

# School plan 2018-2020

## Austinmer Public School 1076



# School background 2018–2020

## School vision statement

Austinmer Public School is committed to providing quality education in a nurturing, innovative learning environment.

We work together as a whole school community to prepare and inspire our students to be successful, confident and creative individuals, within an ever-changing and challenging world.

## School context

Austinmer Public School, overlooking the beautiful Austinmer Beach, services students from the local community and beyond. In 2018 our student enrolment is 327.

Our dedicated staff ensure all students are engaged in quality teaching and learning experiences. The commitment of our teaching and administrative staff to the welfare and the development of the whole child is evident in everything we do.

We value strong links with our parents and community. The P&C supports the school in diverse areas to engage and strengthen student learning.

Our school continues to have a deserved reputation for sport and student wellbeing. In addition our school offers a Chinese Mandarin Community language program, access to the Academically Gifted Program, PSSA sporting opportunities and coding.

The school benefits from working together as a strong collegial group with the Seacliff Community of Schools. Through our collective actions and endeavors we provide outstanding programs for our students and a commitment to our local community.

## School planning process

This plan has been compiled using extensive consultation, discussion and survey points with students, staff and the wider community. Staff utilised the School Excellence Framework to determine evidence based starting points for future improvements.

Throughout Term 4 2017, extensive parent interactions and refinements were sought to fine-tune our plans. Additional support was provided to the writing team by the Principal Support Leadership officer, to ensure a rigorous process that reflected current school needs and aspirations.

A consultation meeting with NIAECG ensured goals for all Indigenous students are being addressed.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Innovative Learning



**STRATEGIC  
DIRECTION 2**  
Quality Teaching



**STRATEGIC  
DIRECTION 3**  
Community Connectedness

**Purpose:**

To create a stimulating, challenging and engaging learning environment which promotes excellence, where students reflect on their own learning to determine future goals.

**Purpose:**

To identify, understand and implement effective, explicit, evidence based teaching strategies to meet the learning needs of all students.

**Purpose:**

To build the school as a cohesive educational community which supports a culture of high expectations and community engagement.

# Strategic Direction 1: Innovative Learning

## Purpose

To create a stimulating, challenging and engaging learning environment which promotes excellence, where students reflect on their own learning to determine future goals.

## Improvement Measures

90% of students are able to articulate their learning and understand what they need to learn next to enable continuous improvement.

90% of students have one year of growth for one year of learning in literacy and numeracy.

100% of students accessing technology to support and enhance achievement of syllabus outcomes.

## People

### Students

Build effective learning skills to self-assess utilising success criteria, literacy and numeracy progressions with a focus on developing effective learner qualities.

### Staff

Strengthen understanding and implementation of assessment for learning strategies to improve student achievement

### Leaders

School executive adopts a coordinated approach to the implementation of professional learning and whole school assessment practices.

### Parents/Carers

Develop an understanding and value the purpose of learning progressions and assessment practices to support student growth.

## Processes

### Self directed learners

Implement a whole school approach to assessment for and of learning, where students reflect, articulate success and develop future goals

Link PLPs to personal learning goals.

### Future focused learning

Create peer facilitated learning opportunities where students develop future focused problem solving skills, through an authentic use of technology. (including robotics, coding and STEM)

### Literacy and numeracy progressions

Incorporate literacy and numeracy progressions into teaching and learning programs to effectively differentiate for all students.

## Evaluation Plan

Student, teacher, parent surveys

Standardised assessments to measure growth/effect size.

Student achievement and growth are placed and tracked on the literacy and numeracy progressions.

Monitoring of teaching and learning programs.

Tell them from me surveys

Videos and walkthroughs

## Practices and Products

### Practices

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Students use technology to demonstrate their ability to analyse and solve real world problems.

### Products

Students are able to articulate their learning and understand what they need to learn next to enable continuous improvement.

Improved academic growth across the school for all students in literacy and numeracy.

Students demonstrate effective learner qualities such as creative and critical thinking, problem solving and resilience.

# Strategic Direction 2: Quality Teaching

## Purpose

To identify, understand and implement effective, explicit, evidence based teaching strategies to meet the learning needs of all students.

## Improvement Measures

100% of teaching and learning programs are data based and differentiate for individual student learning needs.

Demonstrated improvement in teachers actively evaluating sharing, discussing and implementing learning from targeted professional development with other staff to improve whole school practice.

