

# School plan 2018-2020

## Abermain Public School 1003



# School background 2018–2020

## School vision statement

As a learning community we know, value and care for every child. We share responsibility to nurture, guide, inspire and challenge students. High quality teaching develops confident and creative individuals with the personal resources for future success and wellbeing.

## School context

Abermain Public School is situated in the Cessnock area of the Hunter Valley. The school currently has an enrolment of approximately 290 students and a team of staff committed to improving educational outcomes for students. Our vision is for quality learning in a safe, respectful community. Our school is an active member of the Cessnock Community of Great Public Schools, involving fifteen public schools serving the Cessnock community. Our community predominately speaks English having been born in Australia. With 60% of carers indicating that they have achieved further qualifications after attending school, working mainly in the following employment: machinery operators, hospitality employees and labouring services. 24% of our students acknowledge their Aboriginal background. As a school we actively support all students in their understanding of their own culture and how that is reflected in the school setting.

Positive Behaviours for Learning (PBL) guides student wellbeing strategies across the school learning environment. Universal values of safety, respect and learning are supported by the community. The school is driven by a deep belief that every student is capable of success. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

An Instructional Leader, Early Action for Success (EAfS) provides support for Early Stage 1 and Stage 1 focused on the achievements in literacy and numeracy while maximising student potential. It is the school's intention to build staff capacity in order to sustain the EAfS model at completion of the intervention by embedding instructional leadership across Stage 2 and Stage 3. Value added data for K–3 students indicates that as a school community we are working in the top quartile. The school directions are focused on continuing a journey of excellence through our constant reflection against School Excellence Framework (SEF).

## School planning process

The Abermain Public School Plan has been developed through consultative processes that included all stakeholders. In 2017 students, staff and parents were surveyed to determine strengths and areas for opportunity to drive future strategic direction after first reflecting on the achievements of the previous school plan.

The school has engaged the P&C and the local community providing a forum to share in the development of strategic directions and action plans while keeping the wider community updated through school newsletters and the website. Feedback was sought from departmental colleagues and the local AECG.

Staff reflected on The Melbourne Declaration and its goals and worked together with community in the shared development of a school vision, strategic directions and their purposes. Version 2 of the School Excellence Framework and "What works best!" research guided conversation and supported the school's vision for excellence.

The School Executive Team have continued to refine the plan and establish action plans for implementation in consultation with school community.

# School strategic directions 2018–2020



**Purpose:**

To create a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching

To support a culture of high expectations of staff through instructional leadership resulting in sustained and measurable whole school improvement. Staff have high expectations of all students

**Purpose:**

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

**Purpose:**

To engage whole school community in delivering students who connect, succeed, thrive and learn.

# Strategic Direction 1: Transformational Leadership

## Purpose

To create a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching

To support a culture of high expectations of staff through instructional leadership resulting in sustained and measurable whole school improvement. Staff have high expectations of all students

## Improvement Measures

100% of teacher observations identify that classroom practice reflects integration of school targeted evidence-based teaching practices

100% of teachers' PDPs will have goals that align with strategic directions outlined in the School Plan, and will demonstrate continuous professional growth through their reflection.

Abermain PS school community assess the school as excelling in the area of educational leadership against the SEF

## People

### Staff

Teaching staff are experts in delivering content using effective teaching strategies to drive ongoing improvement in student results

### Leaders

Leaders use instructional leadership to develop high performing teachers who confidently refine their practice to deliver teaching experiences focused on student progress and achievement

## Processes

### Developing High Performing Staff

School executive use embedded systems and practices to lead staff in becoming high performing teachers that drive ongoing school-wide improvement in teaching practice resulting in a growth in student learning.

### Driving Evidence-based Initiatives

Executive adopt a coordinated approach to leading teachers to have expert contemporary content knowledge and deploy effective teaching strategies

## Evaluation Plan

Lesson observations

Program reflection/review/ PDP goals

Regular collection/analysis of student data

Learning Progressions (PLAN2)

NAPLAN

Reporting of syllabus achievement

Reflection of impact of implementation of milestones activities

## Practices and Products

### Practices

Embedded system of collaborative review of teaching practices that affirm quality and challenge and address underperformance

- collaborative planning
- shoulder to shoulder opportunities
- mentoring
- program review systems /practices
- lesson reflections

All teachers utilise feedback to improve their teaching and learning practice

### Products

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement

The school demonstrates a culture of high performance through the provision of clear learning intentions and success criteria to all students, with a clear focus on student progress and achievement

All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

# Strategic Direction 2: Inspired Teaching

## Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

## Improvement Measures

Increase the percentage of students demonstrating expected growth in reading and numeracy *Increased proportion of all students in the top two NAPLAN bands for reading and numeracy.*

At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

100% of staff programs reflect data analysis practices to inform teaching and learning cycle as observed by executive.

