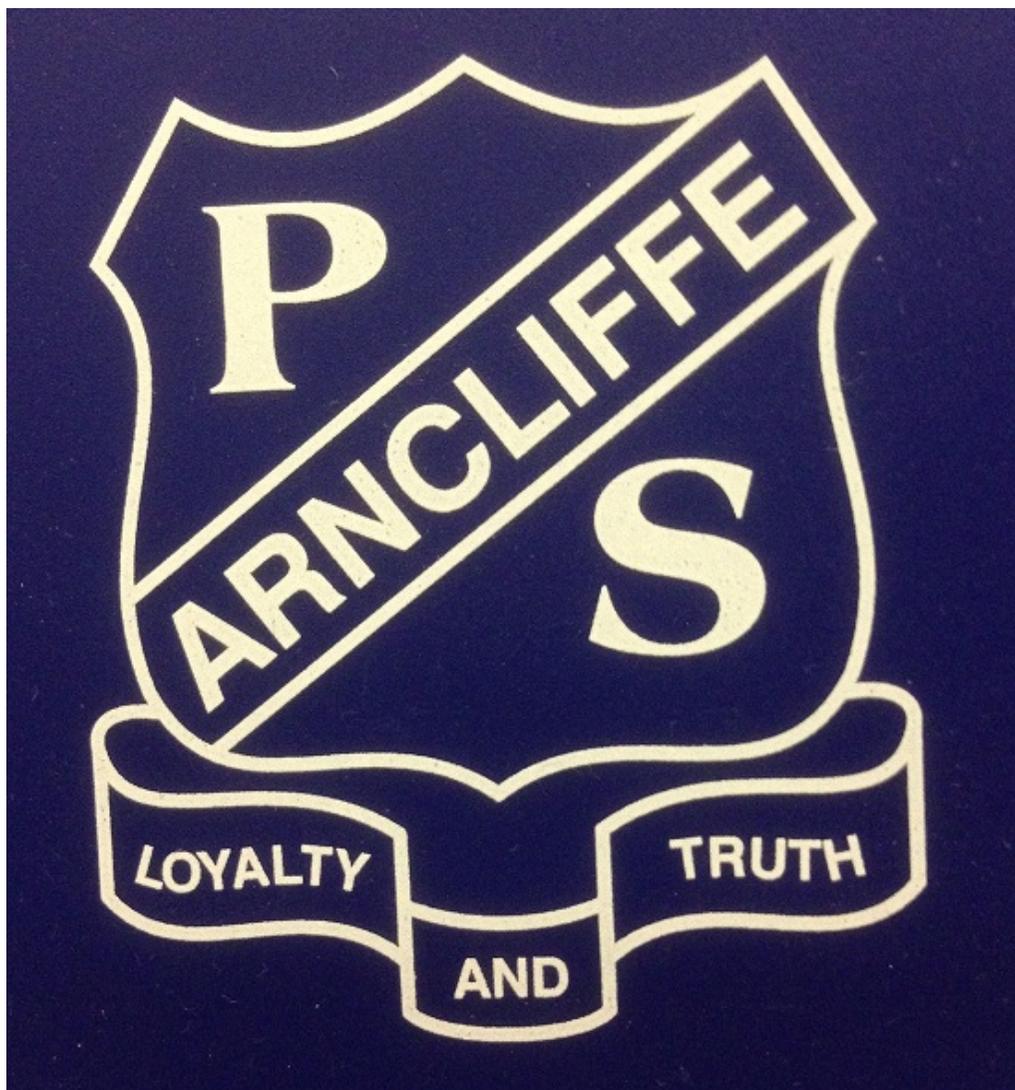


# School plan 2018-2020

## Arncliffe Public School 7401



# School background 2018–2020

## School vision statement

Arncliffe Public School educates students to become responsible, respectful and resilient learners through an innovative and challenging curriculum.

