

School plan 2018-2020

Queanbeyan Public School 2922



School background 2018–2020

School vision statement

Outstanding, holistic learning for all.

At Queanbeyan Public School, we collaborate with our community to create a safe and inclusive environment that encourages respectful, responsible and resilient learners.

School context

The student, staff and parents acknowledge the Traditional Caretakers of the land the school is on, the Ngunnawal people, and pay respect to Elders past, present and emerging. The land the school is on has always been a place of learning for the Ngunnawal people. The Queanbeyan Public School community continues this tradition. (An Acknowledgement of Country written by the students of Queanbeyan Public School in 2017.)

Queanbeyan Public School, established in 1864, is the most historic school in Queanbeyan. The school community is diverse, welcoming students from a wide variety of cultures and backgrounds. 21% of the school population identifies as EAL/D and is supported by a dedicated ESL teacher.

The staff has a diversity of skills and experiences with a commitment to ongoing professional learning.

The school has a partnership with a 'Schools as Community Centres' facility that is sited on the school grounds. Parents and teachers work together to support students to be responsible, respectful and resilient individuals. The Parents and Citizens' Association contributes to school decision making and encourages family members to become involved in activities, workshops and discussions that promote strong collaborative partnerships.

The school community has a deep commitment to Aboriginal

School planning process

A comprehensive consultation process with parents, staff and students was undertaken. This included surveys, meetings, focus groups and collection and analysis of data relating to student achievement of learning outcomes, behaviour and attendance and staff professional learning.

The AECG was consulted with the school plan.

This resulted in the identification and selection of the three strategic directions included in this plan.

School background 2018–2020

School vision statement

School context

Education including ongoing reconciliation actions. It sustains a collaborative partnership with the local Aboriginal Education Consultative Group and conducts consultations with the local Aboriginal community.

The Coolamon, as featured on the front of the school plan, is representative of the school's connection with the Ngunnawal people. The coolamon was traditionally used to carry most precious possessions, including infants. It is symbolic of the school's role in caring for and carrying the hopes, dreams and future endeavours of each child in the school community.

School planning process

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

To ensure learning is central to all we do. The Queanbeyan Public School community demonstrates aspirational expectations for learning and social / emotional progress and is committed to the pursuit of excellence.



STRATEGIC DIRECTION 2 Embed Excellence in Teaching

Purpose:

To embed clear systems for staff collaboration including classroom observation, programming, scope and sequences and school wide systemic processes. This will drive and sustain ongoing, school wide improvement in regards to teaching practice and student outcomes.



STRATEGIC DIRECTION 3 Strengthen Effective Leadership

Purpose:

To develop a school wide culture where everyone is a leader. Students are leaders in their learning and interactions with others. Staff are leaders of student learning. Executive staff maintains a strong focus on distributed instructional leadership.

Strategic Direction 1: Learning

Purpose

To ensure learning is central to all we do. The Queanbeyan Public School community demonstrates aspirational expectations for learning and social / emotional progress and is committed to the pursuit of excellence.

Improvement Measures

Student learning is central to all decisions.

Staff explicitly teach students the 3 PBL expectations.

Consistent application of PBL 'All Areas' expectations.

Staff trained in literacy and numeracy.

People

Students

Students understand the 3 PBL expectations Responsible, Respectful and Resilient using the Positive Behaviour for Learning framework.

Students understand the 'All Areas' PBL expectations.

Students understand where they are in their learning, and where they are going next in their learning journey.

Staff

Staff engage in programs built on evidence based strategies.

- Curriculum programs involve: Focus on Reading (FOR), Language Learning and Literacy (L3), Targeting Early Numeracy (TEN), LAS online modules, Teaching English Language Learners (TELL), Calmer Classrooms, Berry Street and Physical Education (iPlay).
- Wellbeing programs include, Stronger Smarter, HOW2Learn, Berry Street and Positive Behaviour for Learning.
- Staff effectively communicate and engage with parents around student learning and social / emotional progress.
- Developing learning environments for High Culture, High Expectations for Aboriginal and Torres Straight Islander students.

Processes

PBL:

Behaviour expectations that are co developed by students, staff and community are designed to create effective conditions for learning. They are explicit, consistent and applied across the school.

Staff Learning:

Action research processes are employed in order to identify research and evidence based approaches, programs and assessment processes that have been shown to improve student outcomes.

Staff and Parents together:

Teachers, parents and students work together to support consistent and systematic processes that ensure student absences don't impact on student learning. Attendance is monitored weekly and parents communicated with as required.

Strong in Culture, Smart in Thinking:

Targeted support for Aboriginal students to raise Aboriginal student numbers in top two bands by 30%.

Evaluation Plan

The school plan will be collaboratively evaluated through internal validation process using evidence collected, analysed and assessed against the School Excellence Framework.

Practices and Products

Practices

Staff will explicitly teach all students the PBL expectations once a week.

Lesson plans developed by the PBL committee to support student learning. Students explicitly taught the 'All Areas' PBL expectations.

Parent, student and teacher relationships are enhanced with information nights, Get To Know You Meetings and networking nights to support student learning.

