

# School plan 2018-2020

## Frank Partridge VC Public School 4581



# School background 2018–2020

## School vision statement

Frank Partridge VC students engage in a shared learning journey through the use of individualised teaching and learning programs to nurture, guide, inspire and challenge them to reach their full potential as successful, responsible, informed citizens in their community. They are supported academically, socially, emotionally and physically and this vision is supported through strong community partnerships recognising the value of education, culture and the development of the whole child in our world.

The executive, including the instructional leader, appointed under the Early Action for Success Literacy and Numeracy strategy 2017–2020, will engage in distributive instructional leadership with all staff working collaboratively and cohesively, dedicated to using evidence based teaching strategies and pedagogy to support all learners. All staff will engage in ongoing professional learning as they are committed to continuous improvement of professional practice to develop teaching and learning programs and wellbeing decisions that build and enhance every child's skills and understanding in making sense of their world.

Our school will be a learning community where all stakeholders have a voice, educational opportunities are valued and excellence is expected.

## School context

Frank Partridge VC Public School is a P4 school located on the Mid North Coast of New South Wales at Nambucca Heads.

Student numbers fluctuate between 200 and 230 students each year. ATSI students make up approximately 40% of our school population and cultural activities have a strong presence throughout our school across all key learning areas.

The school consists of 2 straight Kindergarten classes and 9 stage based composite classes. We incorporate 3 support classes into our K–6 structures. There is a wonderful mix of beginning and experienced staff within our school who all demonstrate a sound knowledge of the curriculum and excellent student welfare and management strategies.

Classes are supported by an Aboriginal Education Officer, Aboriginal workers and School Learning Support Officers, School Guidance Officer and Learning and Support Teacher. Frank Partridge VC Public School is part of the Early Action for Success program and K–2 work closely with our Instructional Leader supporting this with a strong focus on literacy and numeracy.

We use various funding streams to maintain classes of less than 22 students K–6. This initiative is strongly valued by our whole school community.

## School planning process

The school planning process includes all key stakeholders, including staff, executive, AEO, SAM, the P&C president and the instructional leader, having ongoing discussions evaluating current practices and identifying future directions. We hold executive meetings weekly or fortnightly as necessary to ensure alignment of our vision statement to the priorities of our students, community and staff, ensuring professional learning, learning support and intervention is driven by evidence identifying student needs through embedded cyclical data collection and analysis using quantitative and qualitative data. This includes Tell Them From Me surveys, PLAN, Best Start, SMART and embedded formative assessment.

All stakeholders are kept informed and opinions sought through P & C meetings, newsletters, staff meetings, PLaSP meetings and internal surveys and discussion.

Our 3 strategic directions are strongly supported by all stakeholders.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Engagement

**Purpose:**

**To sustain and deepen a dynamic learning environment that fosters engaged, enthusiastic, effective learners who have the skills and capabilities to understand what they are learning, why they are learning and how they are learning in order to become successful informed citizens within and beyond their community.**



**STRATEGIC  
DIRECTION 2**  
Community

**Purpose:**

**To engage our community in a strong and effective partnership in a relevant authentic manner to heighten the value of education and learning amongst all stakeholders.**



**STRATEGIC  
DIRECTION 3**  
Potential

**Purpose:**

Our school will provide targeted educational experiences within an educational environment that endeavours for each student to reach their full potential academically, socially, emotionally and physically. We will expose and unlock the potential in all students, enabling them to succeed, access opportunities and make better choices in their lives to benefit themselves, their families and their community.

# Strategic Direction 1: Engagement

## Purpose

To sustain and deepen a dynamic learning environment that fosters engaged, enthusiastic, effective learners who have the skills and capabilities to understand what they are learning, why they are learning and how they are learning in order to become successful informed citizens within and beyond their community.