## School context

Arncliffe Public School is situated south of the Cook's river in the Sydney suburb of Arncliffe. Our school values and culture underpin our daily work in ensuring a Safe and Respectful environment. The school provides an aesthetic and nurturing educational environment in which all students can access quality educational programs within a broad and varied curriculum. Students are organised into 17 classes from Kindergarten to Year 6 and come from diverse socio-economic and cultural backgrounds.

Arncliffe Public School has a highly dedicated staff that is committed to ongoing professional learning, ensuring best practice in curriculum delivery and access to engaging and relevant technologies. Our school consistently celebrates student achievements in academic, the performing arts, sporting and cultural achievements thereby attracting widespread recognition of excellence within the school and the wider community.

Promoting student's voice is a priority and students are given opportunities to develop leadership skills through school based programs such as the Students Representative Council, Peer Support, and in elected leadership positions and external programs. The result is confident, articulate and responsible students well prepared for High School.

The school is well supported by an active Parents and Citizens Association and School Council who contribute a significant amount of time and funds to the school on an annual basis, provide feedback on school programs and work tirelessly to promote a sense of community. In addition parents are involved in classrooms and supporting school based learning, music, visual arts and coding programs.

## School planning process

In 2017, a comprehensive review and reflection process was undertaken across the school to evaluate the effectiveness, operation and relevance of current practices and programs. This consisted of surveys, data analysis, reflective conversations and forums with staff, students and parents.

NAPLAN data was scrutinized along with summary reports from ESR, Stage and classroom assessment, data walls and PLAN to inform the distribution of specialist staff and assistance programs across the school. Arncliffe Public is a "Bump It Up" school.

During Professional Learning in Term 4 the staff were introduced to the Appreciative Inquiry Model as an assessment and reflection tool. This approach is based on strengths rather than weaknesses, on a vision of what is possible rather than analysis of what is not. Data and feedback collected from this Inquiry had a significant impact on determining the Strategic Directions for the 2018 – 2020 School Plan. Staff were actively involved in the planning and construction of the School Plan. Reflection of current practice was undertaken, school based and external data was analysed and comparisons aligned to the School Evaluation Framework (SEFV2) statements to determine goals and Strategic Directions for the school 2018 –2010 School Plan. These include:

- **Visible Learning** to promote excellence in teaching and learning, with a specific focus on feedback, writing and mathematics.
- **Quality Teaching** as a coordinated whole school approach to grow and develop teacher capacity.
- **Connected Community** to support our students to connect, succeed, thrive in their learning and social and emotional wellbeing.

The 2018–2020 School Plan has been collaboratively developed during consultative meetings with the school community. This approach has ensured that as a school community we have worked together to create a significant and relevant plan.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Dynamic Learning

**Purpose:**

To ensure the learning environment is dynamic and student focussed. Emphasis will be directed towards developing students to become creative and critical thinkers. Students will be supported to grow into independent and empowered learners who have the academic, social and emotional skills to thrive in our learning community.



**STRATEGIC  
DIRECTION 2**  
Quality Teaching

**Purpose:**

To create a learning environment that is underpinned by high expectations and quality teaching practices that delivers a contemporary curriculum that is accessible to all learners, reflecting the diverse needs of our students.



**STRATEGIC  
DIRECTION 3**  
Connected Community

**Purpose:**

To increase community participation in wellbeing and family partnership projects so our students grow into responsible, respectful learners who have the lifelong skills and attitudes to thrive, succeed and connect in the wider community .

# Strategic Direction 1: Dynamic Learning

## Purpose

To ensure the learning environment is dynamic and student focussed. Emphasis will be directed towards developing students to become creative and critical thinkers. Students will be supported to grow into independent and empowered learners who have the academic, social and emotional skills to thrive in our learning community.

## Improvement Measures

- Increase the percentage of students who can regulate their own learning, set goals, monitor and evaluate their learning and can demonstrate critical and creative thinking.
- All teachers modelling and sharing Visible Learning strategies.
- Increase the proportion of students in the top two bands in NAPLAN Literacy.
- Increase the proportion of students in the top two bands in NAPLAN Numeracy.