All staff monitor their own growth and professional learning using a standard based framework to reflect on current practice and seek further improvement.

## People

### Students

Take responsibility for their own learning, through setting learning goals and using feedback.

### Staff

Staff strengthen their understanding and implementation of formative and summative assessment to measure student growth and the impact of evidence based teaching strategies.

### Leaders

Leaders have a commitment to fostering a school-wide culture of high expectations of effective evidenced based teaching practices.

### Parents/Carers

Parents and community will develop their understanding of how to support their child's growth.

## Processes

### *Collaborative teaching practice*

Develop systems that promote and demonstrate a culture of collaborative practice through planning, lesson study, classroom observations, feedback and discussions, to improve classroom practice.

### *Professional learning*

Build the capacity of all staff in effectively using data to improve literacy and numeracy growth.

Staff develop a formalised consistent approach towards understanding and implementing research based teaching practices.

Provide differentiated learning for staff to effectively integrate technology as a tool for teaching and learning.

Familiarisation and professional learning to successfully implement the new Science and Technology syllabus.

### *Using data to inform practice*

Develop structures for consistent collection, analysis and use of data to inform quality teaching, programming, planning and differentiated learning to maximise student outcomes.

Ongoing monitoring of student progress and growth through use of whole school formative and summative data.

Specific analysis of data of Aboriginal students to determine personal learning pathways.

## Practices and Products

### Practices

There is a planned approach to targeted professional learning across the school which builds the leadership capacity of all teachers.

Teachers will use data more explicitly and systematically to drive differentiated teaching and learning programs for students at all levels of learning.

Teachers will have planned opportunities to work collaboratively to share expertise, plan, analyse data, observe lessons and receive feedback.

### Products

Systems and processes are in place for teachers to collaboratively plan, program together and participate in joint data analysis to monitor and track student progress .

Teaching and learning programs are data based, dynamic and differentiated for individual student learning needs.

A culture of leadership across the school that supports Professional Learning and Quality Teaching is evident.

# Strategic Direction 2: Quality Teaching

<b>Processes</b>
<b>Evaluation Plan</b>
Staff, student and parent surveys
Teacher program review
Student work samples
Meeting minutes
Classroom observation data
Exit slips, teacher reflections and attainment of PDP goals.
Tell them from me surveys
AITSL 360 tool
Classroom practice continuum
Teacher self-assessment tool

# Strategic Direction 3: Community Connectedness

## Purpose

To build the school as a cohesive educational community which supports a culture of high expectations and community engagement.

## Improvement Measures

Demonstrated increased levels of parent attendance and engagement in school programs.

Evidence of meaningful and productive mutual relationships within the school and wider community.

## People

### Students

Students will develop skills in articulating their learning to be able to share meaningful information with parents.

### Staff

Staff will strengthen their skills in communicating information about student progress, school programs and learning and wellbeing.

### Leaders

School leaders will adopt a co-ordinated approach to developing effective community partnerships.

### Parents/Carers

Parents and carers will develop an understanding of how they can support and extend student learning.

## Processes

### *Sharing teaching and learning*

Teachers to engage in data conversations with parents to share meaningful learning progress.

Engagement of school community through sharing of teaching/learning and school programs to develop a deeper understanding of what and how students learn.

### *Mutual partnerships*

Enhanced communication between school and community.

Alignment of parent and school expectations in the development of programs that support student learning.

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

### *Learning partnerships*

Opportunities for students and staff to share and exchange best practice in order to improve learning across the community of schools.

Develop and extend new partnerships across the wider community to increase opportunities for students and teachers. (including University of Wollongong, NIAECG, and local businesses)

## Practices and Products

### Practices

Regular forums/meetings are provided which focus on students' demonstrated learning and next steps, so that parents are meaningfully engaged in the learning process.

The school shares learning with the school community through a variety of modes to extend and build parent knowledge of student learning and school programs.

The school identifies and utilises a variety of community partnerships to extend and improve learning outcomes for students.

The school has a commitment to attending NIAECG meetings.

### Products

Parents have a clear understanding of how their child is progressing, and how to support next steps.

Community partnerships provide a co-ordinated and mutually beneficial relationship which supports innovative school programs.

# Strategic Direction 3: Community Connectedness

Processes
Evaluation Plan
Tell them from me surveys
Parent attendance data at meetings/workshops.
Focus group surveys
Facebook/seesaw/website data analysis