

School plan 2018-2020

Stanmore Public School 7436



School background 2018–2020

School vision statement

Our students will:

- Be confident, empathetic and resilient citizens who make positive choices with regards to their learning, their environment and their relationships;
- Display a range of creative, social and problem solving skills that will be applied through areas of schooling and their lives;
- Be independent and globally aware critical thinkers with a life-long love of learning.

Our teachers will:

- Actively engage in professional learning and implement current pedagogy;
- Create a dynamic learning environment with differentiated curriculum;
- Embed a culture of critical and creative thinking and a love of learning;
- Facilitate a nurturing environment with opportunities and initiatives that support our students.

School context

Our school is a vibrant and unique community where learning and relationships are at the centre of school life. Its population reflects the rich diversity of the inner west, with its mix of backgrounds, interests and capabilities, and the school welcomes and supports this diversity. The school's approach is to educate the whole child and to provide a breadth of opportunities to engage and motivate all students to develop their many capabilities.

Students are typically enthusiastic, engaged and eager to learn. Most are highly capable learners and apply themselves to achieving target levels and above. Those with learning needs are supported to achieve success with their learning.

Parents play a significant role in the life of the school and are strongly supportive of their children's education. They contribute to decision making, organise social events, raise funds and volunteer in school programs.

We live our values of fairness and inclusion and place an emphasis on strategic improvements to increase learning and enhance the school experience for our students, staff and parents /carers.

In educating the whole child, the school is truly educating for life.

School planning process

A review of the 2015–2017 strategic plan showed significant progress towards all objectives with further work required to embed evidence-based pedagogy and to develop future-focused learning practices.

Following this in Semester 2, 2017, the school leadership team and other staff explored options for , quality, school-wide professional learning and visited the Technology Centre and other schools to see future-focused learning in action. Information from this was shared with the staff and parents. Subsequent discussions at whole school, executive and parent levels, together with consideration of the School Excellence Framework Version 2, lead to the formation of directions for the school's strategic plan for 2018–2020. Since then, discussions with various stakeholders have added detail to the each of the directions.

School executive attended training sessions to guide them in the planning process and sought advice for the High Performance Unit.

A draft was tabled for discussion with the staff, the P&C and the Student Executive prior to finalising.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Learning

Purpose:

To ensure a stimulating and engaging learning environment underpinned by high expectations and teaching practices that accelerate learning, provide personal empowerment, promote transmission of culture, and prepare students for citizenship and work.

To ensure there is school-wide, collective responsibility for student learning and success, shared by students and parents, and that planning is informed by holistic information about each student's wellbeing and learning needs.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

To ensure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching effectiveness, consistent and reliable student assessment and continuous tracking of student progress and achievement.

To ensure student assessment data is regularly used school-wide to identify student understanding and progress, in order to reflect on teaching effectiveness and inform future school directions.



STRATEGIC DIRECTION 3 Effective and Distributed Leading

Purpose:

To develop the leadership team as instructional leaders, focussed on building a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement in teaching and learning.

To ensure that changes in teaching and learning are facilitated by processes, structures and resources that are supportive of staff wellbeing and of coherence and cohesion in teaching and learning across the school.

Strategic Direction 1: Quality Learning

Purpose

To ensure a stimulating and engaging learning environment underpinned by high expectations and teaching practices that accelerate learning, provide personal empowerment, promote transmission of culture, and prepare students for citizenship and work.

To ensure there is school-wide, collective responsibility for student learning and success, shared by students and parents, and that planning is informed by holistic information about each student's wellbeing and learning needs.

Improvement Measures

Increased use of future-focused pedagogies in teaching and learning programs and improved student learning growth.

Increased levels of student engagement and students taking responsibility for their own learning.

People

Students

Actively engage in authentic, challenging curriculum while learning to set goals and reflect on and evaluate their own learning.

Staff

Develop their skills in implementing future-focused pedagogies and student-centred learning in order to meet the varied learning needs of students.

Leaders

Adopt a coordinated approach to the implementation of future-focused learning so all students are able to think critically and creatively, collaborate productively and communicate effectively.

Parents/Carers

Develop an understanding of and value the models of learning that underpin the school's future-focused educational philosophy.

Processes

Future-Focused Learning (FFL)

Over three years, the school will:

- Engage in quality, professional learning on FFL;
- Trial and evaluate pedagogical approaches to FFL;
- Identify which approaches work best in the school's context;
- Undertake school-wide professional learning in that approach;
- Embed teaching practices;
- Develop related school-wide resources to ensure consistency.

Wellbeing for Successful, Self-Directed Learning

Enable students to succeed and thrive at each stage of their schooling through

- ensuring learning is adjusted to their holistic needs;
- building school-wide expertise in evidence-informed teaching
- developing inquiry-based and well-integrated approaches to learning that are rich in thinking and learning conversations.