## Improvement Measures

### Visible Learning

Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of learning in the theme of high expectations

The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- All classes will display learning intentions and success criteria for all KLA's with learning dispositions visible for students and teachers to refer to as necessary to facilitate learning.
- All students in Year 5 achieve equal to or greater than expected growth in literacy and numeracy within Naplan.
- 

### Building Blocks for Learning

Within the teaching and learning theme of Curriculum in the learning domain, we will move from delivering to sustaining and growing by ensuring Teaching and learning

## People

### Students

Actively take responsibility for learning and use feedback for ongoing personal goal setting. They complete all set work and homework with a sound understanding of what they are learning, why and how they are learning it and use this knowledge to provide feedback to teachers.

### Staff

Teachers have the knowledge and skills to analyse assessment data & feedback to develop differentiated teaching and learning programs to support wellbeing and learning for every student using PlaSPs and attend learning and support meetings to ensure each child is receiving differentiated learning as necessary. They participate in ongoing professional learning for visible learning, L3, Balanced literacy and numeracy, mentoring and develop meaningful programs and homework reinforcing core skills.

### Leaders

Leaders value and provide opportunities for reflective, evidence based practice to inform future directions for all students, attending learning support team meetings weekly and supervising PlaSPs and intervention strategies for all students. They analyse and use individual and whole school data to drive school engagement and improvement.

### Parents/Carers

Actively participate in students learning,

## Processes

### Visible Learning

- Teachers will participate in visible learning professional learning and provide daily opportunities for students to participate in ongoing feedback and formative assessment for learning so that all students know what and how they are learning. This is facilitated by smaller class sizes and SLSO's to support students learning.
- Teachers confidently use evidence based practice assessment data to share, monitor & evaluate student progress aligned to literacy and numeracy learning progressions.

### Building Blocks for Learning

- All K-2 staff will have been trained in or will be undertaking training in L3 to build teacher capacity through collaborative based processes and reflective practices.
- Embedded cyclical data, monitoring and analysis will inform teaching practice and programming. L3 pedagogy and visible learning will underpin Stage 2 and 3 literacy.
- Teachers confidently use evidence based practice assessment data to share, monitor & evaluate student progress aligned to literacy and numeracy learning progressions.

## Evaluation Plan

### Evaluation Plan

- Teaching and learning programs reflect explicit assessment strategies concurrently planned.

## Practices and Products

### Practices

#### Visible Learning

- Teachers use literacy and numeracy learning progressions to monitor student progress to plan effective differentiated teaching and learning programs to discuss where to next with each child during feedback and goal setting.
- Teachers use formative assessment and feedback to improve student learning and reflect on their effectiveness.
- Learning intentions and success criteria are visible in all classrooms and teaching programmes.

#### Building Blocks for Learning

- Teacher programs and practices include learning intentions and collaboratively developed success criteria in literacy and numeracy.
- Teacher programs are differentiated and data driven using progressions to map and plan teaching and learning programs
- Quality teaching occurs within all classroom evidenced by all teachers consistently.
- The school has an embedded culture of reflective practice evidenced by 2 weekly mentoring conversations.
- Stage and whole school collaboration opportunities are embedded to build teacher capacity and satisfaction with improved student outcomes.

# Strategic Direction 1: Engagement

## Improvement Measures

programs describe expected progression in knowledge, understanding and skill and the assessments that measure them.

- All students will have a PLaSP by the end of 2018.
- Effective partnerships in learning with parents and students mean students will be motivated to deliver their best and continually improve.
- 

## People

attend PLaSP meetings, Healthcare meetings and parent teacher interviews and conferences. They support the completion of set homework and home reading—modelling the value and importance of education to all children.

### Community Partners

Actively promote the value of education within our community—attending PLaSP meetings when necessary and providing NDIS support for families to help engage and support all students.

## Processes

- Student progress monitored through learning progression.
- Feedback enables students to have clear understanding and knowledge of how to improve and informs teacher practice.
- Professional meetings and mentoring conversations promotes innovative practices and has processes in place to evaluate , refine and scale success.

