

School plan 2018-2020

Plattsburg Public School 7308



School background 2018–2020

School vision statement

Equipped for life

Our legacy will be building the capacity of our community to lead successful lives, be confident, innovative and engaged learners.

School context

Plattsburg Public School is a school with an average population of 235 where 22% identify as Aboriginal and 12% as having a non-English speaking background. Located in the suburb of Wallsend we have a proud history of providing more than 150 years of public education to the community. Our school community characterised by hard work, a fair go for all and honest friendship; a strong P&C supports community events. Enrolment is affected by high rates of mobility. Trend data indicates a 30% mobility rate.

The school has a strong focus on providing individualised learning opportunities for students to achieve. This includes significant access to technology, CAPA and alternative play opportunities.

Diversity is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are engaged and achieving. Non-Aboriginal students both share and participate in learning about Aboriginal culture, histories and experiences.

School systems support extensive differentiated learning through Individual Learning Plans, Tiered support and mastery learning. School developed programs focus on fast recall of basic operations and an explicit approach to support students to achieve in Reading and Writing. Enhanced systems of operation support families of students with additional needs.

We are an Early Action for Success (EaFS) school and, as such, have a significant focus on early Literacy and Numeracy achievement. Strong data tracking of student performance and the close analysis of that data further supports differentiation.

Committed to the Callaghan Education Pathways (CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K–12.

School planning process

In 2017 an extensive evaluation of key school strategies and milestones was undertaken. In partnership with the P&C, AECG consultant & 2017 AECG President, students, school community and staff the following methodology was used by the school evaluation team:

- Focus Group discussions with students, parents/carers, and AECG;
- Analysis of NAPLAN Numeracy (years 3 and 5), policies and programs, plans, budgets, student work samples, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Student voice
- Surveys
- Analysis of student achievement data (formative and summative), including a detailed NAPLAN analysis using SMART.

Conclusions drawn from collated data were used to inform future directions. These directions articulate the school's priorities over the next three years. The directions are aligned the School's Excellence Framework, are future-focused and will drive a whole school culture of educational and organisational excellence. The directions are:

- Teaching
- Learning
- Leading

The strategic directions show how Plattsburg PS will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. Our directions maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, celebrates difference and sustains reciprocal communication within our community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 LEARNING

Purpose:

To develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.



STRATEGIC DIRECTION 2 TEACHING

Purpose:

Teachers take a shared responsibility for student improvement and contribute to a transparent learning culture, including sharing expertise and collaboratively deploying effective teaching strategies.



STRATEGIC DIRECTION 3 LEADING

Purpose:

To commit to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Strategic Direction 1: LEARNING

Purpose

To develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

TTFM survey data indicates levels of Social Engagement in the substrands of Sense of Belonging, Participation and Positive Relationships that meets or exceeds State and TTFM norms.

Aboriginal and non-Aboriginal students consistently enrolled K-2 meet EAfS benchmarks in Literacy and Numeracy.

People

Students

Develop skilled readers who can interact with and comprehend text and numeric text with a capacity to connect information for the purpose of reasoning, inferring and deducting.

Staff

All staff engage with the systemic approaches to student wellbeing where learning, thriving, connecting and succeeding informs consultative planning. (*2)

Parents/Carers

Develop an understanding of student wellbeing and how to understand student progress using individual and whole school data.

Community Partners

Develop, maintain and strengthen effective alliances within Plattsburg PS, the Callaghan LMG/CEP, local AECG and Newcastle University to develop local approaches that grow opportunities for innovative learning, professional learning and collaborative practices.

Leaders

Develop the capacity of executive and aspiring leaders to analyse, annotate and communicate whole school data, with a focus on monitoring milestones and whole school growth and performance.

Processes

Differentiated Learning and Support

School systems facilitate a collaborative approach to individual student learning needs that also values Aboriginality, identity and Aboriginal cultures. (*2)

Evidence Based Approaches

School wide schedules of formative and summative assessment support regular reflection and evidenced based judgement. (*4)

Systematic Whole School Curriculum Development

Curriculum provisions demonstrate the articulation of effective planning and implementation practices. (*3)

Evaluation Plan

A continuous engagement in a process of tracking performance measures and adjusting Milestones against:

- Regular 5 weekly data captures
- TTFM
- School developed surveys
- SWOTS
- FGDs
- Document analysis
- Teaching and learning programs

where data and observations are synthesized each term; articulated into Mapping and Charting documents with evidence and annotations of impact.

Practices and Products

Practices

All Aboriginal students have an explicit Personalised Learning Pathways collaboratively developed and responsive to the identified needs of individual students.

All students with identified additional needs in Literacy/Numeracy have a differentiated teaching and learning program.

