

# School plan 2018-2020

## Sandon Public School 5696



# School background 2018–2020

## School vision statement

Sandon Public School is a collaborative learning community committed to developing confident, successful learners and leaders.

Students are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

The Sandon Community demonstrates our S.H.I.N.E. values of Show Respect, Honesty, Including others, Never giving up and Engaging in learning.

## School context

Sandon Public school has an outstanding reputation for inclusivity, student leadership and quality teaching and learning programs.

The school has a student population of approximately 250 students from diverse cultural, religious and socio-economic backgrounds.

Approximately twenty seven percent of students are of Aboriginal background. Fourteen percent of students have English as an additional language and ten percent of students have a diagnosed disability. Our teaching and learning and student well-being programs are designed to address this complexity.

NAPLAN growth data has consistent.

Sandon Public School has been a Positive Behaviour for Learning (PBL) school for five years and the school's **S.H.I.N.E.** values (Show respect, Honesty, Include others, Never give up, Engage in learning) and inclusive culture underpin the ethos of the school.

There is an active Parents and Citizen's Association.

## School planning process

Sandon Public School planning was led by the Executive who used a variety of school data, evidence and educational research to develop our plan including:

- a staff workshop,
- Parent/carer survey.
- The Melbourne Declaration Educational Goals, 2008.
- *Education for a Changing World, Exploring the Impact of Artificial Intelligence, Education and 21st Century skills needs.*
- The School Excellence Framework
- PLAN data.

The school plan was presented at a P&C meeting for feedback. Aboriginal parents were asked questions about their child's aspirations for learning at a Breakfast.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Quality Teaching

### Purpose:

Passionate and skilled teachers inspire lifelong learning. As a collaborative learning community committed to developing confident, successful learners and leaders we will develop and maintain skilled, high performing teachers.

## STRATEGIC DIRECTION 2 Quality Learning

### Purpose:

Quality learning builds the capabilities for every student so they are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

## STRATEGIC DIRECTION 3 Wellbeing to Connect, Succeed, Thrive.

### Purpose:

Sandon Public School community values of Show Respect, Honesty, Include others, Never give up and Engaging in learning are the foundations for Wellbeing so our students can:

**Connect:** Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging.

**Succeed:** They will be respected, valued, encouraged, supported and empowered to succeed.

**Thrive:** Our students will grow and flourish, do well and prosper.

# Strategic Direction 1: Quality Teaching

## Purpose

Passionate and skilled teachers inspire lifelong learning. As a collaborative learning community committed to developing confident, successful learners and leaders we will develop and maintain skilled, high performing teachers.

## Improvement Measures

- At least two Teachers have Highly Accomplished Accreditation.
- All professional learning opportunities are differentiated and mapped to the Australian Professional Standards.
- All teachers are familiar with and implement assessment for, as and of learning to gather evidence and make judgements about student achievement. This will be evidenced through professional learning and supervision practices.

## People

### Staff

Develop a deep understanding of effective, evidenced pedagogy to continually refine practice.

Implement authentic collaboration and action learning.

Use pedagogy to develop Creativity, Critical reflection, Communication and Collaboration so they :

- understand and know their learners and their needs
- treat teaching and learning as a creative process
- understand how learning is generated
- develop self-regulated, self-directed and autonomous learners.

### Students

Develop and refine skills and attributes to build a solid foundation in literacy and numeracy for successful learning.

Are empowered to develop deep learning using the capabilities of Creativity, Critical reflection, Communication and Collaboration.

### Leaders

- Will lead the implementation of research based evidence informed practice.
- Will coach, mentor and support every staff member to improve every year.
- They will have the skills and capacity to facilitate professional dialogue and lead

## Processes

Excellence in Pedagogy.

Quality Professional Learning on

- Project based learning
- Critical and Creative thinking
- Assessing Creativity, Critical reflection, Communication and Collaboration
- Growth Mindset.

Implement structures to support teachers to achieve Highly Accomplished and or Lead status using the *Australian Professional Standards for Teaching*.

## Evaluation Plan

- Evidence gathering to determine are teachers developing authentic project based learning and assessment tasks utilising a range of strategies that assess students critical and creative thinking, critical reflection, communication and collaboration. Eg Units of work and lesson plans.
- School based and external data will validate teacher capacity to deliver quality teaching programs.

## Practices and Products

### Practices

- Quality professional learning results in teacher collaboration to plan, deliver and evaluate project based learning.
- Quality professional learning results in teachers using visible learning so student centred, self-regulated learning is evident across all classrooms.
- Growth mindsets underpin collaborative partnerships.
- Shared, deep learning among staff.
- Quality teachers who are willing to innovate.

