

School plan 2018-2020

Manning Gardens Public School 4552



School background 2018–2020

School vision statement

To be a proud and inclusive school; valuing diversity, respect and academic achievement. Teachers are professional, inspired and committed to improved classroom practice. Students are engaged and challenged to become confident and creative individuals who strive for excellence. Students develop a strong foundation in literacy and numeracy through deep content knowledge and confidence in their ability to learn. Manning Gardens Public School is committed to fostering a school-wide culture of high expectations and a shared sense of responsibility.

School context

Manning Gardens Public School is an inclusive public school in Taree on the NSW mid north coast.

Manning Gardens Public School is situated in a low socio-economic area of Taree, surrounded by a combination of public and private housing. Approximately half of our enrolments have an Aboriginal cultural background. We proudly acknowledge the Biripi people as the traditional owners of the land on which our school is located. We actively promote cultural inclusivity. Students learn about the local culture and have exposure to the Aboriginal language of Gathang.

We have approximately 125 students enrolled from preschool to Year 6. We are a unique public education facility in the Manning Valley. We have a Department of Education preschool and early intervention class on site. Five support unit classes cater for students with disabilities from early intervention to Year 6. We have four classes in the mainstream area of our school.

Student wellbeing is catered for in a warm and nurturing environment. Student Individual Education Plans and Personalised Learning Pathways are implemented across the school. We have the Positive Behaviour for Learning (PBL) strategy embedded throughout our school. We believe in and explicitly teach the core beliefs of Be Safe, Be Fair and Be a Learner.

School planning process

This three year school plan is the result of a rigorous process of whole school communication, consultation and collection of data.

In 2017–2018 a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and the community. This evidence was analysed against the School Excellence Framework, used to share ideas and identify the priorities for the 2018–2020 school plan.

In 2017–2018, a range of educational data was analysed in order to identify school practices that should continue to occur and school practices that needed to be revised or improved.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Teaching

Purpose:

To build the capacity of teaching staff to provide and implement purposeful, explicit and evidence-based pedagogy. Hallmarks of the quality teaching philosophy at Manning Gardens PS are collaboration, high expectations, inclusivity, data-driven and a future-focused approach that builds and sustains quality teacher and student relationships.

STRATEGIC DIRECTION 2 Learning

Purpose:

To ensure every student is known, valued and cared for. Hallmarks of the quality learning philosophy at Manning Gardens PS are differentiated, visible, purposeful and inclusive pedagogy that builds inspired, successful learners.

STRATEGIC DIRECTION 3 Leading

Purpose:

To enhance leadership across the whole school community. Hallmarks of the quality leadership philosophy at Manning Gardens PS are planning, implementing and reporting on school priorities and strategic processes in order to promote and strengthen home, school and community partnerships.

Strategic Direction 1: Teaching

Purpose

To build the capacity of teaching staff to provide and implement purposeful, explicit and evidence-based pedagogy. Hallmarks of the quality teaching philosophy at Manning Gardens PS are collaboration, high expectations, inclusivity, data-driven and a future-focused approach that builds and sustains quality teacher and student relationships.

Improvement Measures

Effective Classroom Practices

Move from working towards delivering to sustaining and growing against the School Excellence Framework in the themes of lesson planning, explicit teaching and feedback.

Data Skills and Use

All class teachers collate and analyse student progress and achievement data for insight into student learning and discuss results with colleagues.

People

Staff

Develop their knowledge and skills to work collaboratively to improve teacher practice and make content relevant and meaningful. (Teaching Standards 2.6.3)

Develop a culture of high expectations for all students by modelling and setting challenging learning goals. (Teaching Standards 3.1.3)

Teachers increase their knowledge and skills in gathering and analysing data from a wide variety of sources.

Leaders

Instructional Leader and Curriculum Leaders (APs) develop their capacity to lead colleagues in planning, implementing and reviewing the effectiveness of teaching and learning to increase student achievement in literacy and numeracy. (Teaching Standards 3.2.4)

Processes

Effective Classroom Practices

Collegial planning and evaluation of teaching and learning focusing on literacy and numeracy, characterised by teachers setting explicit, challenging and achievable learning goals. Teachers provide timely and effective feedback to support and improve student learning outcomes.

School Learning Support Officers build their knowledge and skills to effectively support targeted students.

Data Skills and Use

Teachers engaged in collaborative professional learning each term with a focus on the use of data to inform teaching practise.

Evaluation Plan

Manning Gardens Public School will accumulate a range of evidence embedded into the milestone improvement process. This will be analysed in an annual evaluation for each key improvement project. Data sources include:

- * System and school data.
- * Teacher reflection, including focus groups and interview.
- * School and teacher document analysis.
- * Tell Them From Me Survey.
- * Data for self assessment against the School Excellence Framework, Version 2.

Practices and Products

Practices

Effective Classroom Practices

Instructional Leader and Curriculum Leaders working with class teachers, engaging in collaborative teaching practices such as Quality Teaching Rounds.

Teachers consistently use data and evidence to plan, teach and evaluate quality teaching strategies to optimise learning progress.