Students, parents and teachers work collaboratively to enhance positive student attendance (>90% attendance).

Staff engage in, share and discuss targeted ongoing, relevant professional learning.

Products

Curriculum based training offered to all staff in Focus on Reading (FOR), Language Learning and Literacy (L3), Targeting Early Numeracy (TEN), Numeracy and Physical Education (iPlay)

100% of staff trained in the principles of Stronger Smarter, HOW2Learn and Positive Behaviour for Learning.

100% of Aboriginal students receive targeted individualised support. All students have a current PLP.

Strategic Direction 2: Embed Excellence in Teaching

Purpose

To embed clear systems for staff collaboration including classroom observation, programming, scope and sequences and school wide systemic processes. This will drive and sustain ongoing, school wide improvement in regards to teaching practice and student outcomes.

Improvement Measures

All teaching and learning in all stages aligned with school scope and sequence documents.

Explicit and clear systems are in place to support staff planning and programming.

All staff using agreed processes effectively in accessing learning and support for students.

People

Staff

Explicit systems created to:

- Enhance opportunity for collaborative teaching including classroom observations (triads) focused on fostering collective teacher efficacy.
- Collaboratively develop and align the curriculum into longitudinal scope and sequence documents.
- Enhance programing processes.
- Develop clear systems for referral and support mechanisms for Learning and Support.
- Monitor and analyse students assessment results to guide strategic decision making.

Community Partners

Embed principles outlined in the Reconciliation Action Plan (February 2019 – February 2020).

Processes

Explicit teaching systems supporting learning:

- Staff will be released to collaborate and learn from each other. Areas of observation are based around the Curiosity and Powerful Learning Theories of Action.
- Staff supported to develop and create scope and sequence documentation.
- All staff will be supported to improve their pedagogical content knowledge in mathematics teaching, especially for EAL/D students.

Learning and Support:

Learning and Support staff further develop school wide processes to enhance student learning and communication processes.

Communicating Teaching:

Review current assessment processes into a school wide procedure document. This includes the establishment of a school assessment database.

Improve reporting processes to parents and the collection of assessment data.

Evaluation Plan

- Evaluate existing scope and sequence documents.
- Evaluate practices in Learning and Support Team. Check if systems are being followed successfully.

Practices and Products

Practices

Project leaders are given flexible time to release staff to collaborate, and develop scope and sequences documentation.

Learning and Support Team develop and enhance current practices to ensure transparency of student referrals and support.

Actively embed the Reconciliation Action Plan into core school business.

Products

Staff will work together in collaborative practices (including lesson study, triads, modelled lessons), recorded as a part of PDP processes.

Staff program using whole school systematic scope and sequence documents for student learning aligned with the NSW Curriculum.

Learning and Support Team will have enhanced processes to support student learning and communication.

Staff will utilise a Staff Handbook and Mathematics Agreement of Practice, outlining explicitly whole school processes and procedures.

Strategic Direction 3: Strengthen Effective Leadership

Purpose

To develop a school wide culture where everyone is a leader. Students are leaders in their learning and interactions with others. Staff are leaders of student learning. Executive staff maintains a strong focus on distributed instructional leadership.

Improvement Measures

Increased numbers of staff are engaging in leadership opportunities.

Student data reflects positive progress in engagement and behaviour.

Whole school Stronger Smarter strategies are a focus of professional learning.

People

Staff

Staff are dynamic flexible leaders of student learning by setting high expectations for achievement in all contexts.

Staff have the capacity and resources to take on leadership roles.

Leadership teams collaboratively develop whole school goals, and strategies are clearly articulated.

100% of staff trained in the principles of Stronger Smarter.

100% of Assistant Principals, Deputy Principals and Principal trained in Curiosity and Powerful Learning.

Students

Students are leaders in how they interact with others in all environments.

Processes

Staff Leadership:

Staff are supported and have the opportunity to take on formal and informal instructional leadership positions.

Student learning is explicitly directed with effective feedback processes linked to learning intentions and success criteria.

Staff will review, connect and align with the school plan as part of their professional development plans. Staff understand their unique place in the school plan's strategic directions.

Student Leadership:

Lessons chosen are reflective of data.

High Expectations Leadership:

Stronger Smarter 'high expectation relationships' are taught and expected of staff to staff, staff to student staff to parents.

Evaluation Plan

- Evaluate staff leadership against the Teaching Standards, focusing on implementation of key strategic directions.
- Evaluate training and implementation of Stronger Smarter and Curiosity and Powerful Learning.

Practices and Products

Practices

PDPs used to highlight individual staff leadership practices and areas of development.

High levels of expectations are matched with high levels of student support.

Executive are released to support implementation of staff PDPs.

Currently, 9 staff are trained in Stronger Smarter Leadership Programs to increase a critical mass of staff members will continue to be trained.

Products

Students understand choices and leadership opportunities in their contexts.

Staff groups are trained in Stronger Smarter leadership. All staff trained through internal training programs. New staff complete online training module.

All Assistant Principals, Deputy Principals and Principal trained in Curiosity and Powerful Learning.