## Practices and Products

### Products

- PLAN 2 data reflects 100% of achievement in literacy and numeracy.NAPLAN growth data indicates stronger growth rate than state average in literacy and numeracy.
- Australian Hearing and Darimba Mara hearing
- Hearing Itinerant Support Teacher supports all identified students with hearing problems.
- Australian Literacy and Numeracy Foundation provides ongoing reports.

# Strategic Direction 2: Community

## Purpose

**To engage our community in a strong and effective partnership in a relevant authentic manner to heighten the value of education and learning amongst all stakeholders.**

## Improvement Measures

### Community Engagement

Self-assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of learning in the theme of Attendance.

- Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

### Building Blocks in the Community

Self-assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of Wellbeing in the theme of Individual learning needs.

- There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

A planned approach to wellbeing within the Learning Domain of Wellbeing sees the SEF indicate a movement from sustaining and growing to excelling:

## People

### Students

Understand the role education plays in enabling them to make a positive contribution to their school and the greater community whilst embracing the need for a wide life focus. They will respond positively to stimuli and opportunities provided by the school and community, attending, participating and engaging in a variety of activities offered by school life and the wider community.

Students will return homework and home readers regularly, taking responsibility for own learning.

### Staff

Provide opportunities for wider community input and usefulness of known skills within the community. They will access community members that have a relevant and authentic message to share with all students to make connections with home and school; sharing the value of a quality education. Community members will engage in the school by leading Men's and Women's groups, Aboriginal Language groups and participation of PaTCH training.

All staff will ensure Sentral is used to record wellbeing, behaviour and academic notifications to create a data bank of evidence for all students.

Staff will ensure PLaSPs are written and consulted on with parents carers, using cyclical data to make necessary changes as necessary.

We will provide opportunities for all students that could lead to a variety of

## Processes

### Community Engagement

- Staff will complete PLaSPs delivering flexible learning pathways for all students. Parent teacher interviews will be held each term for parents to contribute to development of PLaSPs.
- Presentations and performances will be held and all parents and community members will be invited and encouraged to attend.
- Parents will participate in PaTCH training with the instructional leader.

### Building Blocks in the Community

- Language, Men's and Women's group will be embedded into the school timetable with the strategic support of knowledgeable community members.
- Tell them from me survey completion will be actively encouraged with information analysed and discussed at whole school staff meeting. Information will be presented to parents and community via the newsletter.
- Homework and home reading policies will continue to be consultative, reviewed and updated.
- Preschools and High school will receive regular support from staff to best meet the needs of students and families.
- 2 new teachers will undertake ALNF training this year to ensure consistency across early years speech and language development.

## Evaluation Plan

## Practices and Products

### Practices

#### Community engagement

- Improved attendance at all PLaSP meetings by parents/caregivers. Parent voluntary helpers will increase within the school.
- Parents will attend cultural events, presentations and family fun night.
- Language groups etc will be embedded into a weekly timetable and supported and/or attended by parents and/or community members to deliver authentic cultural teaching and learning to all students.
- All K-2 teachers will be trained and implementing ALNF strategies in classrooms.

#### Building Blocks in the Community

- 100% of students will have PLaSP by the end of 2018 updated on an ongoing basis every term.
- Men's group and Women's group to be operational and embedded into weekly timetable.
- Improved number of positive Wellbeing, behaviour and academic notifications will be made on Sentral.
- Improved attendance both full and partial across all school cohorts.
- Improved homework and home reader return rates by the end of 2018.
- Transition to school programs will extend into preschool visits by staff to create stronger links within the

# Strategic Direction 2: Community

## Improvement Measures

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

## People

career paths in the form of the arts, sports, digital and personal. PaTCH training will be offered every term 2 by the Instructional Leader under EAfS literacy and numeracy strategy.

Liaise with any necessary outside agencies as necessary for any student—OOHC, Speech, Hearing, Learning Support, NDIS support workers etc.

### Leaders

Leaders will communicate effectively and relevantly with the wider school community through a variety of pathways the community has expressed they prefer, being online media such as facebook messages, newsletters, phone calls home and special meetings, assemblies and one off notes home.

