

# School plan 2018-2020

## Port Macquarie Public School 2899



# School background 2018–2020

## School vision statement

Port Macquarie Public School is committed to creating a quality teaching and learning environment together with parent/community partnerships, where our students will be given opportunities to become successful in growing and functioning in an ever-changing world.

## School context

Port Macquarie Public School is part of the Hastings Valley Community of Schools. Our school caters for 442 students who come from a variety of cultural and socio-economic backgrounds. Sixty identify as Aboriginal and 44 use English as their second language. The school also caters for 60 students with special needs in both specialised and integrated learning settings. The District Opportunity Class is also part of our school.

The staff team is a mix of experienced teachers and those commencing their careers. Six staff members are maintaining teacher accreditation at the proficient level. Support Staff enhance learning opportunities for students requiring extra learning support, who are of Aboriginal background or whose second language is English.

The school receives Equity Funding, based on socio-economic and cultural background, to enhance learning opportunities for all students. *Highway Heroes*, *KidsMatter* and *Positive Behaviour for Learning (PBL)* are significant student wellbeing programs in the school.

Our P&C is a small, but active, group of parents who review policy, planning and finance with the school as well as raise funds to enhance opportunities for students.

## School planning process

Port Macquarie Public School is driven by students being given the skills in literacy and numeracy and who are also given opportunities to become creative and productive users of technology. Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement. Our school is committed to the pursuit of excellence where every child is inspired and challenged through a shared journey together with parents.

Our school community continues to show their commitment to our school plan as evidenced by;

- Over 100+ parents engaging in the launch of our "Highway Heroes" program which illustrated the community seeing the needs for our students to build their social skills and resilience skills;
- Higher numbers of parents/families coming to Parent/Teacher interviews;
- An increase in the number of parents completing our TTFM surveys during 2017; and
- their ongoing engagement with focus group discussions on specific topics.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Wellbeing

**Purpose:**

A strategic whole school approach to wellbeing in which every students is known, valued and cared for to ensure their individual potential is developed.



**STRATEGIC  
DIRECTION 2**  
Engagement

**Purpose:**

To become actively connected to their learning, student engagement levels need to be promoted through a culture that is strongly focused on learning that is relevant, meaningful and provides the skill set to be successful participants in a society where technology is paramount.

# Strategic Direction 1: Wellbeing

## Purpose

A strategic whole school approach to wellbeing in which every students is known, valued and cared for to ensure their individual potential is developed.

## Improvement Measures

- School self-evaluation against the School Excellence Framework validates a growth from sustaining and growing in the areas of the Learning domain element of Well being and Behaviour.
- A 10% increase in student engagement and well being in the Tell Them From Me student survey data.

## People

### Leaders

Leaders will adopt a coordinated approach to whole school wellbeing where Highway Heroes is valued and there is an expectations of improvement in social and emotional learning which will lead to students connecting, succeeding, thriving and learning.

### Staff

Understand the philosophy and strategies within Highway Heroes program and explicitly communicate and model expectations of behaviour.

### Parents/Carers

Parents understand and have good knowledge of the practices and benefits of a school wide well being focus to improve student learning.

### Students

Students will understand the language and the strategies within the Highway Heroes Program and will use these to help them build relationships, manage their moods and conflicts and be engaged learners.

## Processes

### Highway Heroes

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed, thrive and learn.

### Wellbeing framework

The school's wellbeing approach focuses on creating an effective environment for learning.

## Evaluation Plan

- Milestone evaluation will take place every two weeks which will monitor our progress.
- Mid-year and annual review of the milestones will allow our school to monitor the effects of our practices to ensure we are seeing transformational change to wellbeing and effective learning environments across all settings in our school.

## Practices and Products

### Practices

#### Highway Heroes

- Teachers explicitly communicate and model positive expectations of behaviour as evidenced by classroom observations, walk-throughs and Assembly minutes
- Leaders collect, analyse, monitor and track student behavioural data to refine the whole consistent approach to well being as evidenced in Executive minutes, Stage minutes meetings, and Behaviour support data.
- Teachers differentiate Highway Heroes teaching and learning units of work as evidenced in classroom programs, program (Supervisor) feedback and assessment tasks.
- Students identify and regularly interact with staff members whom they have a positive relationship who provide advice and assistance on a daily basis around wellbeing as evidenced in student focus groups, teacher focus groups.

