

School plan 2018-2020

Stuarts Point Public School 3643



School background 2018–2020

School vision statement

Stuarts Point Public School is committed to creating independent lifelong learners who develop resilience and perseverance through a growth mindset.

We offer a wide range of quality learning opportunities where students develop a love of learning in a culture of high expectations. Curiosity, independence, creativity and critical thinking are fostered while the wellbeing of our students is fundamental throughout the learning journey.

As high quality teachers we are dedicated to working collaboratively towards common goals to promote equity and excellence so that our students can be successful learners who are confident, creative individuals ready to become the next generation of active and informed citizens and functional members of society. (Melbourne Declaration on Educational Goals for Young Australians, 2008)

School context

Stuarts Point Public School is a small school located on the Mid North Coast of NSW.

Our enrolment supports three multi-stage classes and includes students from a diverse range of backgrounds. The Family Occupation and Education Index (FOEI) for the school community is 157 which is well below the state average of 100. We have an ATSI student population of 32%.

The school is supported by the SBAR equity loading: Socio-economic and Aboriginal background. Early Action for Success (EaFS) is a feature. This strategy combines high quality leadership, collaborative mentoring, a focus on individual students and early intervention to ensure all students achieve expected outcomes. Evidenced based programs such as TEN and L3 in Kindergarten and Stage 1 are a priority.

Our school motto “To Greater Heights” is continually emphasised as all students are encouraged to be self-directed lifelong learners, where every child is supported and empowered.

Stuarts Point Public School is a proud member of both the Macleay Public Schools (MPS) and Nambucca Valley Community of Public Schools (V10) delivering excellence, opportunity, innovation and success.

The school has an active P&C and a proud tradition of meeting the community and state-wide educational needs of students for over 125 years.

School planning process

Following rigorous collaborative processes that informed our External Validation through the School Excellence Framework (SEF), we were able to use evidence based decision making to inform the priorities for our new school plan.

A thorough analysis of policies, teaching programs, whole school plans, professional learning summary, budgets, meeting minutes, performance and development processes, classroom observations, program data, assessment information, NAPLAN analysis using SMART Data, PLAN, EAfS data collections, attendance, Tell Them From Me (TTFM) surveys and other documents like FOEI were also used by the evaluation committee.

The progress of the 2015–2017 School Plan was evaluated and this contributed to informing future school directions.

Consultation with key stakeholders included P&C, staff, community and representatives from Aboriginal Education groups.

School strategic directions 2018–2020

**Purpose:**

To develop resilient, successful literacy and numeracy learners who are reflective, developing a growth mindset to learn, adapt and become responsible citizens who flourish now and in future years.

**Purpose:**

To develop highly expert, inspired teachers who show collaborative and reflective practice, demonstrating personal responsibility in order to improve student learning through evidenced based strategies.

Strategic Direction 1: Resilient, Successful Learners

Purpose

To develop resilient, successful literacy and numeracy learners who are reflective, developing a growth mindset to learn, adapt and become responsible citizens who flourish now and in future years.

Improvement Measures

All students show significant improvement in engagement with their learning, understanding how they learn and their ability to self regulate.

SCOUT literacy and numeracy value added data indicates a movement towards sustaining and growing in K–3, 3–5 and 5–7.

People

Students

Students know how to set SMART goals and understand how they can use them to improve their literacy and numeracy.

Staff

Staff are data literate and use these skills to develop effective student learning programs.

Parents/Carers

Parents and Carers collaboratively support their child's engagement, wellbeing and educational aspirations.

Leaders

Leaders have a strong understanding of strategies to ensure collective efficacy and growth mindset and share this with staff.

Community Partners

Community partners work with school staff to support student achievement in learning, engagement and wellbeing.

Processes

Student Agency

Students understand how they most effectively learn, becoming self monitoring, resilient, motivated learners.

Literacy and Numeracy Skills.

Students engage in learning activities where they apply critical, interpretive, problem solving and flexible thinking to construct and refine literacy and numeracy skills.