Leaders will monitor Sentral entries to ensure all teachers are monitoring and recording notifications on a daily basis.

We will create opportunities and ensure funding is available for the effective attainment of community expertise, parent workshops and PaTCH training can be accessed by any and all willing community members.

IL will continue to build on positive relationships with local preschools by organising consistent visits in order to liaise with future students, staff and families to create stronger links to school.

### Parents/Carers

Assist through everyday parent-child interaction, discussion about life choices,

## Processes

- Tell Them From Me Survey will be collected and analysed to measure effectiveness of community programs. Registration sheets at events will be recorded and data used to inform parental and community participation.
- PaTCH survey will be conducted and analysed to inform reflective practice and future directions
- Sentral will be monitored and analysed by the leadership team and data used to inform decision making to ensure improvement in attendance, behaviour and engagement. Outside agencies will be surveyed to measure.
- P and C will be consulted on all community activities.

## Practices and Products

community

### Products

- Tell Them From Me survey
- PaTCH survey
- Sentral reports
- literacy and numeracy progressions
- SMART data
- PLAN data
- Registration data
- P and C minutes and records

## Strategic Direction 2: Community

### People

importance of school and education. More parents will attend school community events and parent/teacher meetings to engage more deeply in their children's learning. Parents will attend learning workshops, transition to school information sessions and PaTCH training making crucial connections between home and school.

### Community Partners

Bring a wide range of experience to classrooms with classroom visits and advice to teachers and parents/carers. They mentor staff and students via roles within music, sport and arts, assist parents and staff through NDIS changes and out of home care services, providing outside agency support as necessary. Community partners will provide a wider school community collaboration process for staff and student welfare documents.



# Strategic Direction 3: Potential

## Purpose

Our school will provide targeted educational experiences within an educational environment that endeavours for each student to reach their full potential academically, socially, emotionally and physically. We will expose and unlock the potential in all students, enabling them to succeed, access opportunities and make better choices in their lives to benefit themselves, their families and their community.

## Improvement Measures

### Effective Programming and Planning

Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of curriculum in the theme of teaching and learning

As a school we will ensure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

PLaSPs for every child developed and continually adjusted at point of need for every child.

Programs will reflect adjustments and differentiated learning for each child with data reflecting students point of need.

### Explicit Classroom Teaching and Learning

Within the teaching domain the SEF evidences us as sustaining and growing.

## People

### Students

Students will actively participate in developing personal learning goals with their teachers using assessment for learning and feedback from teachers and peers to identify and refine areas of learning needs. They will be aware of the behaviours and learning dispositions required to reach their full potential with a focus on dedication, concentration and a focus on core skills.

### Staff

- Staff are working within their team and school to participate in collegial collaborative planning, mentoring and classroom based coaching using evidence based data to plan and differentiate their teaching and learning to all students.
- All staff model excellence, lead by example and use Sentral and the progressions as evidence based data to help them reflect on and refine their personal learning needs to actively seek feedback to best support their students.
- Employ the most accurate and informative assessment strategies to ensure each individual student is working at their instructional level.
- Provide opportunities in a wide and diverse range of extra curricular activities including music, band, choir, public speaking, chess, tournament of the minds, school camps and excursions, sport, drama and debating.

### Leaders

- Leading by example, provide support to

## Processes

### Effective Programming and Planning

- Staff will engage in developed pathways of professional learning driven by the performance and development framework to ensure the development and refinement of skills necessary to use the progressions and embedded formative assessment to differentiate teaching to all students at point of need.
- They will engage in mentoring and feedback sessions with mentors and supervisors using their PDP aligned to the teaching standards to ensure deep pedagogical knowledge about curriculum content and deep knowledge of the students they are teaching.
- Collaborative planning and moderating will regularly occur across stages and the whole school with the learning support team and school leaders providing direction, action and support to all staff in an efficient and accessible nature.
- All teachers will participate in Professional learning for literacy and numeracy—L3 and balanced literacy and numeracy sessions as implemented by the instructional leader and other school leaders.
- Teachers are regularly accessing Sentral to record and retrieve data for all students to ensure a big picture of every student is created and utilised.

