded into writing programs aligned with Literacy Learning Progressions

### Products

#### Differentiation

NAPLAN growth for writing [Years 3–5 and 5–7] will equal or exceed state norms [2018]

# Strategic Direction 3: Excellence in Wellbeing

## Purpose

To promote positive wellbeing and shared decision-making leading to enhanced outcomes for students.

## Improvement Measures

Participation of all stakeholders in the annual Tell Them From Me (TTFM) surveys will reflect improved measures for engagement and shared decision making.

## People

### Students

- Engaged as active partners with parents and teachers in whole-school decision making
- Develop the skills to make a smooth and successful transition to local public high schools

### Staff

- Build stronger community relationships and partnerships, actively engaging in community-based learning opportunities
- Engage in the planning and evaluation cycle, contributing to priorities for their school Target Team

### Parents/Carers

- Engaged as active partners with students and teachers in whole-school decision making and the development of a school vision

### Community Partners

- Strengthen learning partnerships within and beyond the school to support school programs
- Enhance the capacity of staff to contribute to school Target Teams

### Leaders

- Lead the development of stronger learning partnerships
- Enhance the capacity of staff to contribute to school Target Teams

## Processes

### Wellbeing Framework

A school Wellbeing Team will lead the implementation of the *Kids Matter* framework, strengthening school partnerships and relationships and promoting positive mental health within the school community

### Aboriginal Education

Quality projects for Aboriginal Education will lead to enhanced outcomes for Aboriginal students and an enriched cultural perspective in school programs

### Evaluation Plan

- Regular review of progress against identified milestones.
- Participation of all stakeholders in the annual *Tell Them From Me* surveys
- Validation using the School Excellence Framework

## Practices and Products

### Practices

Participation of all stakeholders in the annual Tell Them From Me surveys will reflect improved measures for engagement and shared decision making.

### Wellbeing Framework

*Kids Matter* will provide a school framework for enhanced wellbeing and mental health

### Products

#### Aboriginal Education

Enriched cultural perspectives are evident in teaching and learning programs and PLP's.