## People

### Leaders

- The Leadership team will continue to undertake evidence based professional learning to further develop and support their teams.

### Staff

- Support students to recognise and gather evidence / data of their learning and to reflect and report on this collaboratively.
- Teachers have the capacity to set explicit, challenging and achievable learning goals for all students.

### Students

- Build skills to self-regulate using tools with a focus on developing a growth mindset. They set their own learning goals and reflect on their learning with a particular focus on literacy and numeracy progressions.

### Parents/Carers

- Demonstrate support for the school's learning strategies and are active partners in embedding these into the school culture.

## Processes

### Visible Learning Project

- Drawing on research to develop and implement high quality learning with a focus on writing, feedback and mathematics

### Science, Technology Engineering Art Mathematics – STEAM project

- Embed a STEAM focus into the curriculum to optimise and engage students to increase their engagement in learning by providing differentiated creative learning experiences.

## Evaluation Plan

Monitor student achievement of outcomes by systematically collecting and analysing data and evidence throughout the year using:

- Pre and Post Tests – growth data
- Growth data using the new progressions
- School-based surveys
- TTFM surveys
- NAPLAN Data
- PLAN Data
- Individual learning goals
- Work samples
- Reflection statements

## Practices and Products

### Practices

- Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions
- All teachers understand and explicitly teach literacy and numeracy to all students all levels of the learning continuum, with success that can be measured by improved student progress and achievement data
- All teachers will work collaboratively with an Instructional Leader to improved student outcomes in numeracy that is quantifiable through evidence gathered at regular intervals.
- Workshops for parents to enhance parent knowledge and understanding of Visible Learning and STEAM projects
- Teachers will embed STEAM practices into their repertoire of teaching and learning experiences. STEAM will be integrated across the curriculum K-6 with all students developing the skills to be creative and critical of their learning.

### Products

Students will be self-regulating learners who are monitoring their progress from teacher, peer and own feedback with improved confidence to be self-directed learners.

Improved student confidence and engagement in STEAM projects.

# Strategic Direction 2: Quality Teaching

## Purpose

To create a learning environment that is underpinned by high expectations and quality teaching practices that delivers a contemporary curriculum that is accessible to all learners, reflecting the diverse needs of our students.

## Improvement Measures

- All teachers employing quality teaching and evidence-based teaching strategies.

- Increased number of teachers team-teaching and using flexible classroom practices including Google Classroom and the G Suite.

- Increased opportunities for purposeful and sustained interschool Community of Practice focussed on continuous improvement of teaching and learning

- Improved student results at transition points (Year 5–Year 7).

- Increased evidence of students collaborating to problem solve using creative and critical thinking strategies.

## People

### Leaders

- School executive model future focussed teaching and learning as instructional leaders with a focus on distributive leadership.
- Leaders and aspiring leaders share a common understanding of effective Instructional Leadership and support a culture of high expectations.

### Staff

- Teachers committed to developing innovative practices aligned to their teaching and learning programs.
- Teachers have the skills and knowledge of contemporary and effective classroom practice and embed this in their teaching and learning practice as collaborative Stage teams.

### Parents/Carers

- Demonstrate support for the schools learning strategies and are active partners in embedding these into the school culture.

### Community Partners

- The BCoS has a shared purpose to drive improvement through collective teacher efficacy.

### Students

- Will be engaged in their learning.
- Set their own learning goals and reflect on their learning.
- Take responsibility for their learning.

## Processes

### Future Focussed Teaching and Learning Project:

- Future-focused learning project is designed to prepare students with skills and capabilities to thrive in our changing world. Teachers are flexible with their teaching strategies and learning environments.

### Aspiring Leaders Project:

- Aspiring Leaders build their leadership capacity using the Australian Teaching Standards as well as developing an action plan to lead a school project within the Strategic Directions.