Evaluation Plan

Progress towards improvement measures will be evaluated through staff reflection and feedback, learning walks, school-based assessment data, focus groups and surveys.

Practices and Products

Practices

Students will be engaged in learning activities embedded with future-focused skills acquisition and driven by big ideas and syllabus outcomes rather than content.

Student engagement and responsibility for their own learning will be supported by a flexible repertoire of strategies for classroom management and learning programs responsive to feedback on teaching, from reliable consistent assessment and tracking of student learning.

Products

Students will make connections between ideas, understand multiple perspectives and use evidence-based reasoning.

Students will reflect on themselves as learners and use learning intentions, success criteria and feedback to analyse their progress and inform future learning directions.

Strategic Direction 2: Quality Teaching

Purpose

To ensure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching effectiveness, consistent and reliable student assessment and continuous tracking of student progress and achievement.

To ensure student assessment data is regularly used school-wide to identify student understanding and progress, in order to reflect on teaching effectiveness and inform future school directions.

Improvement Measures

Increase student learning growth in literacy and numeracy.

Increase data use in planning teaching and learning.

Increase differentiated instruction in literacy and numeracy.

People

Students

Develop the capacity to set learning goals, reflect on and evaluate their own learning using feedback.

Staff

Develop their skills and confidence in evidence-informed visible learning strategies and wellbeing approaches that improve student learning outcomes and enhance wellbeing.

Leaders

Adopt a coordinated school-wide approach to embedding formative assessment and visible learning, provide related professional learning for teachers and parents and set an expectation of learning improvement across the school.

Parents/Carers

Collaborate in the setting of learning goals and support students to achieve them.

Processes

Evidence-Based Pedagogy

Class teachers and support teachers for each Year group meet weekly to:

- develop learning intentions and success criteria for literacy and numeracy.
- develop related formative assessment and feedback strategies.

Data Use in Teaching

Teachers: develop expertise in analysing data so planning for teaching and learning is data driven and differentiated and all students are highly engaged.

Evaluation Plan

Learning walks gather school-wide data to monitor progress on the use of effective formative assessment and student understanding of the purpose of learning and engagement with their own learning.

Analysis of internal and external assessment data.

Practices and Products

Practices

Programming will be short-term and responsive to and differentiated for student learning needs.

Teachers will plan for assessment that provides data before, during and after learning.

Teachers will use point-in-time data to modify their teaching, responding to feedback from a range of student progress and achievement data, including day-to-day formative assessment.

Products

Students can articulate the purpose of learning for each lesson and what they need to do to improve their learning.

All learning experiences in literacy and numeracy are differentiated to support individual learning needs.

Strategic Direction 3: Effective and Distributed Leading

Purpose

To develop the leadership team as instructional leaders, focussed on building a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement in teaching and learning.

To ensure that changes in teaching and learning are facilitated by processes, structures and resources that are supportive of staff wellbeing and of coherence and cohesion in teaching and learning across the school.

Improvement Measures

Increased leadership opportunities and capabilities.

Increased coherence and consistency in the learning experience of students across the school K–6.

People

Students

Build learning and leadership skills with a focus on resilience, learner capabilities and competency.

Staff

Develop leadership capabilities and assume leadership roles within the school, beginning with areas of interest and expertise.

Leaders

Nurture a professional learning community focussed on continuous improvement in teaching and learning, resulting in whole school measurable improvement.

Parents/Carers

Contribute ideas, expertise and opinions to school programs and their evaluation.

Processes

Leading Change

Develop a school-wide culture of leaders of learning for self and others so all have growth mindsets and are highly engaged in learning.

Build capacity to lead change through increasing skills in mentoring, coaching and facilitating professional dialogue and sharing of expertise in areas relevant to the school's strategic directions.

Supporting Change

Support consistent and coherent learning across the school through:

- school-wide, quality professional learning;
- allocation of regular time for collaborative planning of learning and formative assessment processes;
- allocation of time for collaborative planning of quality inquiry based learning projects;
- the development of school-wide resources that guide and support a common learning experience for all students.

Evaluation Plan

Learning walks and feedback from collaborative planning sessions to establish the levels of consistency in school-wide programs K–6.

Surveys, discussion groups and the proportion of staff undertaking leadership roles to evaluate the distribution and effectiveness of leadership.

Practices and Products

Practices

The school leadership members will engage routinely in their own professional learning to build their capacity to lead change and sustain a culture of effective, evidence-based teaching and ongoing school improvement.

Learning programs will be well-managed and supported within a consistent school-wide approach.

Products

Changes in teaching practice are embedded school-wide and coherence and consistency are facilitated with school-developed resources.

Structures and processes are in place to enable regular meetings and opportunities to collaboratively plan, reflect, evaluate and improve teaching and learning.