School plan 2018-2020

Shortland Public School 3065

School background 2018–2020

School vision statement

Shortland Public School, is a place where life–long learning is promoted through respectful relationships, community spirit and holistic educational experiences. A sense of safety, stability and belonging underpin an environment that is driven by personal bests. Students learn in a happy and valued environment by teachers that inspire them, developing skills to guide and shape their future. Shortland Public School values 'Respect, Responsibility and Relationships'.

School context

Shortland Public School has an enrolment of **233** students. This includes **215** students in mainstream classes, **18** students in support classes, **16%** of students from Aboriginal backgrounds and **13 %** of students from a language background other than English. Shortland Public School possesses committed teachers who produce rigorous curriculum programs focused on academic growth and development. As an Early Action for Success school, we possess a strong Instructional Leadership model to improve teacher practice and student outcomes. We focus on differentiation for all children through guided instruction and self directed learning. Shortland Public School is an inclusive school which nurtures the social success of each individual by maintaining a positive and caring learning environment.

School planning process

The writing of the school plan commenced in 2017. It started with the review of the 2015–2017 school plan through meetings with our school working parties. These working parties included our P&C Committee, Aboriginal community and our EALD community. At these workshops, community representatives and the Community representatives and school staff discussed progress made throughout the previous 3 years, funding allocations and possibilities moving forward. The executive team wrote the 5 P's, based on Internal and External data analysis, School Excellence Framework assessment and working party suggestions. Once the 5P's were drafted, consultation with staff, the student executive and the working parties was finalised. The School Plan is currently being reviewed by the local AECG. The school has 3 strategic directions, based on the School Excellence Framework and they are Learning, Teaching and Leading. The strategic directions will be seen through the lenses of Curriculum, Literacy and Numeracy, Visible Learning and Wellbeing.

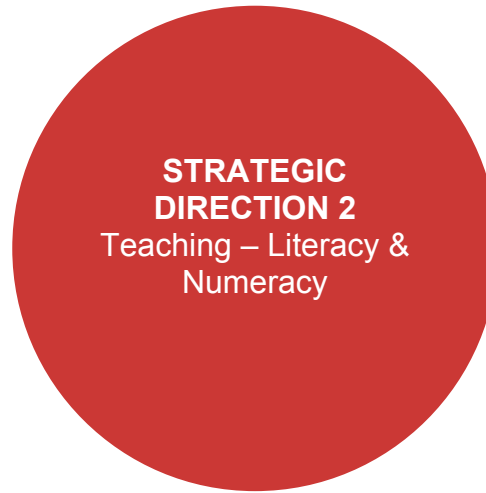# School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Learning – Visible Learning & Wellbeing

Purpose:

Purpose: To create a strong sense of belonging, develop self–directed learners who are engaged and can articulate their learning.

STRATEGIC DIRECTION 2
Teaching – Literacy & Numeracy

Purpose:

Purpose: To develop and deliver explicit teaching programs underpinned by high expectations, visible learning and data analysis to drive student improvement.

STRATEGIC DIRECTION 3
Leading – Community Relationships & Engagement

Purpose:

Purpose: To develop a positive school culture and community of high expectations.

Strategic Direction 1: Learning – Visible Learning & Wellbeing

Purpose

Purpose: To create a strong sense of belonging, develop self–directed learners who are engaged and can articulate their learning.

Improvement Measures

Visible Learning

Increase the proportion of students who use common metalanguage to articulate their learning progression and goal setting.

Wellbeing

An increase in the number of students who achieve an invitation to the termly whole school reward days

Wellbeing

A decrease in the number of negative Sentral entries

People

Students

Students develop a growth mindset as engaged learners and demonstrate self–regulation strategies.

Staff

Teachers develop and promote a shared understanding of an effective learner through creating a positive culture of growth and high expectations.

Parents/Carers

Understand the learning that is taking place in the classroom through feedback and goal setting.

Community Partners

Provide opportunities for the community to be informed about our learning and wellbeing initiatives.

Leaders

Leaders: Leaders provide school wide professional learning and support around evidenced based quality practices.

Processes

Staff participate in professional learning in line with the school's Visible Learning and Wellbeing initiatives.

Staff collaboratively develop a shared vision and language across the school.

Develop effective whole school systems that support the social and emotional wellbeing of all students.

