



School plan 2018-2020

Pottsville Beach Public School 3578



School background 2018–2020

School vision statement

School Mission:

To inspire learners to reach their potential.

School Vision.

We believe that our vision is achieved through the pursuit of excellence in teaching, innovation, leadership, and teamwork.

School context

Pottsville is a town in the Northern Rivers region of New South Wales, Australia in Tweed Shire. At the 2017 census, Pottsville had a population of 8000. Bill Potts owned the first house in Pottsville around 1930 and the location was initially named Potts Point. Soon though, the town was renamed Pottsville to alleviate any confusion with the place of the same name in Sydney.

Pottsville includes housing developments such as Pottsville Waters, Koala Beach, Seabreeze and Black Rocks Estate.

The NSW Government announced major Capital Works funding for Pottsville Beach Public School with the following aims:

- To building around 13 new classrooms
- To remove a similar number of relocatable classrooms
- To build new library facilities
- To build new administration facilities.
- To promote contemporary facilities.

These works will directly influence school activities for the next 18 months and therefore impact on this management plan.

The challenge for 2018–2020 is to build the capability of all teachers and students to be able to work within open, flexible and contemporary spaces with flexible furniture and the appropriate pedagogy catering for 21st Century student centred learning.

School planning process

The school undertook a broad planning process to inform the strategic directions for the three year school plan 2018–2020. This process assisted the school in identifying its strengths and areas of need, the key aspects impacting student learning and determining priorities for future planning. As part of the planning process;

Staff discussions and written feedback were sought on school vision, areas of strength and areas of further development.

The students accessed the Tell Them From Me survey in early 2017. The community and staff will be provided similar access to appropriate surveys throughout 2017 to provide feedback on the school's performance including areas of strength, areas of further development.

The 5P planning approach across all strategic directions will be an ongoing and collaboratively reworked document throughout the three year life of the plan. The initial process will incorporate a draft plan for comment from all staff and parents. The staff will work together to develop the Milestones section of the plan to ensure collective understanding .

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Teaching and Learning

Purpose:

Develop consistent, high quality educational practices using evidenced based research to enable staff to place students at the centre of their learning.

STRATEGIC DIRECTION 2 Innovative Teaching Environments

Purpose:

To further develop the pedagogy of teaching staff individually and collectively, enabling students to:

- engage in learning experiences and tasks which allow students to make choices about their learning to think critically, creatively, solve problems and communicate their learning with others;
- become highly motivated and take responsibility for their learning, negotiating learning outcomes and the application of knowledge with teachers; and
- be active partners in the assessment of their progress and achievements, reflect on their learning and engage in self and peer assessment;

To develop the capabilities of teaching staff individually and collectively who:

- work together to improve teaching and learning in their year groups, stages or for particular student groups; and
- create learning environments to accommodate differing learning styles opportunities for 21st century technologies.

STRATEGIC DIRECTION 3 Quality Business Systems

Purpose:

21st Century technology will create efficiencies in administrative tasks and provide new data to drive the school's focus.

Provide teachers with better access to innovative learning and teaching resources.

Support staff to respond to changing departmental and educational needs.

Improve administration processes so that teaching staff can focus on teaching and learning activities.

Improve access, flexibility and insight into student and organisational data.

Strategic Direction 1: Teaching and Learning

Purpose

Develop consistent, high quality educational practices using evidenced based research to enable staff to place students at the centre of their learning.

Improvement Measures

Increased % of students to achieve “Sound” or above over 3 years in English.

Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects and shows increased percentage of students achieving in the top 2 bands.

Student and Progression data show expected growth for 80% of students.

Positive Tell Them From Me Survey results.

Supervisors report improved programming, collective efficacy incorporating high expectations, problem solving and differentiated teaching learning activities.

80% of students achieving stage appropriate expectations growth in literacy and numeracy*.

People

Staff

Through collaboration staff develop the capacity to identify evidence from data and use this to inform practice. Through training staff develop skills to effectively provide and receive feedback. Through targeted professional learning and collaborative sharing staff enhance their capacity to integrate effective strategies to challenge all students.

Leaders

Research best practice and innovation, integrating within school systems and energising staff through collaborative teams.

Students

Students will develop deep knowledge and understanding as learners with the capacity to think critically, problem solve and reflect on their learning.

Processes

Teachers lead and participate in ongoing professional dialogue, observation and evaluation in order to develop and refine their practice. Processes to assist in this development may include:

- Instructional rounds
- Collaborative planning
- Focused committees
- Professional learning
- Analysing data

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams.

Evaluation Plan

Students are regularly engaged in thinking that requires them to reorganise, organise, apply, analyse, synthesise and evaluate knowledge and information.

Increased student engagement as reflected in Tell Them From Me surveys.

Most students most of the time are seriously engaged in the lesson. Students display sustained interest and attention.

Positive upward trends and value added growth in NAPLAN and internal data.

Over 3 years improvement in the learning element of the Schools Excellence Framework.

Practices and Products

Practices

Practice: A culture of sharing and reflection builds the capabilities and experiences of all staff to provide students with :

- Choice in learning
- Goal setting
- Creation of rubrics/matrixes
- Guided enquiry/co- creation
- Monitoring/self assessment/feedback
- Evaluation and self reflection.

