

# School plan 2018-2020

## Fingal Head Public School 1915



# School background 2018–2020

## School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership. To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success. To nurture engaged global learners to become confident, creative citizens who champion future focused learning, strengthening our community for the future.

Our school motto is *Celebrate Achievement*.

## School context

Fingal Head Public School is a two teacher school located on the Far North Coast of NSW. We are situated on the idyllic Fingal peninsula. Our school provides a welcoming, friendly and safe environment for our students, where they are recognised as individuals and catered for in the academic, creative, social and emotional domains. Our student body comprises over 50% Indigenous students. In addition to strong programs in literacy and numeracy, we offer engaging environmental education programs and Aboriginal education programs. Our students engage in programs in the creative arts and sports and we offer students many opportunities to enhance their learning through the use of the latest technology.

## School planning process

The S8 team is a group of small schools who work and plan together to share knowledge, skills and resources in a collegial approach to planning in the 21st Century – Burringbar PS, Carool PS, Condong PS, Crabbes Creek PS, Duranbah PS, Fingal Head PS, Stokers Siding PS and Tumbulgum PS.

**Purpose:** To establish the educational and cultural practices that need to emerge from the implementation of the school plan to define the skill development and professional learning necessary to achieve the school's key improvements.

**People:** This plan recognises the need to build the capacity of the school community and wider school community to contribute to enhancing the learning outcomes for all students.

Our S8 school teams worked together with their school communities to explore their visions for the next three years and beyond. Collaboration with all stakeholders led to the creation of a shared vision for the future of Fingal Head PS.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning and Wellbeing

### Purpose:

Schools that excel in student learning and wellbeing implement a strategically planned approach that creates an environment in which students can connect, succeed and thrive. Our purpose is to develop self-directed learners who are engaged, focused, reflective and resilient. We aim to provide students with the knowledge, skills and understandings to set goals, monitor their progress, articulate their learning and respond appropriately to feedback.

## STRATEGIC DIRECTION 2 Excellence in Teaching

### Purpose:

Our purpose is to create a stimulating, challenging and supportive professional environment where teachers engage with research into current best practices in education to promote continuous improvement. Authentic, deep professional learning, with supported opportunities to embed new learning into practice, provides teachers with the skills, knowledge and understanding to ensure their actions create the conditions that maximise student engagement and learning outcomes.

## STRATEGIC DIRECTION 3 Whole School Improvement

### Purpose:

A focus on whole school improvement requires effective leaders who demonstrate an unwavering commitment to fostering and enhancing a culture of the highest expectations for all stakeholders. At the core of effective whole school improvement is a school plan which is well conceived, effectively implemented and effects genuine improvement. Our purpose is to enable a self-sustaining learning community that supports and enhances the professional effectiveness of all school members.

# Strategic Direction 1: Learning and Wellbeing

## Purpose

Schools that excel in student learning and wellbeing implement a strategically planned approach that creates an environment in which students can connect, succeed and thrive. Our purpose is to develop self-directed learners who are engaged, focused, reflective and resilient. We aim to provide students with the knowledge, skills and understandings to set goals, monitor their progress, articulate their learning and respond appropriately to feedback.

## Improvement Measures

Student engagement and satisfaction will be analysed through surveys, interviews, observations and data collection, to determine ongoing improvement.

Students learning achievements will be assessed against the Literacy and Numeracy Continuums.

## People

### Students

Students will engage in goal setting, peer and self-reflection activities.

They will identify their progress against the Progressions and work with teachers to determine future learning.

### Staff

Implement evidence-based teaching practices across the curriculum, and working collaboratively with others to enhance pedagogy in all learning settings.

### Leaders

Foster a culture of high expectations for all members of the school community.

### Parents/Carers

Engage with the school in understanding the learning process and how to actively support their children.

### Community Partners

Engage interested community members in authentic learning opportunities across the school.

## Processes

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and critical thinking. Learning Intentions, Success Criteria and Feedback are evident in teaching and learning experiences.

Current research is explored to develop a consistent, meaningful approach to assessing and reporting on students' achievement of learning outcomes.

Students, staff, parents and community members are actively engaged in implementing Positive Behaviour for Learning processes and strategies to maximise student engagement and learning outcomes.

## Evaluation Plan

Student work samples, pre- and post-assessment data, Learning Intentions and Success Criteria, Learning Progressions data, SEF tracking, student/staff/parent surveys, photos & videos, observation/anecdotal data, PB4L data, meeting minutes and parent

## Practices and Products

### Practices

Practice 1: Teachers meet regularly to monitor data, student engagement and feedback to inform future teaching.

Practice 2: Classroom teachers work collaboratively with Curriculum Leader to analyse and plot student tracking data against the Literacy & Numeracy Continuums/Progressions.