Tell Them From Me (TTFM) data reflects that 75% of students feel confident and challenged in English and Mathematics subjects

TTFM data reflects that 85% of students are interested and motivated in their learning (above state norm )

## People

### Students

Students have the skills to assess their literacy and numeracy progress using Learning Progressions and are actively involved in goal setting for improvement

### Staff

Teaching staff use data to inform evidence-based teaching strategies that promote engagement and drive student achievement to deliver appropriate content.

### Leaders

School executive uses systematic evaluation of data to inform changes in teaching that lead to measurable improvement in student results

### Parents/Carers

Parents/Carers develop an understanding of and value learning initiatives and support the implementation of these with their own children and promote them within the community

## Processes

### Using Data in Teaching

Teachers have the capacity to gather, analyse and utilise data to create programs that meet the needs of all learners and measure their own impact.

### Providing Rich Learning Experiences

Collaborative Planning processes ensure , lessons and learning opportunities are engaging and teaching strategies are evidence-based

### Evaluation Plan

- Lesson reflections /observations
- Regular gathering of student data for analysis ...school based syllabus assessment /Learning Progression (PLAN 2 ) / NAPLAN
- Regular Executive analysis of teacher reflections and lesson plans /teaching programs
- Reflection and reporting on the impact of planned mile-stoned activities.
- TTFM data analysis

## Practices and Products

### Practices

Leadership practices ensure:

every teacher uses learning progression data to inform and differentiate curriculum delivery to support the achievement of syllabus outcomes

programming reflects intentional planning for rich learning experiences that promote student engagement

- teaching is in direct response to student interests
- integrated problem based units form the foundations

### Products

Supervision of staff ensures that 100% of teachers employ evidence-based teaching strategies.

Professional learning ensures effective methods are identified, promoted and modelled.

The school uses sytematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement

- syllabus achievement data
- learning progression data

# Strategic Direction 3: Productive Partnership

## Purpose

To engage whole school community in delivering students who connect, succeed, thrive and learn.

## Improvement Measures

TTFM data reflects that 90% of students feel that they demonstrate positive behaviour at school.

Sentral data reflects an increase in students who consistently demonstrate positive behaviours for learning.

TTFM data reflects an increase to a mean of 8.0 in parents feeling informed about their child's progress and future opportunities.

Abermain PS school community assess the school as excelling in the area of community engagement as the school regularly solicits and addresses feedback from community, embedding a culture of high expectations while effectively catering for a range of equity issues.

## People

### Students

Students are empowered by providing regular feedback to teaching staff about their learning which leads to improved student achievement

### Staff

Teaching staff regularly collect and analyse feedback from students, parents and staff to inform improved practices to support student wellbeing and learning experiences

### Leaders

School executive regularly solicits and addresses feedback from all members of the school community to implement improvement in school practice to meet the needs of all students

### Parents/Carers

Parents/Carers work alongside teaching staff to support the development of learning experiences that cater for the wellbeing and learning needs of their student(s)

### Community Partners

Community partners communicate regularly with the school to develop, implement and support initiatives to build student aspiration and promote wellbeing

## Processes

### Redevelop Reporting Systems

Student reports are personalised and comprehensive, providing detailed clear and specific information about student learning, growth, next steps and improvement measures (student goal setting).

### Developing Community Partnerships

Wider school community is informed and works actively in partnership to support student learning and wellbeing:

- increase opportunities to access community skill and knowledge in the classroom setting
- AECG with DET provides opportunity for staff to access "Connecting to Country". A local Aboriginal perspective is embedded in classroom practice.

### Maintain and Refine Positive Behaviours for Learning (PBL) Practices

Positive, respectful relationships are evident and widespread among whole school community through.

## Evaluation Plan

- PBL Action Plan continually reviewed and refined
- reporting systems and practices reviewed
- TTFM/ 360 tool data reviewed and analysed
- Connecting to Country reflection and its impact on student learning.

## Practices and Products

### Practices

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community

The school implements evidence-based change to whole school practices resulting in measureable improvements in wellbeing and engagement to support learning

### Products

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively cater for the range of equity issues in the school.

There is school-wide, collective responsibility for student learning and success, which is shared by staff, parents and students. Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs in consultation with parents/carers.