### Explicit Classroom Teaching and Learning

- Teachers will systematically plan for all students making adjustments and accommodations at every point of need using evidence based data to drive

## Practices and Products

### Practices

#### Effective Programming and Planning

- Students are identifying own learning goals, working with teachers to identify and refine their personal learning needs.
- They are participating in regular feedback sessions with teachers and peers.
- Students are aware of Sentral notifications and are self regulating their behaviours and learning.
- All teachers are using evidence based data to plan for all students at instructional point of need across all Key Learning Areas.
- Teachers will maintain a daybook/program reflecting point of need revision, accommodations and adjustments.

#### Explicit Classroom Teaching and Learning

- Teachers are delivering a differentiated program to all students, providing a wide and diverse range of activities to ensure each child reaches his/her potential.
- Effective evidence based teaching methods are used to optimise learning for all students, across the full range of abilities.
- Student's learning improvement is monitored on the learning progressions and demonstrates growth.

### Products

# Strategic Direction 3: Potential

## Improvement Measures

We will move to excelling by ensuring all lessons are systematically planned and collaboratively designed with accommodations and adjustment made to suit needs as they arise. Lesson planning will reference student data including progress and achievement data, curriculum requirements, and student feedback, providing continuous improvement for all students, across the full range of abilities.

100% of students will have personal learning goals with evidenced data in literacy and numeracy.

100% of students will indicate growth in literacy and numeracy in NAPLAN and progressions.

## People

teachers and an overall school routine that supports a substantial daily allotment of time to these subject areas.

- Engage in ongoing professional learning and to provide staff with new learning via a variety of professional learning pathways.
- Acknowledge excellence across all aspects of our teaching and learning community.
- Build teacher capacity by ensuring current pedagogies are utilised across the whole school.
- Build Exec capacity through effective role development, clarity of expectation and appropriate support structures.

## Parents/Carers

- Encourage students into more ambitious goal setting, completing all work at a high standard.
- Work closely with the school through our home work and home reading systems..
- Participate in PLaSP meetings to have authentic input into their child's learning.

## Community Partners

- Outside agencies support students wellbeing and learning by working alongside us and the families to ensure healthcare plans, educational goals and wellbeing is taken care of in a holistic approach with all key stakeholders.

## Processes

teaching and learning cycles of inquiry.

- Literacy and numeracy progressions will be consistently updated on a 5 week cycle to develop personal learning goals with students with all KLA syllabus outcomes underpinning all activities.
- Students will engage in ongoing feedback sessions to collaborate with their teachers and parents to best address their learning to reach their full potential at school.
- Staff will provide a wide range of extra curricular activities for all students to maximise the potential of achievement across many lifestyle avenues.

## Evaluation Plan

### Effective Programming and Planning

Will be evidenced, analysed and measured by–

- Stage meeting minutes, exec and whole school meeting minutes are recorded, emailed to relative staff and referred to as necessary.
- Teaching and Learning programs are seen by supervisors each term with feedback provided to each teacher and uploaded onto the server.
- All professional learning will be recorded on MyPL and a school spreadsheet on the server.
- PLaSPS will be in class folders on the server updated by the end of each term.
- Students learning goals will be visible and accessible for all teachers and students.
- Sentral is monitored and analysed by

## Practices and Products

### Effective Programming and Planning

- Teacher programs are continually refined using feedback, assessment and student progress aligned to the syllabus documents.
- PLAN data indicates 100% of students achieving at or above expected growth rates in literacy and numeracy.
- Stage and whole school minutes reflect ongoing collaborative planning, professional learning and moderating sessions.

# Strategic Direction 3: Potential

## Processes

- teachers and executive on a daily, weekly and term basis as necessary.
- Survey students and community on teaching and learning.