

# School plan 2018-2020

Scotts Head Public School 3635



# School background 2018–2020

## School vision statement

At Scotts Head Public School the learning opportunities we provide for students; are engaging, flexible, diverse and encompass contemporary and future contexts. The staff foster and nurture innovative practises, implementing a cohesive learning experience, through quality teaching and a network of partnerships within local and global communities.

We continue to build an open, ethical and responsible culture, in which all individuals are valued, in a shared purpose that is productive. We are a collaboration of professionals, learning from other, developing expertise, where every teacher's effectiveness is progressively enhanced, improving positive outcomes for students. We aim to ensure a safe, caring, happy, orderly and productive learning community based upon respectful relationships.

## School context

Scotts Head Public School promotes a holistic approach to student learning and wellbeing by nurturing each student's academic, physical, emotional, cognitive, social and spiritual life within the framework of the Department's policies.

At Scotts Head Public School we are unique, as we are one of only four primary schools in NSW offering our students a Bilingual Program. The program delivers the regular curriculum in a particular Key Learning Area (KLA) in Bahasa Indonesia, developing language skills, knowledge, understanding and acceptance of Asian societies, cultures and environments.

Scotts Head Public School has a coherent, sequenced plan for cross-curriculum delivery that ensures systematic teaching and learning through our Bilingual Bahasa Indonesian Program; Indigenous Education through our Bush Tucker Track and cultural activities and Sustainability through our Kitchen Garden and Aquaponics programs.

What we do at this school each day has a positive impact on the future of our students. Our children are world-changers. We need our young people to embrace the multitude of opportunities available to them across the globe. At Scotts Head Public School we will continue to extend our students' understanding of difference and provide opportunities for them to become active global participants.

Our school continues to perform positively across all domains of the School Excellence Framework that includes teaching, learning and leading. Consistently building upon school improvement measures and its proud and impressive reputation, a philosophy of *Great opportunities: no one misses out*.

This can only be achieved when we continue to all work towards common goals and maintain effective respectful partnerships, with our children benefitting significantly from these collaborations.

## School planning process

The school planning process at Scotts Head Public School involved:

- Parents and Community Members attending a School Planning 2018–2020 meeting. Discussions took place that focused on what Scotts Head Public School does well, programs and initiatives to keep, programs and initiatives to cease and programs and initiatives to change. All parents at Scotts Head Public School had the opportunity to voice their ideas and opinions even if they could not attend the meeting via the return of surveys.
- The school Indigenous Deadly Consultation Committee attended a School Planning 2018–2020 meeting where directions were discussed and decided.
- Staff were surveyed about what we do well as a school and what we need to improve upon.
- Students were surveyed as to what they like about Scotts Head Public School and what they would like to change.
- Staff completed the 'Focus on Learning: Tell them from me' teacher survey which assisted in developing future directions for Scotts Head Public School.
- Staff worked in groups to develop our Vision Statement. This was shared with parent groups who had the opportunity to voice amendments.
- Four Small School Principals formed a collaborative learning community where data was gathered and analysed to develop and expand upon the common 2 strategic directions while engaging with the Principal School Leadership Officer with ongoing support.
- School plan was written and presented in draft form to staff and Scotts Head and P&C at the beginning of Term 1, 2018.
- School Plan 2018–2020 for Scotts Head Public School was then finalised.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Inspired and Passionate  
Teachers

**Purpose:**

To develop highly skilled, passionate teachers who inspire life-long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.



**STRATEGIC  
DIRECTION 2**  
Reflective Responsible  
Learners

**Purpose:**

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters.

Students will fulfil their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

# Strategic Direction 1: Inspired and Passionate Teachers

## Purpose

To develop highly skilled, passionate teachers who inspire life-long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

## Improvement Measures

### Evidence Based Practice

School self assessment against the SEF indicates movement from:

- delivering to sustaining and growing within the teaching domain element of *effective classroom practice* ( explicit teaching and feedback) ; *the use of data in planning*.

### Literacy and Numeracy

All students in Year 5 achieve equal to or greater than expected growth in numeracy within Naplan. with results in writing for both Year 3 and 5 demonstrate a shift from 29 % currently achieving results in the top 3 bands to 80 %.( plus 2 )

## People

### Students

Students have the skills to use feedback to improve their learning within literacy and numeracy and provide teachers with feedback about the effectiveness of their teaching.

