

School plan 2018-2020

Singleton Heights Public School 4486



School background 2018–2020

School vision statement

Positive Relationships, High Expectations, Authentic Learning

School context

Built on the land of the Wonnarua people, our school draws students from families living in the Singleton Heights region in the beautiful Hunter Valley. There are strong links with the mining and rural industries as well as local services. A Defence Transition Aide supports families connected to the Singleton Army Barracks.

570 students are enrolled for 2018, with approximately 80 students recognising their Aboriginal or Torres Strait Islander heritage. All students strive to achieve the school's core values of Respect, Responsibility and Excellence with quality teaching and learning practices evident in every classroom. The school has a professional, dedicated and caring teaching staff, who are committed to the school's vision. Collaborative practices contribute to a positive learning environment, where educational research, reflective practices and professional dialogue are highly valued within the school.

In 2017, the school's Year 5 average scaled score growth, in Spelling, was 91, which is above the state average. In numeracy the average scaled score growth was 90. In Year 5, 22 students were in the top two bands for Reading, and 19 students were in the top two bands in numeracy. The school is delivering in value added areas

Students are offered a variety of engaging learning experiences, allowing them to connect, succeed and thrive across the school. Technology is integral to the teaching and learning experiences in our well-resourced classrooms. The school is situated in expansive grounds, allowing students to be physically active in a welcoming environment. The school band is highly regarded within the community and students also enjoy opportunities to engage in creative arts.

The school has an active School Planning Committee, consisting of P&C members and school staff. The P&C encourages and values new and existing membership to contribute positively to the school culture.

School planning process

School practices for evaluation and planning play a critical role in the determination of school priorities and programs.

In 2017, an extensive school evaluation process lead to the determination of three strategic directions:

Significant consultation was undertaken with staff, students, parents and community members through Tell Them From Me surveys, student homework surveys, focus groups, and open forums. The P&C nominated three parent representatives to form part of a School Planning Committee (SPC) to actively contribute to the school planning process. The SPC meetings were scheduled for Week 4 and Week 8 in Term 3 and 4.

An evaluation of school assessment data played a significant role in the decision-making process. National assessment data for NAPLAN, together with local school assessment data were all given critical analysis.

The School Plan 2018–2020, also reflects current DoE priorities and reforms,

The school vision consultation was undertaken over a 6 month period in 2017, with specific focuses on the *What Works Best Evaluation* guide, *The Wellbeing Framework* and the *Strengthening Family and Community Engagement* elements.

The final stage of the process was the development of 2018 milestones by the school target teams. These teams will continue to collaborate in the delivery of school projects, with a sustained focus on excellence in teaching and learning.

Teams: Teaching and Support Staff, School Planning Committee, Executive

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

A cohesive and dynamic
Wellbeing approach

Purpose:

To build an inclusive, supportive culture where students, staff and community are empowered to succeed.

Students, staff and community experience a sense of belonging that respects diversity and identity, and fosters personal growth and development.

STRATEGIC DIRECTION 2

Excellence in learning, teaching
and leading

Purpose:

To engage students in rich, authentic, flexible, dynamic teaching and learning experiences, underpinned by high expectations, differentiation and reflective practices.

To enhance the capacity of all staff to foster a school-wide culture of excellence, through effective collaborative practices, with strong, strategic and effective leadership.

STRATEGIC DIRECTION 3

Strengthening Family and
Community Engagement

Purpose:

To develop positive and collaborative relationships with the wider community to improve student opportunities and outcomes.

To establish a culture of engagement and knowledge sharing, facilitating meaningful partnerships across the school community to promote a productive and connected learning environment.

Strategic Direction 1: A cohesive and dynamic Wellbeing approach

Purpose

To build an inclusive, supportive culture where students, staff and community are empowered to succeed.

Students, staff and community experience a sense of belonging that respects diversity and identity, and fosters personal growth and development.

Improvement Measures

Progressively increase the proportion of students demonstrating active engagement in learning (TTFM – interest & motivation and effort).

Increased proportion of students demonstrating active engagement in extra-curricular activities.

Increase proportion of students experiencing a sense of belonging. (TTFM)

Moving towards a school that is excelling in the Wellbeing element of the Learning domain in the School Excellence Framework (2017 – delivering).

People

Students

Students strive towards meaningful goals, are confident and resilient learners and are succeeding in their learning.

