

School plan 2018-2020

Schofields Public School 3046



School background 2018–2020

School vision statement

We are committed to providing high quality education in a nurturing, inclusive and innovative learning environment; so that all students are active participants in their learning and inspired to be their best.

School context

Schofields Public School is a school with strong parent support and a rapidly increasing and diversifying student population. The enrolment for the start of 2018 is 401. Our teachers encourage students to reach their full potential academically, socially, culturally and physically. The school executive is made up of a non-teaching principal and four teaching assistant principal positions. During 2017 we had a significant focus on numeracy and reading as part of the school's 'Bump It Up' strategy. This focus will continue through the next plan cycle. It is anticipated that the entire school will be moved to temporary accommodation on the existing site for 18–24 months until a new permanent school is constructed for completion in 2020. The new school will feature shared collaborative learning spaces for students and staff. Our arts program includes music, choir and dance groups that perform regularly at community events. We have a comprehensive sports program utilising our expansive grounds and concentrating on fun physical activities including dance, team sports and fitness. As part of our student well-being review and evaluation we have decided to implement Positive Behaviour for Learning (PBL) to strengthen our behaviour systems. The school enjoys strong community support with an active P&C fundraising for major resources in the school.

School planning process

Throughout 2017 information was gathered from students, staff and parents through formal and informal channels to inform the 2018–2020 school plan.

Students and parents provided feedback on school performance and direction through online surveys and parents participated in feedback and direction forums where they were able to state what they wanted maintained, added, removed or changed.

Staff were given numerous opportunities to provide feedback about current performance and future directions through online surveys and face to face sessions. Staff provided directions for future improvements and evaluated the current and draft school vision.

Student and school performance data was also central to the planning consultation and the subsequent development of the vision, strategic directions and school plan.

School strategic directions 2018–2020



Purpose:

To create a stimulating and engaging learning environment, through knowing our students, how they learn and the significance of the learning, to ensure our students become confident, collaborative, creative and informed global citizens.

Purpose:

To ensure teachers demonstrate deep curriculum knowledge, evidence based practice and excellence in the art of teaching. To engage in professional learning that utilises both internal and external expertise and is purpose driven to enrich the learning outcomes for all students. To strengthen student growth across all areas of NAPLAN with a clear focus on shifting students in middle bands to proficient levels of reading and numeracy achievement.

Purpose:

To create a positive learning culture where all students and staff, connect, succeed and thrive in all settings all the time.

Strategic Direction 1: Highly Engaged Successful Learners

Purpose

To create a stimulating and engaging learning environment, through knowing our students, how they learn and the significance of the learning, to ensure our students become confident, collaborative, creative and informed global citizens.

Improvement Measures

100% of classroom and teacher programs showing evidence of student goal setting and tracking of student learning.

85% of students are able to articulate the success criteria and learning intentions in their classrooms during classroom walkthroughs.

Increase the level of student interest and motivation by 4% as measured by the Tell Them From Me (TTFM) survey.

People

Students

Become reflective, critical learners to improve their learning outcomes in all Key Learning Areas.

Staff

Nurture a growth mindset amongst teachers to challenge current beliefs about the learning capabilities of our students.

Parents/Carers

Build trusting and collaborative relationships with parents and carers through clear communication of school goals and their children's learning goals.

Leaders

Build capacity to lead the changes in mindset required for the whole school community to improve student outcomes through increased student engagement and pedagogy.

Community Partners

Utilise local links and work collegially with local networks on Visible Learning.

Processes

Embed high impact tools and strategies in teaching and learning programs.

Create systems for setting and tracking student goals, success criteria and learning intentions, and achievement data.

Trial flexible pedagogies, seating and classroom organisation to maximise student engagement.

Evaluation Plan

Leadership team monitor teaching and learning, through program collection and feedback, classroom observations to check for success criteria, learning intentions and that future focussed competencies are embedded. Classroom walkthroughs will also measure the level of student engagement in learning activities. TTFM surveys will be administered and analysed for student engagement and challenge.

Practices and Products

Practices

Staff regularly collect and analyse a variety of formative and summative data; data moderation occurs at stage and school levels to ensure consistency of teacher judgement.

