

School plan 2018-2020

Stockton Public School 3110



School background 2018–2020

School vision statement

Stockton Public School is committed to providing quality educational programs in an inclusive learning environment to enable each child to reach their full potential and become independent and productive members of society.

School context

Stockton Public School, established in 1861, serves a small diverse community of wide ranging socio-economic circumstances.

We have a current enrolment of 267 students Preschool to Year 6. This includes 22 Aboriginal/Torres Strait Islander students and 15 EAL/D students.

There is a dedicated staff providing quality teaching and learning programs for all students. Staff includes: The principal, 3 assistant principals, 7 class teachers, 1 preschool teacher, teacher librarian (3 days per week), learning and support teacher (3 ½ days per week) and school counsellor.

The school has a strong focus on developing the whole child academically, socially, culturally and emotionally. Positive Behaviour for Learning (PBL), an evidence based whole school process, contributes to improving learning outcomes for each individual student. The staff actively encourages students to reach their full potential through a co-operative, caring learning environment and the use of technology to enhance the learning opportunities for each individual student.

Kindergarten to Year 6 programs include Best Start, whole school mathematics program, home reading, Language, Learning and Literacy (L3) program, Jolly Phonics, Daily 5, Fundamental Movement Skills program, sport and Crunch and Sip program.

A strong, active P & C supports the school in achieving its goals through an open and consultative partnership.

Community Partnerships have been established with both Orica and Port Waratah Coal who support the school through providing funds for school improvements and scholarships as well as by assisting with working bees and supporting the school fete.

School planning process

In 2017, the school undertook a comprehensive process to review current practices and collect evidence from students, staff and parents. The following DoE reforms were also considered in determining the strategic directions for our plan: The Premier's Priorities; Great Teaching Inspired Learning; Local Schools Local Decisions, Every School Every Student and the Melbourne Declaration.

Data was collected through:

- Surveys of staff, students and parents. The review asked all stakeholders what they would like to see happen across the school community over the next 3 years. Responses enabled 3 key strategic directions to be identified. These will drive a commitment to school improvement.
- Sharing of the vision and strategic directions with the school community through newsletters asking for feedback.
- Discussion at P & C meetings – vision, strategic directions, 5P planning sheets.
- Meeting with AECG President to discuss and contribute to the development of the plan.
- Input from Aboriginal Community, including parents was sought through survey.
- Analysis of school internal assessment and National testing in Literacy & Numeracy (NAPLAN) data.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Successful Learners

Purpose:

To provide quality teaching, curriculum planning and delivery and effective wellbeing programs to meet the needs of all students to allow them to connect, succeed, thrive and learn.



**STRATEGIC
DIRECTION 2**
Collaborative Teaching

Purpose:

To foster passionate, committed and skilled teachers who take shared responsibility for student improvement and collaboratively analyse data to plan for the ongoing learning of each student.



**STRATEGIC
DIRECTION 3**
Effective Leadership

Purpose:

To model instructional leadership to support a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Successful Learners

Purpose

To provide quality teaching, curriculum planning and delivery and effective wellbeing programs to meet the needs of all students to allow them to connect, succeed, thrive and learn.

Improvement Measures

Increase in student growth in Reading and Numeracy(NAPLAN trend data). Currently: Reading: Yr 5 – 50%, Yr 7 – 41%. Numeracy: Yr 5 – 51%, Yr 7 – 53%

Observation of classroom practice identifies that teachers differentiate curriculum delivery to meet the needs of all students. (school determined tool– QTSS, PDPs)

Increase the percentage of students in the top 2 NAPLAN bands of Reading & Numeracy (Trend data). Currently: Reading: Yr 3 – 50%, Yr 5 – 27%, Yr 7 – 19%. Numeracy: Yr 3 – 32%, Yr 5 – 24%, Yr 7 – 13%

All students 3–6 engage in self-directed PLP goals on MGoals platform.

People

Students

- Identify and work at their appropriate level in literacy and numeracy and utilise feedback to progress to the next level.

Staff

- Utilise professional learning around student tracking to effectively differentiate curriculum delivery.

Leaders

- Provide coordinated professional learning sessions on effective differentiation.
- Monitor curriculum delivery effectiveness across the school.

Parents/Carers

- Parents/carers engage in opportunities to develop their understanding of how children learn and ways to support their child.

Community Partners

- Participate and provide opportunities through local networks which promote the social, emotional, physical and cultural development of all students.
- Aboriginal Education Consultative Group MGoals team provide professional learning on MGoals platform.

Processes

Lesson Observations

- All teachers demonstrate best practice in differentiating the teaching of literacy and numeracy.

Teacher Professional Learning

- Teachers engage in professional learning to increase understanding of effective differentiation in literacy and numeracy.
- Teachers engage in professional learning to develop understanding of MGoals platform.

