

School plan 2018-2020

Valley View Public School 4508



School background 2018–2020

School vision statement

At Valley View, all students have fair access to high quality teaching and learning delivered through evidence-based practices and supported through responsive wellbeing programs and strong community partnerships.

School context

Valley View Public School was established in 1980 and is located in the Wyoming area. The current enrolment is 340 students with 4.72% acknowledging their Aboriginality and 16.8% English as an Additional Language (EALD).

Valley View Public School hosts an additional support class on behalf of Glenvale SSP and has a Multi-Categorical class. An OOSH (Out of School Hours) service is also on site. The school has a dynamic teaching team ranging from early career teachers to more experienced staff, with school administration and learning support officers working as a team to provide educational excellence.

In 2016, the school was selected to participate in the 'High Expectations for All' strategy as identified by the NSW Premier's Priorities. Valley View Public School implements a number of research-based Literacy and Numeracy programs. The school implements 'Positive Behaviour for Learning' (PBL) and upholds the values of Respect, Responsibility and Personal Best.

Valley View Public School prides itself on the quality and variety of educational and extra-curricular experiences available to students. Key initiatives include: band, choir, recorder, dance groups, a range of sporting PSSA teams, public speaking, debating, writing, science and mathematics competitions and the Premier's Reading Challenge.

Valley View Public School has strong alliances with the Valley Schools Learning Community and the Coinda Local AECG, valuing the consultative partnerships that exist. The P&C are committed to the school ensuring timely resourcing and support is provided to enhance the learning opportunities for all.

School planning process

A comprehensive situational analysis of school programs was conducted throughout 2017 and included the analysis of data, participation in the External Validation process, surveying of students, staff and families, document analysis and observation of teaching and learning practice.

Consultation involved meetings with staff, parents and the Local Aboriginal Education Consultative Group (LAECG). This consultative process led to the collaborative development of the school's mission statement and the three Strategic Directions.

Through further consultation and planning, the strategic direction leaders and teams were established for further analysis of data and to develop the three year plan. This included the development of the 5Ps (Purpose, People, Processes, Practices and Products).

Data and research which has informed the plan included:

- NAPLAN and internal assessments
- Tell Them From Me – Student surveys
- Attendance data
- Behaviour data including Sentral data and EBS4, Suspension data,
- Professional Learning surveys
- Information from SCOUT
- DoE School Excellence Policy and Framework V2
- DoE Student Wellbeing Framework Self-Assessment
- What Works Best documents from CESE.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To provide high quality, evidenced–based instructional professional learning to ensure our teachers are creative, inspirational and inclusive practitioners with the capacity to respond to assessment and feedback and shape teaching around the needs of every student.

School Excellence Framework Links

- **Learning:** Curriculum, Assessment
- **Teaching:** Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** Educational Leadership, School resources, Management Practices and Processes

STRATEGIC DIRECTION 2 Quality Learning

Purpose:

To improve student outcomes by developing confident and resilient students who monitor their own learning and reflect on and respond to feedback.

School Excellence Framework Links

- **Learning:** Learning Culture, Wellbeing, Curriculum, Assessment
- **Teaching:** Effective classroom practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** School Resources

STRATEGIC DIRECTION 3 Quality Connections

Purpose:

To strengthen connections with parents and the wider community, so that the school is a cohesive and productive place of learning with student achievement and wellbeing as the prime focus.

School Excellence Framework Links

- **Learning:** Learning Culture, Curriculum, Reporting
- **Teaching:** Learning and Development
- **Leading:** Educational Leadership, School Performances, Management Practices and Processes

Strategic Direction 1: Quality Teaching

Purpose

To provide high quality, evidenced-based instructional professional learning to ensure our teachers are creative, inspirational and inclusive practitioners with the capacity to respond to assessment and feedback and shape teaching around the needs of every student.