School Learning Support Officers work strategically with targeted students to support class teachers to implement quality teaching strategies.

Data Skills and Use

Teachers consistently use evidence-based data and assessment practices to inform teaching and learning.

Products

Effective Classroom Practices

Teachers use a range of explicit strategies to explain and breakdown knowledge to support quality teaching.

Students engage in challenging learning tasks that extend their capabilities.

Data Skills and Use

All class teachers collate and analyse evidence-based data and assessments to inform and differentiate the content of lesson delivery.

Strategic Direction 2: Learning

Purpose

To ensure every student is known, valued and cared for. Hallmarks of the quality learning philosophy at Manning Gardens PS are differentiated, visible, purposeful and inclusive pedagogy that builds inspired, successful learners.

Improvement Measures

Teaching Strategies

Increase the % of students demonstrating growth against learning progressions to match syllabus outcomes in:

Speaking and Listening across K–6 from 28% (in 2017) to 65% (in 2020).

Numeracy across K–6 from 33% (in 2017) to 66% (in 2020).

Student Performance

Moving from delivering to sustaining and growing against the School Excellence Framework in the themes of student growth and internal and external measures against syllabus standards.

People

Staff

Develop the skills to use student assessment data to analyse and evaluate student understanding of content, identifying interventions and modifying teaching practice. (Teaching Standards 5.4.2)

Increase capacity to design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds. (Teaching Standards 1.3.2)

Students

Increase confidence and competence in identifying and achieving their learning goals.

Parents/Carers

Increased confidence to engage and participate to support their child's learning.

Processes

Teaching Strategies

Professional learning opportunities support the increase of teacher knowledge and implementation of learning progressions. A wide range of formative assessment practices are utilised for consistency of teacher judgement and differentiated learning.

Student Performance

Teachers provide quality feedback which supports students to develop learning goals and take increased ownership of their learning.

Evaluation Plan

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- * System and school data.
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Practices and Products

Practices

Teaching Strategies

Teachers consistently use formative assessment to deliver differentiated lessons at students point of need.

Student Performance

Students clearly articulate their learning goals and receive, respond and reflect on feedback related to their learning.

Teachers consistently provide effective feedback to students.

Products

Teaching Strategies

Teachers consistently provide explicit, specific and timely feedback to support improved student learning.

Student Performance

Positive trend data in NAPLAN numeracy and reading showing growth from Year 3 to Year 5 from 2018 to 2020.

Strategic Direction 3: Leading

Purpose

To enhance leadership across the whole school community. Hallmarks of the quality leadership philosophy at Manning Gardens PS are planning, implementing and reporting on school priorities and strategic processes in order to promote and strengthen home, school and community partnerships.

Improvement Measures

Professional Learning

100% of teaching staff engaging in professional learning communities through the Quality Teaching Round process.

Staff Leadership

Growth in student attendance from 84% (2017) to 95% (2020).

Increase the proportion of students integrating between the support unit and mainstream from 13% (2017) to 50% (2020).

Community

Achieve positive shift from sustaining and growing to excelling against the School Excellence Framework in the themes of community engagement and community satisfaction.

People

Staff

Increased capacity to use the Australian Professional Standards for Teachers to support colleagues to identify and plan professional development goals. (Teaching Standards 6.1.2)

Develop the skills to identify and plan for professional learning by engaging in high quality targeted opportunities to improve practice. (Teaching Standards 6.2.3)

Students

Improve attendance, transition and integration opportunities through increased engagement and leadership opportunities as a result of improved skills, attitudes and beliefs.

Leaders

Develop the capacity to plan, implement and report on school priorities to promote and strengthen engagement with our school plan.

Community Partners

Participate and actively engage in school initiatives and activities.

Processes

Professional Learning

Teachers initiate collaborative relationships to expand professional learning opportunities and engage in action research based on the school's strategic plan.

Staff Leadership

The school will develop plans to increase and strengthen student attendance, transition to Kindergarten and high school and the integration of students between mainstream and support unit.

Community

The school creates opportunities to develop and maintain strong collaborative and consultative partnerships with the wider school community.

Evaluation Plan

Manning Gardens PS will accumulate a range of evidence embedded into the milestone improvement process. This will be analysed in an annual evaluation for each key improvement project. Data sources include:

- * System and school data.
- * School and teacher document analysis.
- * Tell Them From Me Survey.
- * Community feedback.
- * Data for self assessment against the School Excellence Framework, Version 2.

Practices and Products

Practices

Professional Learning

All class teachers engage in Quality Teaching Rounds and targeted evidence-based professional learning.

Staff Leadership

Implementation of a targeted attendance action plan.

Strengthen transition practices for preschool to Kindergarten and Year 6 to high school.

Establish and embed an integration procedure for students in the Support Unit.

Community

Actively engage with parents, carers, community, AECG and other local service providers to build authentic collaborative partnerships.

Products

Professional Learning

All teaching staff implementing an integrated approach to quality teaching.

Staff Leadership

Attendance and transition systems and procedures are developed and embedded across the entire school and endorsed by school community.

Community

School P&C meets on a monthly basis.