

# School plan 2018-2020

## Shalvey Public School 4476



# School background 2018–2020

## School vision statement

Teachers, students and the community collaborate to create a nurturing environment where inspired personalised teaching and learning fosters the growth of all.

## School context

Shalvey Public School in conjunction with our community, provide lifelong learning opportunities for all students.

Our diverse student population includes 24% Aboriginal, 35% Pacific Islander and 36% from a language background other than English.

The school receives equity funding which allows for teachers to participate in high quality professional learning in the areas of literacy and numeracy, and enables the school to employ additional teaching and support staff to maximise personalised learning opportunities for every student.

As an Early Action for Success (EA4S) school, Shalvey Public School employs two Instructional Leaders and funds additional staff and resources that enable the school to provide tiered interventions that maximise literacy and numeracy outcomes for all students in Kindergarten to Year 2.

Students at Shalvey Public School enjoy sporting, cultural and extra curricula activities, including inter-school competitions, carnivals and performance opportunities.

## School planning process

School-wide evaluation has informed the vision for school improvement and the strategic directions that will provide the vehicle for transformative change as outlined in this plan.

All members of the school community have had the opportunity to participate in the school planning process through:

- The School Excellence Framework Self Assessment Survey.
- Verbal surveys conducted with staff, students, parents and the broader school community.
- Focused evaluations of school-based initiatives, processes and systems.
- Focus groups with students, parents and staff conducted.
- 2015–2018 School Plan milestones.

# School strategic directions 2018–2020



**Purpose:**

Create a quality learning environment that supports a whole school approach for the wellbeing and engagement of all. As students connect, succeed, thrive and learn they will become active and positive contributors to society.

**Purpose:**

Quality differentiated teaching is underpinned by teachers having a deep knowledge of their students and curriculum. Teachers demonstrate a willingness to improve their own professional practice. They are committed to identifying, understanding and implementing the most effective explicit teaching methods through evidence based teaching.

**Purpose:**

Build the school as a cohesive educational community by strengthening collaborative partnerships and enhancing positive, productive relationships. We are committed to maximising educational opportunities in a supportive, welcoming and inclusive environment.

# Strategic Direction 1: ENGAGING LEARNERS

## Purpose

Create a quality learning environment that supports a whole school approach for the wellbeing and engagement of all. As students connect, succeed, thrive and learn they will become active and positive contributors to society.

## Improvement Measures

Learning spaces are reflective of the needs of the school. These are used to enhance wellbeing.

Increased proportion of staff, students and community engagement with the Tell Them From Me survey (TTFM).

Data reflects increased student engagement and wellbeing.

## People

### Students

Develop the personal and social competencies to navigate their environment and engage successfully in learning and all areas of school life.

### Staff

Strengthen their capabilities to contribute to the collective responsibility for student learning and success.

### Parents/Carers

Develop their capacity to work in partnership with the school to enhance the wellbeing and engagement of their child.

## Processes

### Connect and Belong

Staff nurture connections with the school community which are safe, respectful and supportive. This helps students feel a sense of belonging in order to reach their full potential.

### Learning Spaces

Ongoing improvement of the physical environment, including future focused learning spaces.

### Whole Child

Implementation of evidence based systems that support the cognitive, physical, social, emotional and spiritual development of all students.

## Evaluation Plan

TTFM

Attendance data

Parent/community – attendance at and feedback from courses/ events

Satisfaction surveys

Differentiation of learning spaces

Audit of learning spaces

Class program evaluations

Sentral data

## Practices and Products

### Practices

Whole school systems are developed that promote a culture of high expectation through effective and consistent strategies that are responsive to student needs.

Whole school academic and social opportunities are provided that foster engagement and positive interactions.

Staff respond to the needs of the whole child and incorporate wellbeing into planning and processes. High quality learning experiences are delivered to maximise engagement in school.

Consistent behaviour expectations are explicitly applied by school staff to ensure optimal conditions for learning and engagement.