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- **Learning:** Curriculum, Assessment
- **Teaching:** Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development
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Improvement Measures

The percentage of students achieving expected growth in Reading in Yr.5 from 59% to 69% and Yr.7 from 69% to 79% and in Numeracy in Yr. 5 from 64% to 74% and Yr.7 from 58% to 68% with a value add from Yr.3 to Yr. 5 of excelling and Yr.5 to Yr.7 of sustaining and growing. (NAPLAN and SCOUT baseline 2017)

In line with the state priority by 2020, the percentage of Aboriginal students in the top two bands meets or exceeds the broader population (Baseline data 2017 statistically insignificant)

The Tell Them from Me – Student Outcomes and School Climate survey shows students to meet or exceed NSW state norm(baseline TTFM 2017: 72%–school, 78%–State Norm)

People

Students

Value the importance of education and are confident and motivated to participate in a variety of learning experiences.

Staff

Understand the importance of ongoing learning for their professional growth, value opportunities to learn with and from colleagues and have the skills and knowledge to implement contemporary teaching practices.

Leaders

Understand the impact of strong instructional leadership and evaluative thinking and have the capacity to lead innovative change and embed reflective practice.

Parents/Carers

Understand and celebrate a strong focus on literacy and numeracy achievement. Recognise their contribution and the contribution of staff in building a strong partnership between school and home.

Community Partners

Understand the contribution they make to student learning, through the sharing of skills and expertise, and feel valued as respected partners in the teaching and learning process.

Processes

Research Informed Pedagogy for Literacy and Numeracy

Implement and embed a focus on continual improvement for all staff to plan and deliver high quality, research-based, technology rich, future focused literacy and numeracy practices that support the learning needs of all students.

Collaborative Practice

Implement a whole school approach to collaborative and collegial practices so that all staff work together to learn from and with each other.

Leadership Practices

Review and further develop whole school practices on building the capacity of aspiring and current leaders across the school to develop systems and processes to enhance the leadership and management of the school.

Evaluation Plan

Charting and evaluation of progress against the SEF

Lesson observation

Reflection and reporting on the impact of planned activities identified in milestones

Analysis of school-based and external assessment data lesson plans/teaching programs

Teaching programs reviewed against specific teaching standards

Practices and Products

Practices

The school uses embedded and explicit systems that facilitate the capacity building of aspiring and current leaders.

Teaching and Learning programs include evidence of the latest research of what works in teaching and learning. Lessons are systematically planned with accommodations and adjustments and include all curriculum requirements.

Teachers build student engagement by including critical and creative thinking, problem solving and effective use of technology to support learning.

Staff are actively involved in quality professional learning, lesson study and mentoring/coaching to build expertise across the school.

Products

Teaching and learning experiences include differentiation, adjustments and a range of research supported, higher-order thinking strategies.

Professional learning focusses on continual improvement of all staff and includes a variety of opportunities for collaboration and professional feedback.

Aspiring and current leaders are supported in leading and managing all aspects of the school through coaching/mentoring and career opportunities.

Strategic Direction 2: Quality Learning

Purpose

To improve student outcomes by developing confident and resilient students who monitor their own learning and reflect on and respond to feedback.

School Excellence Framework Links

- **Learning:** Learning Culture, Wellbeing, Curriculum, Assessment
- **Teaching:** Effective classroom practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** School Resources

Improvement Measures

By 2020 to increase the percentage of students in the top two bands in Reading: Yr. 3 from 50% to 60%, Yr.5 from 34% to 44%, Yr.7 from 19% to 38% with a target of 36% by 2019 in all years – High Expectations for All (Baseline 2017 NAPLAN data)

By 2020 increase the percentage of students in the top two bands in Numeracy: Yr. 3 from 35% to 45%, Yr. 5 from 23% to 38%, Yr.7 from 14% to 38% with a target of 36% by 2019 in all years – High Expectations for All (Baseline 2017 NAPLAN data)

An increase from 85% to 90% of students safely engaged in classroom learning and outdoor play.(Baseline 2017 SENTRAL data)

People

Students

Understand their contribution and responsibility to grow as a learner and have the confidence to take risks with their learning.

Staff

Understand the need to continually evaluate and respond to student learning and value consistency when responding to student behaviour and wellbeing.

Have the capacity to identify and respond to students requiring additional social, emotional, academic and behavioural support.