### Community of Practice Project:

- Teaching staff demonstrates and shares their expertise within their school and across BCoS, leading to ongoing students improvement (Bayside Community of School, Visible Learning)

## Evaluation Plan

- Future focussed learning strategies embedded across the school and in all classrooms.
- Systematically collecting, analysing and discussing evidence of progress.
- Classroom observations of teaching practice and feedback
- TTFM surveys
- PLAN data
- NAPLAN data
- Learning progressions

## Practices and Products

### Practices

- All teachers regularly observing each others lessons to improve practice. One hour per term, per teacher during RFF, dedicated to walk-throughs.
- Teacher's using flexile learning spaces and flexible delivery of teaching using Google Classrooms and the G Suite to engage students and connect school and home learning.

- All staff place a high priority on professional learning, striving for excellence and continuous improvement.
- Leadership mentoring to improve teaching and develop aspiring leaders through shadowing experienced leaders at meetings and workshops.

- Teachers have expert contemporary knowledge and deploy effective teaching strategies. Inter-school Action Research Projects are developed across Bayside Community of Schools where teachers trial innovative teaching and have systems in place to evaluate, refine and scale success.

### Products

- Confident teachers who share classes and expertise, embedding Google Classrooms across the school.
- Students as confident users of Google Classroom who are constantly building their Information, Community and Communication skills.
- Teachers applying for higher positions.

# Strategic Direction 2: Quality Teaching

**Processes**

- Evidence of the increased usage of the G Suite and Goggle Classroom applications

**Practices and Products**

- A professional learning community of schools that is focused on improvement and student growth.
- Teachers team-teaching in a flexible learning spaces.

# Strategic Direction 3: Connected Community

## Purpose

To increase community participation in wellbeing and family partnership projects so our students grow into responsible, respectful learners who have the lifelong skills and attitudes to thrive, succeed and connect in the wider community .

## Improvement Measures

- Increased attendance and feedback from parents at P&C meetings, School Council forums, workshops and community events as evidenced in attendance numbers and survey Reponses.
- Increase parent knowledge and access to Community Health Services as a result of attending the inaugural Mental Health Expo and the "Tuning into Kids" program.
- Improved student wellbeing and management of social and emotional wellbeing through increased access to school based programs.

## People

### Leaders

- School executive build the capacity of the community, by promoting a culture of inclusivity.

### Staff

- Staff understand the need to build and maintain strong community relations with parents through positive and timely communication, consultation and reporting processes.

### Students

- Will be better equipped to manage and regulate their social and emotional responses leading to improved learning outcomes, confidence and resilience.

### Parents/Carers

- Through a variety of learning opportunities, parents are confident in their ability to support their child's learning and wellbeing at home and at school.

## Processes

### KidsMatter – Social and Emotional Project

Social and Emotional programs for students include Art Therapy for students in Stages 1 and 2 and Peaceful Kids for students in Stages 2 and 3 designed to build confidence and resilience.

### Tune into Kids project

The GOT IT Team project has been modified to a parent program "Tune Into Kids" designed to build parenting confidence and regulation strategies.

## Evaluation Plan

- Parent attendance "Tune into Kids"
- Parent attendance at social and emotional wellbeing workshops
- Attendance at Mental Health Expo.
- Feedback from students participating in Mindfulness practices as a result of the Peaceful Kids program
- Attendance data
- School Counsellor referrals
- Learning and Support referrals

## Practices and Products

### Practices

Two-way, respectful communication between staff and parents through regular forums and workshops leading to a deeper understanding or social and emotional wellbeing.

The school community connects meaningfully with external educators and networks beyond the context of our school.

Students understanding and participating in Mindfulness activities including mediation.

### Products

Increased number of parents and carers using external agencies to support student mental health creating confident and resilient students that can regulate their emotions.

The Mental Health Expo will increase parent knowledge of services available in the community and how to access these.

Students have the skills and strategies to monitor and assess their social and emotional wellbeing and know how to seek support.