Practice 3: Principal, Curriculum Leader and School Counsellor will work with all stakeholders to ensure students with additional needs are effectively supported in their learning.

### Products

Product 1: Teaching and learning programs reflect differentiation for diverse student learning needs, based on assessment data.

Product 2: Classroom teachers are more accurately and frequently tracking student progress in collaboration with the Curriculum Leader, using this information to inform improved practice.

Product 3: Learning Support Teams actively plan for and implement appropriate curriculum adjustments for students with additional needs.

# Strategic Direction 2: Excellence in Teaching

## Purpose

Our purpose is to create a stimulating, challenging and supportive professional environment where teachers engage with research into current best practices in education to promote continuous improvement. Authentic, deep professional learning, with supported opportunities to embed new learning into practice, provides teachers with the skills, knowledge and understanding to ensure their actions create the conditions that maximise student engagement and learning outcomes.

## Improvement Measures

Regular evaluation and feedback of staff professional learning, coaching and mentoring indicates enhanced engagement, understanding and capacity for all staff.

Staff surveys indicate staff teams regularly and systematically collaborate using student data to continually improve teacher practice and student outcomes.

Measurement against the School Excellence Framework in the Domain of Teaching under the element of Data Skills and Use will progress from Delivering to Sustaining and Growing.

## People

### Students

Students will discuss the implementation of various teaching strategies and how they contribute to them being self-directed learners.

### Staff

Staff will engage with current research into best practice and professional learning opportunities, in collaboration with the Curriculum Leader, to improve student learning outcomes.

### Leaders

Develop research based support structures and feedback processes to enhance the use of data to drive planning for future student learning.

## Processes

All teachers demonstrate high impact, evidence based effective planning for and implementation of explicit teaching.

All teachers provide explicit, timely and meaningful feedback to students.

## Evaluation Plan

Student, teacher and community surveys/evaluations.

Student work samples.

Video footage of collaborative practice.

Teaching and learning programs. reflect differentiation and visible learning strategies.

## Practices and Products

### Practices

Practice 1: Teachers meet regularly to analyse achievement data and collaboratively plan units of work.

Practice 2: Classroom teachers work in close collaboration with the Curriculum Leader to enhance teaching practice.

Practice 3: Teachers provide explicit and timely feedback to students.

### Products

Product 1: Analysis of student data will inform the development of units of work which meet the learning needs of all students.

Product 2: Collaboration with the Curriculum Leader will ensure teaching and learning programs and practices draw upon an evidence base to provide the highest quality learning experiences for students.

Product 3: Explicit classroom feedback ensures students have a clear understanding of what they know and what they need to learn next.

# Strategic Direction 3: Whole School Improvement

## Purpose

A focus on whole school improvement requires effective leaders who demonstrate an unwavering commitment to fostering and enhancing a culture of the highest expectations for all stakeholders. At the core of effective whole school improvement is a school plan which is well conceived, effectively implemented and effects genuine improvement. Our purpose is to enable a self-sustaining learning community that supports and enhances the professional effectiveness of all school members.

## Improvement Measures

Staff are engaged in collaborative partnerships to build capacity, leadership and facilitate coaching and mentoring relationships through observations, stage meetings and PLC network groups.

Consistent data collection and analysis that demonstrates improvement in student performance and informs future planning.

The school celebrates successful teaching and learning and improvement in student learning outcomes.

## People

### Students

Students will provide meaningful and constructive feedback to teachers about classroom pedagogy.

### Staff

Staff members will work collaboratively within and across schools to improve their own teaching practice and impact positively on the practice of others.

Staff members will develop the capacity to reflect on practice and give and receive feedback, underpinned by a culture of continuous improvement.

Staff members will develop the skills, knowledge and understanding to effectively identify professional learning needs and actively engage in collaborative practices around those needs.

### Leaders

Explore current research into best educational practice and provide relevant and engaging opportunities to experience and embed new learning.

Recognise high performance and continuous improvement through the teacher accreditation process.

### Parents/Carers

Parents/Carers provide timely feedback to school leaders around high expectations and the culture of continuous improvement.

## Processes

The S8 leadership team continues to facilitate the Professional Learning Community, with the appointment of an Assistant Principal, Professional Learning Coordinator, to drive focused and targeted professional learning opportunities for all staff.

## Evaluation Plan

Teachers demonstrate ongoing commitment to improved practice through the S8 PLC, actively participating in stage team initiatives and staff professional learning sessions.

Comprehensive data collection and analysis to determine quality of impact.

## Practices and Products

### Practices

Professional Learning teams will be formed under the guidance of the Professional Learning Coordinator to ensure school and personal professional learning goals for teachers are supported and addressed.

### Products

Enhanced teacher and leadership capacity, reflected in collaborative practice, self-reflection, high expectations and cohesive school teams.