### Products

- Structures are in place to enable regular opportunities to collaboratively plan, reflect, improve and deliver evidence informed quality teaching.
- Dynamic, exciting learning is embedded practice.

# Strategic Direction 1: Quality Teaching

<b>People</b>
quality teaching.
<b>Community Partners</b>
The School community understands and values the collective responsibility of quality professional learning and support provided to pre- service teachers, beginning, early career and teachers seeking higher level accreditation.

# Strategic Direction 2: Quality Learning

## Purpose

Quality learning builds the capabilities for every student so they are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

## Improvement Measures

- Progress and achievement of equity groups within the school is equivalent to the progress and achievement for all students.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

## People

### Students

- Develop and extend their ability to set learning goals, reflect on their learning and participate in quality peer and self-assessment.
- Use critical reflection as a basis for project-based transformative learning and action.
- Confidently contribute to observation, feedback and reflection.

### Staff

- Work in open, collaborative, innovative ways.
- Develop the capacity to activate or facilitate student project based learning based on real world scenarios.

### Parents/Carers

Understand and value a learning culture that prioritises quality learning that is visible, inquiry based and supports students to embrace opportunities and reach their potential.

### Leaders

Will coach, mentor and support every staff member to improve every year.

They will have the skills and capacity to facilitate highly professional dialogue and reflective, collaborative quality learning.

## Processes

Collaboration is embedded to implement and sustain some or all of:

- Learning Walks
- Instructional rounds
- Classroom Walk Throughs
- Lesson Study.

The NSW Quality Teaching Model is by teachers to improve teaching practice and hence student learning outcomes.

Professional Learning is targeted to suit individual needs so every student, every teacher can improve every year.

The Literacy and Numeracy Learning Progressions are used by staff in order to know their students and plan for explicit differentiated teaching and learning.

## Evaluation Plan

- The School Excellence Framework, NAPLAN data, and feedback will be used to evidence improvement by every student, every teacher every year.
- Observational rounds.

## Practices and Products

### Practices

- Shared, deep collaborative learning among staff.
- Growth mindsets underpin collaborative partnerships.
- School Leaders provide the resources necessary to support collaborative learning.
- Quantitative and qualitative assessment data is used to further plan and inform teaching and learning.
- Students are setting their own learning goals, critically reflecting on their achievement and providing quality feedback on themselves and others as appropriate.

### Products

- School NAPLAN results will meet and exceed the Premier's targets in literacy and numeracy.
- Enhanced levels of literacy and numeracy across all stages through targeted whole school strategies.
- Student led learning goals, critically reflection and quality feedback is embedded practice.

# Strategic Direction 3: Wellbeing to Connect, Succeed, Thrive.

## Purpose

Sandon Public School community values of Show Respect, Honesty, Include others, Never give up and Engaging in learning are the foundations for Wellbeing so our students can:

**Connect:** Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging.

**Succeed:** They will be respected, valued, encouraged, supported and empowered to succeed.

**Thrive:** Our students will grow and flourish, do well and prosper.

## Improvement Measures

- Attendance rates are above state average.
- Increase the number of students who self report themselves as confident, resilient, have positive self-esteem and take risks with their learning.

## People

### Students

- Will engage with growth mindsets.
- Develop personal skills and attributes that enable them to Connect, Succeed and Thrive.
- Will foster their own wellbeing.
- Will contribute to the wellbeing of others and the wider community.

### Staff

- Will engage with growth mindsets.
- Will demonstrate quality teaching and effective professional practice in every learning environment.
- Will celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

### Community Partners

- Understand a whole school approach ensures the most effective evidence-based wellbeing programs optimise learning progress for all

### Leaders

- Ensure resources are used to best meet individual and collective student need.
- Ensure learning experiences are provided that contribute to the development of individual character traits and positive group dynamics.

## Processes

Positive, respectful relationships are evident and widespread among students and staff.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assist to help students fulfil their potential.

Professional learning on Growth Mindsets is provided to staff and implemented with students.

Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

## Evaluation Plan

- Qualitative and quantitative data is used to inform and guide school planning for wellbeing.
- Minutes from Learning Support Meetings.
- Whole school Scope and Sequences.
- Staff from another school/s to review the effectiveness of the implementation of our wellbeing strategy.

## Practices and Products

### Practices

- The school regularly collects, analyses and uses data to monitor Positive Behaviour for Learning (PBL) to determine measurable improvements in wellbeing and engagement.
- Planning for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Teachers value, model and embed growth mindsets.
- All teachers are using the Physical Literacy Continuum to plan and implement teaching and learning activities.

### Products

Signage around the school is replaced and extended to promote positive mindsets.

Wellbeing is promoted across all school social media sites.