### Staff

Teachers have the knowledge and skills to analyse assessment data and feedback to develop differentiated teaching and learning programs.

### Leaders

Leaders value collaborative practice and provide opportunities for reflective, evidence based practice to form future directions.

Leaders understand how to analyse and use individual and whole school data to drive school improvement.

### Parents/Carers

Leaders enable opportunities for collaborative reflective practice and use student data to inform future directions.

## Processes

### Using Evidence Based Practice

- Teachers confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy learning progressions.
- Building teacher capacity through collaborative based processes and reflective practices.

### Evaluation Plan

Our progress will be measured by analysis of:

- teaching and learning programs
- student progress monitored against progressions
- NAPLAN data
- feedback and surveys regarding student learning
- mentoring conversations
- staff meeting to evaluate, refine and scale success
- learning community meetings

## Practices and Products

### Practices

#### Using Evidence Based Practice

- Teachers confidently and consistently use Learning Progressions to monitor student progress to plan effective, differentiated teaching and learning programs.
- Effective feedback empowers students and parents to understand student learning achievement and what they need to do to progress.
- Teachers use formative assessment and feedback to improve student learning and reflect on their effectiveness collaboratively across the learning community using consistency of teacher judgement to ensure best practice.

### Products

#### Using Evidence Based Practice

- Teacher programs and practices include differentiated and data driven learning intentions, collaboratively developed success criteria in literacy and numeracy.
- Quality teaching evidenced by all teachers consistently achieving all elements of the ATSIL teacher proficiency standard 3 & 5.
- The school has an embedded culture of reflective practice evidenced by 5 weekly mentoring conversations and learning community collaboration opportunities to build teacher capacity, satisfaction with improved practice.

# Strategic Direction 2: Reflective Responsible Learners

## Purpose

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters.

Students will fulfil their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

## Improvement Measures

### Evidence Based Practice

School self evaluation against the SEF indicates movement from :

- sustaining and growing to excelling in the theme of behaviour within the learning domain of wellbeing.
- sustaining and growing to excelling in the theme of student engagement within the learning domain of assessment.

### Learning Dispositions

All students, teachers and parents understand the skills and dispositions required for effective learning, a shared language of learning by all in the school community.

## People

### Students

Students understand and value collaboration to improve learning.

Students understand, articulate and demonstrate what they are learning, their effective learning dispositions and strategies to achieve it.

### Staff

Teachers adopt and enact the mind–frame of being an enabler of self–directed learning.

Teachers develop their understanding of and how to teach critical and creative thinking.

### Leaders

Leaders enable an effective learning culture with a strong understanding of evidence based practices to develop student agency and future focused skills.

Leaders are committed to ensuring effective conditions for learning.

### Parents/Carers

Parents understand the factors that contribute to successful learning, how their child learns best and are confident to provide support.

## Processes

### Assessment Capable learners

- Students develop skills to think creatively and critically to solve problems collaboratively.
- Teachers provide responsive and engaging curriculum to embed Indigenous education, Asian cultural understanding and Sustainability programs.
- Teachers explicitly teach and reinforce the learning dispositions required to enable effective learning.
- Learning maps provide students with forum to plan, monitor and evaluate their learning.

### Wellbeing Framework

- PBL– positive behaviour for learning systems and practices ensure optimum and consistent conditions for student learning across the whole school through a Growth Mindset ethos.

### Evaluation Plan

Learning maps developed and refined week one of each term.

Students achieve stage appropriate levels within the think about thinking element of the Acara Critical and Creative Thinking continuum.

*Visible Learning Inside Checklist* demonstrates growth by all teachers within the *mindframes* aspect.

## Practices and Products

### Practices

#### Assessment Capable Learners

- Students are assessment capable learners who can confidently develop their learning maps and achieve their learning goals.
- Students have an understanding of and can articulate the learning dispositions and a range of effective strategies to support their learning as evidenced by surveys .

#### Wellbeing Framework

- Teachers collect and analyse behaviour data to support the development and implementation of responsive whole school programs.
- Teachers, students, parents and the community have a consistent shared understanding of the school PBL values systems and practices.

### Products

#### Assessment Capable Learners

- All students have effective learning maps which are regularly revisited and used to articulate their journey evidenced by the achievement of their learning goals.
- Assessment capable students who can articulate where they are in their learning, where they are going to next and how they are going to get there.

#### Wellbeing Framework

- Consistent PBL systems that is responsive to data and growth mindset.