Evaluation Plan

- Classroom observations – videos/photos
- SMART Data – NAPLAN growth
- Internal school data – learning progression data, formative assessments
- Teacher PDPs
- Wellbeing self assessment

Practices and Products

Practices

- Every teacher effectively differentiates curriculum delivery in literacy and numeracy.
- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- Formative assessment is practised expertly by all teachers.

Products

- All teaching programs demonstrate differentiation in Literacy and Numeracy.
- All classroom observations identify differentiation in Literacy and Numeracy.
- Data analysis shows increased growth (Internal and External data).
- Personalised Learning Pathways collaboratively developed and documented on MGoals platform to drive student achievement, parent engagement and ongoing teacher feedback.

Strategic Direction 2: Collaborative Teaching

Purpose

To foster passionate, committed and skilled teachers who take shared responsibility for student improvement and collaboratively analyse data to plan for the ongoing learning of each student.

Improvement Measures

All teachers expertly use learning progressions to determine student direction and curriculum differentiation.

Self analysis shows improvement in school growth against the SEF v2 in the domain of Teaching.

People

Students

- Seek and use feedback on their performance to drive 'where to next'.

Staff

- Build a collegial and collaborative culture where all staff focus on quality teaching and learning and implement new practices resulting from professional learning opportunities.
- Participate in Gathang language program.

Leaders

- Provide opportunities to share best practice of quality, innovative teaching.
- Model collaborative practice to analyse and effectively use data to improve student learning.

Parents/Carers

- Support and sustain the culture of inclusivity and strong relationships for the benefit of students and the wider community.

Community Partners

- Enhance partnerships with educational networks within and beyond the school to improve student outcomes.
- Murrook staff provide cultural program P – 6.

Processes

Teacher Professional Learning

- Teachers engage in professional learning to increase understanding of learning progressions and purpose.
- All staff participate in professional learning to increase cultural competence.

Collaborative Practice

- All staff participate in cross stage/ department meetings to analyse, plan and assess student learning.

Evaluation Plan

- Professional learning evaluations
- Meeting minutes
- Classroom observations
- Collaborative learning programs
- Student performance data (plotting on progressions)
- collective responsibility survey
- SEF self assessment

Practices and Products

Practices

- All teaching staff are able to articulate where students are at on the Literacy and Numeracy Learning Progressions and where to next.
- Cross stage teams meet each term to analyse data, increase consistent teacher judgement and drive student improvement.
- School decision making is informed by the analysis of evidence of impact guided by the School Excellence Framework V2.

Products

- Whole school formative assessment drives student improvement.
- Student profiles identify literacy and numeracy achievement
- Progression of learning P–6.

Strategic Direction 3: Effective Leadership

Purpose

To model instructional leadership to support a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

Improvement Measures

All staff actively engage in distributed leadership and professional growth to drive school improvement.

Increased parental participation in educational decision making.

Currently: 10%

Records indicate increase in positive staff/family contact.

People

Students

- Engaged in the development of leadership capacity.
- Provided with opportunities to contribute to school improvement.

Staff

- Develop leadership capacity and capabilities at all levels through engagement in Professional Learning opportunities.
- Engage with local AECG through attendance at meetings and participation in Professional Learning.

Leaders

- Demonstrate excellence in instructional leadership promoting and modelling effective evidence based practice.
- Promote leadership in others to ensure progression towards school excellence.

Parents/Carers

- Parents demonstrate an increased knowledge of school programs through their engagement in targeted opportunities such as workshops, parent teacher meetings, parent feedback and school events.

Community Partners

- Involved in supporting and acknowledging student achievement – academic, social, sport, cultural.

Processes

Community Engagement

- Engage parents as active partners in their children's education by delivering and sharing information about learning development and curriculum.
- Facilitate opportunities for all stakeholders in the community to reflect and comment on school life.
- Establish a Junior PBL Team.
- Parents connected to MGoals site.

Professional Learning

- Plan and deliver responsive and targeted professional learning opportunities focused on curriculum development and leadership skills.
- Utilise mentoring to provide explicit ongoing support and feedback.
- Professional learning of staff to develop understanding of Aboriginal perspectives.

Evaluation Plan

- Attendance at school events – information sessions, P & C Meetings, parent transport to transition & sporting events, PLP, IEP meeting attendance, etc.
- TTFM surveys
- Current interview numbers
- Record of staff responsibilities and PDPs
- SEF

Practices and Products

Practices

- The school leadership team models instructional leadership and supports a culture of high expectations.
- Authentic opportunities provided for all stakeholders, staff, students, parents, to input into decision making to drive school improvement.
- Aboriginal Education processes are embedded in whole school practice.
- PBL expectations are clearly communicated to the school community.

Products

- Teaching and leadership goals are embedded in PDP plans and actively worked towards.
- Embedded practices for parents to be engaged in and understand the learning progress of their children and how to effectively support them in their learning.
- PBL expectations are embedded in all areas of the school.
- Positive connections with school community.