Evaluation Plan

Ongoing monitoring and analysis of:

- Milestone implementation plan
- PLAN 2 data
- NAPLAN (SMART) data
- Student Work Samples
- L3 data
- TEN data
- IEP's
- Classroom teaching programs
- Classroom Observation data
- Tell Them From Me (TTFM) data
- SCOUT data
- ACARA capabilities framework

Practices and Products

Practices

Student Agency

- Students self reflect on their learning, track their development as a learner and articulate their learning processes.
- Every student is actively and consistently engaged in learning that is meaningful and at their zone of proximal development.
- Teachers understand how students learn and provide a safe supportive learning environment.

Literacy and Numeracy Skills

- Teachers confidently and regularly use data to inform teaching and learning.
- Students and teachers give and receive feedback to drive teaching and learning

Products

Student Agency

- Student Agency Rubric shows growth across all elements.
- QT walk throughs show positive growth in the Quality Learning Environment elements of engagement, high expectations, student self regulation and student direction.
- Student Learning Maps show deeper understanding of their learning processes.
- TTFM student data indicates growth in the key drivers of student outcomes in Yr 4–6.

Strategic Direction 1: Resilient, Successful Learners

Practices and Products

Literacy and Numeracy Skills

- All students show expected growth in literacy and numeracy as evidenced by EAfS data.
- All IEP's have identified literacy and/or numeracy goals.
- K–6 writing rubrics developed and used for pre and post writing tasks.
- L3 student data shows reciprocity between Instructional Reading levels, Hearing and Recording Sounds (HARS) and Vocabulary.
- Learning intentions and success criteria are co-created and evident in the teaching of literacy and numeracy.
- Teaching programs show data is being analysed to drive student learning aligned to syllabus outcomes.

Strategic Direction 2: Inspired, Collaborative Teachers

Purpose

To develop highly expert, inspired teachers who show collaborative and reflective practice, demonstrating personal responsibility in order to improve student learning through evidenced based strategies.

Improvement Measures

All teachers use the Australian Professional Standards for Teachers (APST) to reflect on and refine their teaching practice ensuring that evidence based pedagogy is embedded K–6.

School self evaluation against the School Excellence Framework 2 (SEF 2) indicates a movement from delivering to sustaining and growing in the *Teaching* domain element of *Learning and Development* with a focus on collaborative practice, feedback, expertise and innovation.

People

Staff

Staff understand evidenced based pedagogy and use collaborative, reflective practice through targeted professional learning to build capacity, developing expert teaching practice.

Leaders

Leaders provide opportunities and share their expertise to build stakeholder capacity in understanding evidence based practice.

Students

Students have an understanding of how to use feedback to enhance their learning.

Parents/Carers

Parents and Carers understand how to support their child's learning.

Processes

Evidence Based Pedagogy

Staff will use evidence based research to drive effective teaching strategies, where continuous assessment and professional learning are key drivers of change.

Collaborative Reflective Expertise

Teachers use regular longitudinal opportunities to self assess their teacher impact on learning outcomes and use this to drive collaborative conversations and shared expertise practices.

Evaluation Plan

Ongoing monitoring and analysis of:

- Milestone implementation plan
- AITSL self assessment tool
- Monitoring of teacher PDP goals
- APST
- Teacher surveys
- Teacher artefacts
- Classroom teaching programs
- Classroom Observation data
- Tell Them From Me (TTFM) data

Practices and Products

Practices

Evidence Based Pedagogy

- Teachers demonstrate high expectations and co–create challenging learning intentions and success criteria for every student.
- Teachers provide explicit, specific and timely feedback.

Collaborative Reflective Expertise

- Teachers regularly engage in professional discussion and collaborate to ensure an improvement in student outcomes.
- Teachers willingly participate in classroom observations and use feedback to refine teaching practice.

Products

Evidence Based Pedagogy

- All teachers are accredited and familiar with the APST and are maintaining accreditation at proficient or pursuing higher levels
- All teachers demonstrate and share expertise, have high levels of contemporary content knowledge and teaching practices and rely on evidence based teaching strategies.

Collaborative Reflective Expertise

- There is high level relational trust evidenced by TTFM data and teacher surveys.
- Teaching programs aligned to Australian curriculum and stage

Strategic Direction 2: Inspired, Collaborative Teachers

Practices and Products
outcomes.