

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.

Stockton Public School is a proud member of the Newcastle Local Management Group of schools with a current FOEI of 89. Stockton Public School has an enrolment of 295 students Preschool to Year 6 with 8% of students being Aboriginal and 6% of students having a language background other than English.

There is a dedicated staff providing quality teaching and learning programs for all students. 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.

Literacy and numeracy is focused on explicit teaching strategies, formative assessment and differentiated delivery of curriculum outcomes. Students and teachers set individual learning goals collaboratively. Integrated units are used for other key learning areas.

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.

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 a learning culture where students are independent successful learners achieving their full potential.



**STRATEGIC
DIRECTION 2**
Dynamic Teaching

Purpose:

To promote innovation in delivering explicit and engaging lessons and opportunities to improve student outcomes.



**STRATEGIC
DIRECTION 3**
Effective Leadership

Purpose:

To promote an inclusive culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Successful Learners

Purpose

To provide a learning culture where students are independent successful learners achieving their full potential.

Improvement Measures

Increase % of students in top two NAPLAN bands in Year 3 and 5 for:

- numeracy from 31.2% (baseline 2017–2018) to 37.5% or above in 2022
- reading from 41.6% (baseline 2017–2018) to 47.8% or above in 2022

Increase % of students achieving expected growth Yr 3–5 for:

- numeracy from 50% (baseline 2016–2018) to 57.5% or above in 2022
- reading from 47% (baseline 2016–2018) to 56.6% or above in 2022

100% of teachers clearly understand and utilise assessments for learning, assessments as learning and assessment of learning in determining teaching directions and school performance levels.

People

Students

- Students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- Students collaboratively set learning goals in order for them to become independent learners.

Staff

- Staff set learning goals with students and parents/carers.
- Staff successfully cater for all learning needs in the classroom using assessment data analysis and purposeful differentiation.
- Staff plan and deliver explicit lessons.

Leaders

- Monitor curriculum delivery effectiveness across the school.
- Provide resources to support staff in classroom delivery.

Parents/Carers

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

Processes

Data Analysis

- All teachers collect, analyse and interpret data to plan and differentiate for the learning needs of the students.
- Consistent Teacher Judgement is used to monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Collaborative student learning goals are informed by analysis of data.
- Systems for assessment and data collection are streamlined.
- All staff participate in cross stage/department meetings to analyse, plan and assess student learning.

Explicit Instruction

- Explicit delivery of lessons to improve student learning outcomes in reading and writing.
- Staff demonstrate thorough knowledge of progression of skills and lessons to cater for such.

Evaluation Plan

- Classroom walkthroughs– videos/photos
- SCOUT Data – NAPLAN growth
- Internal school data – formative assessment data, summative assessment data
- Teaching and learning programs

Practices and Products

Practices

- Every teacher effectively differentiates curriculum delivery in literacy and numeracy.
- Staff analyse and interpret data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- All teachers utilise effective feedback and reflection to improve their teaching practice and student learning.
- Teachers meet with students regularly to discuss progress and set learning goals.

Products

- All teaching programs and classroom walkthroughs demonstrate differentiation and explicit teaching in Literacy and Numeracy.
- Every student and every teacher improves every year.
- Data analysis shows increased growth (Internal and External data).
- Formative assessment drives student progress and informs teaching strategies.
- Learning goals for students are set regularly and collaboratively and are informed by data.

Strategic Direction 2: Dynamic Teaching

Purpose

To promote innovation in delivering explicit and engaging lessons and opportunities to improve student outcomes.

Improvement Measures

Lesson walkthroughs demonstrate growth in staff curriculum knowledge and pedagogy.

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

Student feedback and surveys indicate an increase in student engagement and challenge.

People

Students

- Students are equipped with skills and capabilities to thrive in an interconnected world. They are connected in 'real world' learning.

Staff

- Teachers will utilise current research and directions around futures learning and implement these into everyday classroom practice.

Leaders

- Provide opportunities to share best practice of quality, innovative teaching.

Parents/Carers

- Value the use of ICT in classroom programs and understand how they support the curriculum by participating in relevant parent information sessions.

Community Partners

- Enhance partnerships with educational networks within and beyond the school to improve student outcomes.

Processes

High quality Professional Learning

- Teachers engage in professional learning to increase understanding of evidence based teaching strategies.
- All staff participate in professional learning to increase cultural competence.

Future Focused Pedagogy

- Teachers engage in professional learning to support the implementation of future focused teaching and learning strategies to promote creativity, communication, collaboration, critical thinking and problem solving.

Evaluation Plan

- PDPs
- Classroom walkthroughs
- Student performance data
- collective responsibility survey
- SEF self assessment
- Assessment rubrics
- Student feedback
- Teacher feedback and surveys

Practices and Products

Practices

- Teachers provide authentic learning opportunities incorporating ICT, CCT and collaboration in lesson design and delivery.
- Provide opportunities for all staff to engage in relevant, timely and meaningful professional learning.

- All teachers participate in professional development that is underpinned by evidence-based research and collaborate to improve teaching practice.

Products

- All teachers produce efficient and innovative programming that targets the needs of their students.
- Staff are upskilled resulting in improved measurable learning outcomes for students.
- All students are able to use a range of technologies, including coding, to enhance learning outcomes.

Strategic Direction 3: Effective Leadership

Purpose

To promote an inclusive 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.

Increase % of students attending school 90% or more of the time from 81.1% (baseline Sem 1, 2018) to 85.1% or above in 2022.

Increase the proportion of students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school from 86.8% (baseline 2018) to 90.4% or above in 2022.

People

Students

- Engaged in building 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 PL.

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

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

Community Partners

- Provide & participate in opportunities through local networks that promote the social, emotional, physical and cultural development of all students.

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.

Wellbeing

- Programs for mindfulness and resilience
- Student success outside of classroom – extra curricula activities
- Develop cultural competency across staff and student

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

- Staff are invited to school events and workshops for parents and community
- Authentic opportunities provided for all stakeholders, staff, students, parents, to input into decision making to drive school improvement.
- Aboriginal culture and heritage is embedded in classroom teaching and learning programs.
- PBL expectations are clearly communicated to the school community.
- Opportunities are broadened and offered to all to allow students to try new experiences and achieve success outside of the classroom

Products

- 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.
- Positive connections with the whole community within and beyond our gates.
- Students have a positive sense of self due to new experiences, resilience and success