Staff

Staff nurture professional relationships with students which are safe, respectful and supportive.

Leaders

The principal creates a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning.

Parents/Carers

Parents and the broader community actively participate in the school and in helping students to develop positive connections.

Processes

Positive Behaviour for Learning –

Developing and maintaining whole-school consistency, awards systems, Classroom systems and community links. School Leadership training in PBL processes

Learning and Support – LaST programs, Wellbeing executive roles, outside agency support initiatives (NDIS), APLaS network support (ED class). SLSO Support for LLAFLD students.

Cultural Initiatives – Aboriginal student initiatives(AEO), students from EALD backgrounds. Wider local support. Employment of an AEO to support Aboriginal students.

The Thrive Project – Student mentoring model and staff wellbeing approaches, growth mindset PL, mindfulness implementation, positive playground initiatives. extra-curricular activities (interest-based learning groups), kitchen program, Children's University, Chaplaincy program

Evaluation Plan

Tell Them From Me surveys T1 and T3

Staff feedback

Focus Group survey

School Excellence Framework SaS

PBL SET data

Practices and Products

Practices

Consistency of language and processes for positive behaviour and rewards systems embedded in practices across the school and the wider community. School will move into classroom settings when universal values are embedded.

Learning and Support processes will focus explicitly on supporting students with disabilities. Support staff will develop PDPs to enhance their own professional learning and implement agreed targeted practices.

Products

Increased proportion of students demonstrating active engagement in learning (TTFM – interest & motivation and effort).

Increase proportion of students experiencing a sense of belonging (TTFM).

Moving towards a school that is excelling in the Wellbeing element of the Learning domain in the School Excellence Framework (2017 – delivering).

Strategic Direction 2: Excellence in learning, teaching and leading

| Purpose | People | Processes | Practices and Products |
|--|--|---|---|
| <p>To engage students in rich, authentic, flexible, dynamic teaching and learning experiences, underpinned by high expectations, differentiation and reflective practices.</p> <p>To enhance the capacity of all staff to foster a school-wide culture of excellence, through effective collaborative practices, with strong, strategic and effective leadership.</p> | <p>Students</p> <p>Students are actively connected to their learning and are self-directed, take initiative and grasp opportunity.</p> <p>.</p> <p>Staff</p> <p>The needs of all students are explicitly addressed in teaching and learning programs through regular monitoring and reviewing of individual learning needs.</p> <p>Leaders</p> <p>Leadership practices ensure Teaching and Learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.</p> <p>Parents/Carers</p> <p>There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students.</p> <p>Community Partners</p> <p>Strong connections will remain with University of Newcastle, Singleton Learning Community and the Choose Maths consultative group.</p> | <p>Great Teaching, Inspired Learning– targeted teaching practices (use of data to inform practice), Quality Teaching Rounds, Teacher accreditation, teacher induction processes, particularly Beginning Teacher support.</p> <p>Building Leadership Capacity – Professional reading, Professional Learning Communities, distributed leadership opportunities, Business Manager role through school's leadership strategy.</p> <p>Strategic Professional Learning – L3 (Language, Literacy, Learning), Targeting Early Numeracy, Taking Off With Numeracy, Seven Steps for Writing Success, Learning Progressions 2019, Focus on Reading 2019.</p> <p>Future-focused Learning – futures learning environments, strategic targeting of school resources, enrichment groups, learning community challenges (HS). computer coordinator to oversee technology environment.</p> <p>Evaluation Plan</p> <p>NAPLAN data for reading, writing, G&P and Number, Patterns and Algebra</p> <p>SCOUT data</p> <p>L3 reading level data</p> <p>School reading level data</p> <p>Numeracy continuum data</p> <p>Ninja levels in place value and M&D</p> | <p>Practices</p> <p>Targeted practices to enhance professional learning in literacy and numeracy pedagogy, professional dialogue and consistent language in an array of teams across the school and wider community.</p> <p>Staff will have support to utilise explicit assessment practices to identify, evaluate and plan for student learning progress. Students will be able to access rich tasks that are appropriate to age and level of understanding.</p> <p>Staff will have the capacity to productively utilise innovative resources and teaching practices. Students will have an opportunity to enhance their confidence and ability in using creative and critical thinking skills appropriately, and be nurtured and challenged along the way.</p> <p>Products</p> <p>Progressively increase the proportion of students achieving expected growth Year 3 to 5 in three focus areas of literacy (writing, reading, grammar and punctuation) and in the Number, Patterns and Algebra strands in Numeracy</p> <p>Increased proportion of Kinder students achieving level 6 – 8 PM reading level (6–9 L3).</p> <p>K–2 90% of students at expected EAS level.</p> <p>3–6 – Increased proportion of student achieving expected grade level in place value, and multiplication and division.</p> |
| Improvement Measures | | | |
| <p>Progressively increase the proportion of students achieving expected growth Year 3 to 5 in three focus areas of literacy (writing, reading, grammar and punctuation) and in the Number, Patterns and Algebra</p> <p>Progressively increase the proportion of students, including Aboriginal students, in the top 2 bands in writing, reading, grammar and punctuation and Number, Patterns and Algebra, in Year 3 and Year 5.</p> <p>Increased proportion of Kinder students achieving level 6 – 8 PM reading level (L3 – level 6–9)</p> <p>K–2 90% of students at expected Early Arithmetic Strategies level in the Numeracy Continuum</p> <p>3–6 – progressively increase the proportion of students achieving expected grade level (from learning progressions) in place value, and multiplication and division.</p> | | | |