Leaders

Have the skills to develop clear systems and processes to support and build the capacity of teachers to improve learning, behaviour and wellbeing practices.

Parents/Carers

Understand the valuable and shared outcomes associated with directly and positively engaging with the school to support learning, behaviour and wellbeing practices.

Community Partners

Understand the contribution they make to student learning and wellbeing through the sharing of skills and expertise.

Processes

Learning and Support

Ongoing implementation and review of learning and wellbeing support systems, and individual support structures that assist students to engage and succeed at school.

Student Wellbeing

Implement a whole school approach to building respectful, responsible, resilient and confident learners supported by contemporary social skills and student leadership programs, to ensure optimal conditions for student learning and engagement.

High Expectations for All

Review and further develop teaching, learning, assessment, tracking and feedback practices that systematically evaluate what students know and can do to plan learning experiences that lead to measureable improvement at an individual, group and whole school level. **(Bump It Up)**

Evaluation Plan

SCOUT, NAPLAN, school based assessment

Learning Support Team, stage and executive meeting minutes

ILPs and PLPs

SENTRAL/ PBL data

Teacher and staff referrals

Practices and Products

Practices

All staff confidently analyse school and external assessment data to plan and deliver individual, adjusted, differentiated and responsive learning experiences and provide ongoing feedback for students to set future goals.

Executive, stage and whole school teams undertake professional dialogue on assessment data and individualised support and instruction to embed best practice that is responsive to student learning needs.

All members of the learning community consistently display respectful, responsible and personal best behaviour and students requiring additional support are referred to the Learning Support Team after teacher and stage interventions have proven unsuccessful.

Products

Planned teaching and learning experiences are linked explicitly to assessment data resulting in an increase in students achieving in the top two bands with continuous improvement for every student across the full range of abilities.

Every student is known, valued, cared for and supported through quality systems including Learning and Support processes, behaviour management and wellbeing practices.

All learning environments are well management with a consistent school wide approach to building respectful, responsible relationships, resilient confident learners and student leadership.

Strategic Direction 3: Quality Connections

Purpose

To strengthen connections with parents and the wider community, so that the school is a cohesive and productive place of learning with student achievement and wellbeing as the prime focus.

School Excellence Framework Links

- **Learning:** Learning Culture, Curriculum, Reporting
- **Teaching:** Learning and Development
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Improvement Measures

Greater than 90% of parents surveyed indicate that they have effective two-way communication between home and school. (Baseline data 2018)

90% of school staff have connected with other schools, networks or learning communities to increase collaborative and collegial partnerships. (Baseline data 2018)

People

Students

Have the confidence to contribute to the positive connection between home and school.

Staff

Value the importance and benefits of connecting with families and have the confidence and skills to communicate, connect and promote the school to parents, carers and the wider community.

Leaders

Have the skills and capacity to build strong, consultative and inclusive practices and understand the positive impact this has when connecting with community.

Parents/Carers

Understand the valuable contribution they have to their child's learning when they engage and connect with the school.

Community Partners

Recognise the value and positive impact they have on student success when they actively support and connect with the school.

Processes

Learning Communities

Implement a whole school approach to consolidate stronger and productive links with other school networks, Valley Schools Learning Community, AECG, community groups and external agencies to increase student and school success.

Community Connections

Review and strengthen connection and communication practices with parents and the wider community to positively promote the school and celebrate success.

Evaluation Plan

Annual Report

Parent/carer attendance data for school interviews, reporting sessions, transition programs and celebration events.

Annual parent phone survey

Tell Them From Me

Practices and Products

Practices

Collaborative partnerships are evident within and beyond the school with ongoing opportunities for transition, consultation, feedback, celebration and school promotion.

Communication channels are positive, varied and flexible with multiple opportunities for the school and the community to connect, engage and build a productive partnership that benefits students, staff and community members.

Products

The school and community regularly engage and connect to celebrate the positive learning programs that impact on student learning.

Positive and productive relationships are evident across the whole school community resulting in a collective responsibility in student and school success.

Transition programs connect students with other schools and organisations to support ongoing student progress and achievement.