Products

- There is a process of monitoring and recording student achievement in Comprehension which is evaluated over time, responding to trends and contextual information.
- A systemic process of monitoring and reporting ongoing student performance in Writing (K-6) is facilitated by regular personalised reporting to parents/carers. (*1)
- Personalised learning pathways are collaboratively developed and regularly monitored to ensure the achievement of Aboriginal students match or better the outcomes of non-Aboriginal students. (*3,6)
- School wide schedules of formative and summative assessment support regular reflection and evidenced based judgement in Literacy and Numeracy (*4)

Strategic Direction 2: TEACHING

Purpose

Teachers take a shared responsibility for student improvement and contribute to a transparent learning culture, including sharing expertise and collaboratively deploying effective teaching strategies.

Improvement Measures

100% of staff provide statistical feedback on student performance in line with assessment schedules.

100% of PLPs and SLSP evidence teacher annotations.

All teachers will collaboratively analyse system and school based data to plan and implement a differentiated curriculum.

People

Students

Develop skilled readers who can interact with and comprehend text and numeric text with a capacity to connect information for the purpose of reasoning, inferring and deducting.

Staff

Develop teacher capacity to maintain learning programs that are stored electronically, are interactive, accessible to executive staff and that explicitly track and adjust cohort and personalised learning achievement.

Parents/Carers

Develop an understanding of student benchmarks and how to understand student progress using individual and whole school data.

Community Partners

Develop, maintain and strengthen effective alliances within Plattsburg PS, the Callaghan LMG/CEP, local AECG and Newcastle University to develop local approaches that grow opportunities for innovative learning, professional learning and collaborative practices.

Leaders

Develop the capacity of executive and aspiring leaders to analyse, annotate and communicate whole school data, with a focus on monitoring milestones and whole school growth and performance.

Processes

Mentoring and Coaching

Staff are mutually engaged in the development of expertise across identified curriculum priorities inclusive of Aboriginal perspectives. (*10)

Collaborative Design

Innovative practices are identified to facilitate the development of explicit systems of teacher /executive collaboration and feedback. (*10)

Evaluation Plan

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Practices and Products

Practices

- Every teacher engages in the comprehensive collation and analysis of student data to identify interventions and modify teaching practices.
- Teachers engage in regular mentoring and coaching support to ensure ongoing development and improvement of all teachers. (*10)

Products

- Student data is regularly used to monitor the efficacy of teaching and student learning outcomes as a driver for ongoing school wide improvement in teaching and is evidenced in the mapping practices of recording and annotating.
- Teacher programming in Literacy and Numeracy is responsive to data, reflections on data and emerging syllabus changes and is evidenced by annotations that address individual and cohort needs.
- All teaching programs are stored electronically with a developing collegial interface that facilitates feedback and annotating change. (*10)

Strategic Direction 3: LEADING

Purpose

To commit to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

Curriculum teaming evidenced by development/review of scope and sequences and team teaching practices.

Resources allocated to support systemness.

PL aligned to the SP and evidenced by the registration of school based PL on the MyPL system.

Mapping of the SP is uploaded into SPaRO every 10 weeks.

People

Students

Develop skilled readers who can interact with and comprehend text and numeric text with a capacity to connect information for the purpose of reasoning, inferring and deducting.

Staff

Develop teacher capacity to maintain learning programs that are stored electronically, are interactive, accessible to executive staff and that explicitly track and adjust cohort and personalised learning achievement.

Parents/Carers

Develop an understanding of student benchmarks and how to understand student progress using individual and whole school data.

Community Partners

Develop, maintain and strengthen effective alliances within Plattsburg PS, the Callaghan LMG/CEP, local AECG and Newcastle University to develop local approaches that grow opportunities for innovative learning, professional learning and collaborative practices.

Leaders

Develop the capacity of executive and aspiring leaders to analyse, annotate and communicate whole school data, with a focus on monitoring milestones and whole school growth and performance.

Processes

Distributed Leadership

The schools strategic directions are supported by administrative systems, whole of school structures, processes and practices that have a clear focus on improvement.

Evidenced Based Practice

Instructional Leadership & Mentoring strategies systematically monitor the impact of the school plan to inform changes.

Evaluation Plan

A continuous engagement in a process of tracking performance measures and adjusting Milestones against:

- Regular 5 weekly data captures
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- Document analysis
- Teaching and learning programs

where data and observations are synthesized each term; articulated into Mapping and Charting documents with evidence and annotations of impact.

Practices and Products

Practices

- The schools strategic directions are supported by administrative systems, whole of school structures, processes and practices that have a clear focus on improvement.
- The school leadership team continuously engage in a process of tracking and adjusting Milestones against data and evaluations to underpin ongoing school improvement. (*14)

Products

- Management practices and processes underpin the professional effectiveness of teaching staff and is reflected in continuous analysis and evaluation across the school community.
- School community feedback is regularly sought and evaluated as part of ongoing school improvement processes and synthesized into Mapping documentation. (*14)