Products

Product: Teachers collaboratively develop, implement, evaluate and refine innovative teaching and learning sequences.

Product: programs and pedagogy developed to deliver future focused learning:

- Project based learning
- Critical and creative thinking
- Stem
- Environmental learning
- Inquiry learning project

Strategic Direction 2: Innovative Teaching Environments

Purpose

To further develop the pedagogy of teaching staff individually and collectively, enabling students to:

– engage in learning experiences and tasks which allow students to make choices about their learning to think critically, creatively, solve problems and communicate their learning with others;

– become highly motivated and take responsibility for their learning, negotiating learning outcomes and the application of knowledge with teachers; and

– be active partners in the assessment of their progress and achievements, reflect on their learning and engage in self and peer assessment;

To develop the capabilities of teaching staff individually and collectively who:

– work together to improve teaching and learning in their year groups, stages or for particular student groups; and

– create learning environments to accommodate differing learning styles opportunities for 21st century technologies.

Improvement Measures

% of students who take responsibility for their learning.

% of students work collaboratively and independently in a range of learning activities and structures.

People

Staff

Teachers develop a thorough knowledge of the different ways students learn and gain capabilities in providing differentiated learning opportunities which cater to the varying learning styles and spaces available.

Teachers work collaboratively to plan implement and evaluate innovative and quality teaching and learning opportunities.

Students

Students flexible learning spaces provide students with choice where and how they learn. Enables students to be leaders of their own learning. and development enhances collaborative, management and social skills.

Parents/Carers

Parents understand and value self-directed learning and assessment practices.

Processes

Planning for Cooperative Learning Project between classes (2019) which consider the following.

- Structures– stage , class, groupings, teams
- Management of teaching and learning
- Management of physical environment
- whole school/stage approach to describing success, learning intentions, feedback

Plan for transition to new buildings.

Term 4 2018 and term 1 2019.

Evaluation Plan

Feedback from staff, students and parents.

High level staff and parent satisfaction with transfer to new buildings.

The school evaluates professional learning activities to identify and systemically promote the most effective strategies.

The teaching staff demonstrate the effective use of differing learning spaces.

Practices and Products

Practices

Students demonstrate high levels of engagement as they complete both negotiated and set learning tasks. Students can describe what success looks like.

The learning environment is structured to support and promote independence, collaboration ownership and risk taking in learning.

Students have input into the learning and teaching process.

Staff create learning environments which takes full advantage of the learning space enabling students to demonstrate positive interdependence, individual accountability, equal participation and simultaneous interaction.

Products

% of students set and adjust their goals and learning strategies.

% of students work collaboratively and independently in a range of learning activities/structures.

Teachers are partners in the planning, delivery and assessment of innovative teaching programs.

Strategic Direction 3: Quality Business Systems

Purpose

21st Century technology will create efficiencies in administrative tasks and provide new data to drive the school's focus.

Provide teachers with better access to innovative learning and teaching resources.

Support staff to respond to changing departmental and educational needs.

Improve administration processes so that teaching staff can focus on teaching and learning activities.

Improve access, flexibility and insight into student and organisational data.

Improvement Measures

Policies, programs and processes identify, address, monitor, guide and communicate student learning and welfare needs.

100% of staff able to mark rolls and track students.

100% of executive use Central for student wellbeing information.

100% of staff using all LMBR systems (2020 target).

Policies written, implemented and evidence of implementation collected.

People

Staff

Staff will be provided with an increasing suite of tools to apply/use in their role.

Engage all staff in professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as ICT learners, teachers and leaders.

Parents/Carers

Keeping parents informed of our strategic direction and the reasons for change.

Provide parents with multi layered services to access the school.

Leaders

Engaging current and potential leaders in conversations about future ways of doing business and education services.

Processes

Parent stakeholder consultation in the development of school policies and procedures.

Professional learning on ;

Salm,

MyPI,

Accreditation processes,

External validation and collecting evidence of policy implementation.

Policies developed each year

Policies Project– establish a cross stage team to review and update existing policies including policies as identified by the Doe for cyclic review.

Curriculum and Timetable Project–establish a specialised team with executive, staff, parent to lead a whole school review of the structure of school day and curriculum. (2019 for 2020)

Evaluation Plan

Measurement of our success will be done via assessing our productivity in:

Administration tasks,

Readiness and ease of access to data,

Feedback from parents staff & COS,

Efficiencies achieved,

Staff confident of their ability to maintain proficient teacher status.

Practices and Products

Practices

Streamlining of administrative, financial, communication and organisational workflows at the school through improved staff capabilities in the use of EBS4, SAP and SALM.

Well developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs in a timely manner.

All school staff are supported to develop skills for the successful operation of administrative and communication systems.

Products

EBS4, Synergy, Salm and MyPL will become fully operational and all staff will be competent in its utilisation.

Policies written and evidence collected to confirm implementation. 2018– Antbullying, BYOD and Student Wellbeing will be reviewed.

A new structure of the school day will be implemented that supports the teaching and learning, curriculum and wellbeing needs of the students.