Strategic Direction 3: Strengthening Family and Community Engagement

| Purpose | People | Processes | Practices and Products |
|--|---|---|--|
| <p>To develop positive and collaborative relationships with the wider community to improve student opportunities and outcomes.</p> <p>To establish a culture of engagement and knowledge sharing, facilitating meaningful partnerships across the school community to promote a productive and connected learning environment.</p> | <p>Students</p> <p>Students exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.</p> <p>Staff</p> <p>Students are welcomed, included and involved in the decision making of their overall education. To support students, there are many opportunities for families to engage in their child's school environment.</p> <p>Staff</p> <p>Require the capacity to develop strong relationships with all families, respect and celebrate the diversity within the school community. Staff will be able to develop families' understanding of expected learning outcomes and will use a variety of communication methods to seek and share information.</p> <p>Parents/Carers</p> <p>Parents understand the channels within the school to have a voice in the decision making processes and be able to develop their leadership capacity through school-based planning. Parents will have access to training in supporting their child's learning at school and at home and have access to community resources.</p> <p>Community Partners</p> <p>The wider Singleton community will engage with school initiatives and support families to engage in support programs. Interested parties will have an opportunity to conduct workshops for families to meet needs.</p> | <p>Communication – Employment of a Community Liaison Officer with specific role statement, creation of social media connections, newsletter upgrades, strategic consultative decision making.</p> <p>Connecting Learning at home and school – three-way conferencing, authentic learning experiences between home and school. Supporting EALD students through flexible funding approaches.</p> <p>Partners in Learning – school-based parent workshops, parent training to be classroom helpers, wider community partnerships established to support extra-curricular and curriculum initiatives. Community Consultation group established for planning and evaluation procedures.</p> <p>Singleton Learning Community initiatives</p> <p>Singleton education centres, including Pre-schools and AECG, will combine resources and expertise to provide students and families with local connections and support services to enable school and community engagement and success for students. PSSA sport.</p> <p>Evaluation Plan</p> <p>Consultation Group feedback, School Assessment tool data for Strengthening Family and Community engagement, Tell Them From Me surveys, Workshop attendance data, Homework surveys, Staff feedback.</p> | <p>Practices</p> <p>Stage and/or curriculum teams will establish term meetings to share best practice approaches across the Singleton Learning Community.</p> <p>Community Consultation Group will oversee evaluation and success of this strategic direction, as reflected in improvement measures.</p> <p>The school will host regular relevant workshops for parents that will support learning in the classroom and at home.</p> <p>A better provision of communication procedures for parents to support relevant, engaging homework tasks based on student and parent feedback.</p> <p>Products</p> <p>Increasing levels of engagement in all school planning processes, as reflected in the School Assessment Tool.</p> <p>Increased proportion of parents attending community partnerships workshops.</p> <p>Increase in positive homework behaviour in years 3 to 6, as reflected in the twice-yearly Tell Them From Me survey.</p> |
| Improvement Measures | | | |
| <p>Increasing levels of engagement in all school planning processes, as reflected in the School Assessment Tool</p> <p>Increased proportion of parents attending community partnerships workshops</p> <p>Increase in positive homework behaviour in Years 3 to 6, as reflected in the twice-yearly Tell Them From Me survey</p> | | | |