Evaluation Plan

Consistent assessment and student improvement over time will be measured through: NAPLAN data; PLAN 2 data, reading levels and wellbeing surveys.

Evidence of Visible Learning and Wellbeing practices in classroom observations and teaching programs.

Data Sources:

- Visible Learning surveys
- Sentral data
- Teacher feedback
- Termly staff surveys
- SEF analysis termly (Milestones)
- PBL Set & BoQ
- Am I Mindful Survey

Practices and Products

Practices

Teachers collaboratively engage in professional discussions and implement a whole school approach to Visible Learning and Wellbeing.

All teachers use tracking systems to monitor student behaviour

Products

Visible Learning

Visible Learning drives teaching in all programs

Students engage in self–directed learning and articulate their individual goals and how to improve their learning and move forward.

Wellbeing

Students have an increased awareness of how to self–regulate their emotions and behaviours, increasing their level of resilience.

All teaching programs demonstrate evidence of wellbeing strategies that explicitly teach self–regulating behaviours

Strategic Direction 2: Teaching – Literacy & Numeracy

Purpose

Purpose: To develop and deliver explicit teaching programs underpinned by high expectations, visible learning and data analysis to drive student improvement.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands(Reading, Writing & Numeracy) based onthree yeartrend data.

Increase the percentage of students demonstrating value added growth (expected growth) in NAPLAN basedon 2017 baselinedata.

People

Students

Students participate in explicit and engaging individualised learning involving the development and tracking of personal learning goals.

Staff

Staff provide targeted point of need teaching in line with the NSW Syllabus

Parents/Carers

Parents will understand the learning progressions and know how to support their children's learning at home.

Community Partners

Continue to build strong partnerships through maintaining school community consultative groups regarding school performance.

Leaders

Design and implement teaching and learning practices around evidence–based best practice.

Processes

Teachers and staff engage in collaborative practice to analyse literacy data and inform explicit differentiated teaching and learning programs.

Teachers and staff engage in collaborative practice to analyse numeracy data and inform explicit differentiated teaching and learning programs.

Evaluation Plan

Data collection will be collaboratively analysed and used to set students goals.

Consistent curriculum delivery will be measured through program feedback, observations and walk throughs.

- NAPLAN data
- PLP analysis
- PLSP analysis
- SEF analysis termly (Milestone)
- Progression data analysis

Practices and Products

Practices

Teachers engage in collaborative, professional discussions to improve teaching and learning.

Teachers engage in professional learning that develops skills in collecting and analysing data to inform differentiated learning opportunities.

Teachers track student performance using progressions

Teachers set literacy and numeracy goals for each student

Products

Teachers develop and produce engaging,differentiatedprograms that targetthe needsof their students.

Teachers increase their knowledge and understanding of how to effectively use data to differentiate to meet the needs all students.

All students know their achievement towards their goals

Strategic Direction 3: Leading – Community Relationships & Engagement

Purpose

Purpose: To develop a positive school culture and community of high expectations.

Improvement Measures

Increase the proportion of parents/carers engaging in educational school events.

Increase the proportion of parents/carers who are actively involved in setting their child's learning goals.

People

Students

Will be actively engaged with parents and carers about their learning.

Staff

Will promote a collaborative partnership with parents and carers.

Parents/Carers

Parents / Carers: Will engage in their child's learning and goal setting.

Community Partners

Work collaboratively with the school to build a positive school culture.

Leaders

Ensure opportunities are provided for all stakeholders to develop a positive school culture.

Processes

Community Engagement

All school community members actively collaborate to support a culture of engagement and participation.

Community Capacity Building

All school community members actively collaborate to support a culture of high expectations through the development of learning partnerships.

Evaluation Plan

Student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction.

Data collection from school events, participation data from training opportunities and whole school surveys.

SEF analysis termly (Milestone)

- Interview sessions (eg 90% will engage in beginning teacher interviews)
- Book week
- Celebration days
- NAIDOC
- Assembly

Practices and Products

Practices

Provide parent and community members the opportunity to engage in training and professional learning.

Connections with outside agencies will be established to utilise the knowledge, skills and expertise to support learning.

Products

Parent and community members will build capacity and support student learning.

Partnerships with community members will aid in producing and sustaining a positive school culture of high expectations and engagement.