#### Wellbeing Framework

- Teachers will explicitly plan and communicate expectations of behaviour across all school settings to create an effective learning environment as evidenced by; Stage meeting minutes, Teacher focus groups and morning assembly notes.
- Leaders will support teachers collaborative planning in order to routinely and regularly collect behavioural based data and systematically track and analyse this data clearly and accurately as

# Strategic Direction 1: Wellbeing

## Practices and Products

evidenced in; Executive minutes, Professional Learning Feedback slips and classroom behaviour booklets.

- Students and Community will co-develop expectations of behaviour with school staff to ensure that the needs of all students are addressed as seen in; Student and Parents focus group minutes, Tell Them From Me Student/Parent surveys.

## Products

### Highway Heroes

Differentiated and explicit teaching of Highway Heroes units of work show evidence of differentiation as evidenced by teacher feedback, walk throughs and classroom observations.

### Wellbeing Framework

A school wide culture of being connected to achieve success as evidenced by Tell Them From Me survey, student focus groups and wellbeing data.

# Strategic Direction 2: Engagement

## Purpose

To become actively connected to their learning, student engagement levels need to be promoted through a culture that is strongly focused on learning that is relevant, meaningful and provides the skill set to be successful participants in a society where technology is paramount.

## Improvement Measures

- The school is able to evidence growth from Sustaining and Growing to Excelling in the Teaching Domain element of Effective Classroom Practice.
- Early Stage One– 80% of students reaching Benchmark levels in reading and writing.
- Stage One– 80% of students will be achieving Stage One outcomes in literacy.
- SMART data shows a positive growth in trend data for Yrs 3, 5 and 7 in reading and writing.
- Special Education– 10% increase in students moving to a more independent level in Personalised Learning Plans.

## People

### Students

Students will build skills to communicate effectively through a number of strategies, be confident in the use of keyboards for NAPLAN online, further develop writing skills and maintain engagement levels through individual assessment of need.

### Staff

Staff will become confident in:

- the collection of data and to use this to drive decision making;
- the use of iPad technology integrated into lessons; and
- planning collaboratively.

### Leaders

School leaders will;

- become confident in the use of data to provide resourcing for specific programs;
- adopt a coordinated approach to literacy and lesson planning where individual and stage needs are met.

### Parents/Carers

Develop an understanding of the importance of technology being integrated into their child's learning to improve student outcomes and prepare their children for 21st Century learning.

## Processes

### Technology

Ipad technology is effectively used to enhance learning and service delivery.

### Lesson Planning

Teachers collaborate across stages to share curriculum knowledge, data, feedback and other information about students progress and achievement.

Teachers are proficient in their teaching of literacy, meeting the needs of students on their stage.

## Evaluation Plan

- Milestone evaluation will take place every two weeks which will monitor our progress.
- Mid-year and annual review of the milestones will allow our school to monitor the effects of our practices to ensure we are seeing transformational change to wellbeing and effective learning environments across all settings in our school.

## Practices and Products

### Practices

#### Technology

- Teachers routinely and regularly use technology to enhance learning and student interest. As evidenced by Teacher focus groups, and Teacher surveys.
- Leaders systematically identify, organise and review the access to technology and provide opportunities for technology to be integrated into lessons by teachers. Evidenced through Executive meeting minutes, walk throughs and Professional Learning feedback from staff.
- Students routinely and regularly use technology in their daily lessons. As evidenced by Classroom programs and student focus groups.

#### Lesson Planning

- Teachers take shared responsibility for student improvement and contribute to the learning culture through the observation of each other's practices in their teaching of literacy. As evidenced by student work samples and classroom assessment data.
- Teachers collaborate across stages to share curriculum knowledge, data, feedback about student progress, as evidenced in Lesson study feedback and classroom observations.
- Leaders foster and actively participate in building a culture of high expectations and a shared responsibility for student engagement, learning, development and success. As evidenced in Executive meeting minutes and

# Strategic Direction 2: Engagement

## Practices and Products

allocation of funding to support collaborative planning.

- Students identify and describe what all students are expected to know and understand and do as evidenced by Student Focus groups and Student feedback.

## Products

### Technology

A consistent, whole school approach to integrating technology which uses evidence based teaching methods to optimise learning and increase engagement. Evidenced through teaching programs and Lesson Study Feedback.

### Lesson Planning

Teaching and Learning programs are dynamic, showing evidence of differentiation informed by feedback of teaching practices, student assessment and tracking of student progress and achievement.