Students reflect and report on the learning goals they have set in collaboration with their teachers based on the feedback they have received.

Products

The whole school understands the importance of students having access to future focused competencies for enhanced life and learning outcomes.

Teachers are upskilled to differentiate learning for their students that relates to their learning goals.

Strategic Direction 2: High Impact Teaching

Purpose

To ensure teachers demonstrate deep curriculum knowledge, evidence based practice and excellence in the art of teaching. To engage in professional learning that utilises both internal and external expertise and is purpose driven to enrich the learning outcomes for all students. To strengthen student growth across all areas of NAPLAN with a clear focus on shifting students in middle bands to proficient levels of reading and numeracy achievement.

Improvement Measures

To increase the proportion of students achieving in the top two NAPLAN bands in reading and numeracy by 4% each year until 2019

To decrease the proportion of students achieving in the bottom two NAPLAN bands in reading and numeracy by 2% each year until 2019

People

Students

Strengthen and promote understanding of how reading and numeracy can lead to improved life outcomes. Students enjoy reading and maths.

Staff

Provide targeted professional learning for all staff to meet the learning needs of students with a focus on reading and numeracy. Ensure that teachers are able to identify the learning needs of their students in the middle bands and deliver effective teaching strategies.

Parents/Carers

Provide parents/carers with strategies to support their child's skill development in reading and numeracy. Promote the value of literacy and numeracy with parents and encourage role modelling at home.

Community Partners

Work collegially with the network of schools in the Bump It Up initiative.

Leaders

Develop the skills and capabilities of key personnel in leading improvement in reading and numeracy.

Processes

Delivering a program of professional learning that maximises teachers' ability to deliver high impact teaching in numeracy.

Delivering a program of professional learning that maximises teachers' ability to deliver high impact teaching in reading.

Implement systems to ensure the growth in teacher efficacy in line with the Professional Teaching Standards.

Evaluation Plan

Strategically monitor student progress in curriculum, emotional, social and wellbeing data e.g. NAPLAN, Tell Them from Me, Individual Learning Programs, and school-based assessment data.

Practices and Products

Practices

Teachers develop assessment activities to support consistent and comparable judgements of student growth.

Explicitly teach comprehension strategies utilising the modelled, guided and independent lesson structure.

Utilise pre-assessment data to ensure the 'launch, introduce, explore, summarise/review' model targets mathematical learning for all students

Products

All staff, students and school community members understand the significance of reading and numeracy for enhanced learning outcomes.

Numerate students interpret, apply and evaluate mathematical strategies in real world situations.

Students use an integrated range of skills, strategies and knowledge to fluently read, view and comprehend a wide range of texts.

Development of an enthusiastic reading culture across the school.

Strategic Direction 3: Connect, Succeed, Thrive

Purpose

To create a positive learning culture where all students and staff, connect, succeed and thrive in all settings all the time.

Improvement Measures

Increase the number of students showing positive behaviours for effective learning.

Sustained high levels of positive student, staff and parent satisfaction levels with school learning culture and environment being greater than 85%.

People

Students

Students develop qualities of leadership, compassion, responsibility, support and ownership in becoming respectful, responsible learners.

Staff

Develop a positive and consistent approach to universal practices in the whole school setting.

Parents/Carers

Have a better understanding of the systems and processes used by the school to manage student behaviour.

Community Partners

Establish connections with PBL coach and other schools.

Leaders

Leaders demonstrate commitment to and knowledge of PBL.

Processes

Implementation of first year of Positive Behaviour for Learning (PBL).

Design and implement school wide behaviour expectation matrix.

Plan and deliver teaching and learning sequences to teach behaviour expectations.

Evaluation Plan

Analysis of PBL data. Parent, student and staff surveys conducted yearly to evaluate level of satisfaction. Feedback from the P&C, school forums and surveys.

Practices and Products

Practices

Student behaviour data is tracked and analysed in centralised data base.

Staff to have high expectations of students' academic and social learning.

Staff explicitly teach behaviour expectations in line with identified priorities.

Products

Behaviour expectations displayed around the school.

Improved academic performance across all Key Learning Areas.

Consistent approaches to behaviour management.