### Products

Documented evidence of whole school systems which support student wellbeing and engagement.

School plans reflect the aspirations of the community.

Students have positive and respectful relationships with each other, their teachers and the community.

Students demonstrate confidence in their learning, accept challenges and willingly take risks.

# Strategic Direction 2: TARGETED TEACHING

## Purpose

Quality differentiated teaching is underpinned by teachers having a deep knowledge of their students and curriculum. Teachers demonstrate a willingness to improve their own professional practice. They are committed to identifying, understanding and implementing the most effective explicit teaching methods through evidence based teaching.

## Improvement Measures

100% of teachers provide evidence to demonstrate they meet the professional standards.

Individual student growth is evident when assessed against National Literacy and Numeracy Progressions (PLAN 2) and NAPLAN.

Increased proportion of students in the top two NAPLAN bands.

## People

### Students

Students will articulate their learning goals and identify their next steps.

### Staff

Teachers increase their capacity to use data to differentiate teaching and learning.

Teachers engage in targeted professional learning to develop a common language to support differentiation.

### Leaders

Leadership team develops processes to collaboratively review teaching practices to ensure ongoing whole school improvement.

### Parents/Carers

Parents will be actively engaged in opportunities to share in and contribute to their child's learning.

## Processes

### Informed Teaching

Informed by data, teachers collaborate to plan, implement and evaluate effective teaching and learning programs.

### Feedback

Teachers and students routinely review learning, providing explicit feedback to ensure each student has a clear understanding of where to next.

### Teaching Standards

All staff demonstrate personal responsibility for their professional learning to meet and maintain the teaching standards.

## Evaluation Plan

Teaching and learning programs

PLAN2 and NAPLAN data

PDPs

Whole school Professional Learning

Personalised Learning Plans

TTFM

## Practices and Products

### Practices

Teachers develop their PDPs to reflect their professional learning goals in line with the teaching standards.

Teachers participate in quality professional learning underpinned by the standards, both within the school and externally to improve whole school practice.

A range of data is used to plan for student learning.

Supporting students to identify and articulate their learning goals is embedded in classroom practice.

### Products

PDPs are authentic and support teaching professional learning.

Teachers are engaged in quality professional learning

Differentiation is evident in all teaching programs.

Students can clearly articulate their personal learning goals.

Students can identify and articulate their learning goals. They understand what is needed for improvement.

# Strategic Direction 3: PRODUCTIVE PARTNERSHIPS

## Purpose

Build the school as a cohesive educational community by strengthening collaborative partnerships and enhancing positive, productive relationships. We are committed to maximising educational opportunities in a supportive, welcoming and inclusive environment.

## Improvement Measures

Increased opportunities for the community to be included, informed and engaged.

Increased connections with wider community services and other educational settings.

Increased proportion of community members in attendance at school events including an increase of 20% in participation of parent targeted workshops.

## People

### Students

Develop a sense of belonging at school and in the community.

### Staff

Make connections and strengthen relationships with the community in order to share and embed best practice.

### Community Partners

Participate actively in creating and maintaining a strong learning community.

## Processes

### Transition

Collaborative and ongoing communication regarding student learning between key stakeholders.

### Learning Experiences

Expand and enhance partnerships to collaborate on ways to deliver professional learning and student engagement initiatives.

### Active Participants

Provide opportunities to build capacity of the community to be active participants in school life.

## Evaluation Plan

Website/ newsletter distribution

School app

Parent workshops

Access to information by all families (Interpreters, timing of events etc.)

Participation rates evaluated and PL adapted according to feedback and need

## Practices and Products

### Practices

The school engages in strong collaborations that inform and support continuity of learning.

Opportunities for partners to engage through meaningful learning experiences and networks.

Parents, carers and community organisations are involved in the planning, delivery and evaluation of school activities.

Regular workshops, forums and activities are provided in response to community need.

### Products

Quality transition programs.

A range of media is used to connect and engage partners in activities, programs and events.

Increased proportion of parents actively participating in school activities.