NSW GOVERNMENT | **Education** Public Schools

School plan 2015-2017

Stockton Public School 3110

School vision statement

At Stockton Public School, we believe in providing quality educational programs in an inclusive learning environment to develop each child to their full potential while preparing them to succeed in the 21st Century.

School context

Stockton Public School established in 1861 serves a small diverse community of wide ranging socio–economic circumstances.

We have a current enrolment of 287 students Preschool to Year 6.

There is a dedicated staff providing Quality Teaching and Learning programs for all students from Preschool to Year 6.

Staff include: the Principal, 3 Assistant Principals, 8 class teachers, 1 Preschool Teacher, Librarian (3 days per week), Learning and Support Teacher(3 ½ days per week) and School Counsellor.

There is a strong focus on developing the whole child academically, socially and emotionally and the school actively encourages students to reach their full potential through a co–operative, caring learning environment.

There is a strong technology focus to enhance the learning opportunities for all students.

Positive Behaviour for Learning (PBL) is an evidence based whole school process to improve learning outcomes for all students.

Programs across Kinder to Year 6 include: Best Start, whole school Mathematics program, Home Reading, L3 program, Jolly Phonics, Guided Literacy, P.E., sport, Public Speaking, and Crunch and Sip program.

A strong, active P & C supports the school in achieving its goals through an open and consultative partnership.

School planning process

In 2014, the school undertook a comprehensive process to review current practices and collect evidence from students, staff and parents. The following DEC reforms were also considered in determining the strategic directions for our plan: Great Teaching Inspired Learning; Local School Local Decisions, Every School Every Student and the Melbourne Declaration. Data was collected through:•   Focus groups and surveys of staff, students and parents. The review asked the opinion of all stakeholders as to what they would like to see happening across the school community over the next 3 years. From their responses, 3 key strategic directions were identified as the basis for a shared commitment to future development across the school community and how these strategic directions would be developed.•   Discussions held at P & C meetings to develop and refine the school vision, strategic directions, improvement measures and the planning page for each strategic direction. Parents were also given the opportunity to make comment regarding the strategic directions.•   AECG was offered the opportunity to comment and provide feedback on the plan.•   Input from Aboriginal Community, including parents was sought.•   Analysis of school and National testing data.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1
Successful learners in Literacy and Numeracy.

STRATEGIC DIRECTION 2
Teacher capacity to provide curriculum that caters for the individual learning needs of students.

STRATEGIC DIRECTION 3
Positive and productive partnerships between the school and community.

Purpose:

To increase student achievement through the delivery of quality teaching and learning programs that explicitly teach students to be literate and numerate and who are motivated to reach their full potential.

Purpose:

Develop staff capacity to understand current DEC reforms to provide teaching and learning programs that meet the diverse learning needs of all students.

Purpose:

Increase community support of students through a school wide focus on programs that will enable students to be highly engaged in schooling and successful learners prepared for the 21st Century.

Strategic Direction 1: Successful learners in Literacy and Numeracy.

Purpose

To increase student achievement through the delivery of quality teaching and learning programs that explicitly teach students to be literate and numerate and who are motivated to reach their full potential.

Improvement Measures

- 10% increase in the number of students meeting mean expected growth 3–5 and 5–7 NAPLAN Reading and Numeracy (Currently 68% 3–5, 52% 5–7)
- 80% of students achieving in the expected cluster by the end of the year on Literacy & Numeracy continuums.

People

Students

Achievement in literacy and numeracy will improve through the provision of programs at appropriate level.

Staff

Improved pedagogical understanding to deliver quality teaching and learning programs to support improved literacy and numeracy outcomes.

Parents/Carers

Engage in information sessions around curriculum and opportunities to develop further understandings of content.

Community Partners

Continuums used at parent teacher interviews to develop understanding of student progress in literacy and numeracy.

Leaders

Provide professional learning of staff and continue to consolidate understanding around Consistent Teacher Judgment and use of Literacy and Numeracy Continuums.

Processes

Consolidate consistent tracking of student learning.

- Teaching programs incorporate regular assessment tasks.
- Continuums are used to track student progress.
- Teacher professional learning on continuums.

Quality Learning Initiatives

- Teaching programs maintain high level implementation of current school programs.
- Teaching programs are regularly reviewed and improved.
- Teachers are supported to implement school programs and re–evaluate numeracy teaching across the school.

Evaluation Plan

Stage term assessment schedules, Literacy and Numeracy continuums, annual analysis of NAPLAN, monitoring of attendance and behaviour data.

Practices and Products

Practices

Programs reflect differentiation and incorporate Quality Teaching Elements.

IEPs/Adjustments developed and implemented for students who did not meet National benchmarks and students with additional needs or disability.

All Aboriginal students have an individual education plan with goals specific to developing literacy and/or numeracy achievement.

Curriculum Assessment and Reporting policy used to inform teaching and assessment practices across the school.

Products

Increased number of students in top two bands of NAPLAN.

All students tracked using Literacy and Numeracy Continuums with the majorityachieving the expected cluster by the end of the year.

Strategic Direction 2: Teacher capacity to provide curriculum that caters for the individual learning needs of students.

Purpose

Develop staff capacity to understand current DEC reforms to provide teaching and learning programs that meet the diverse learning needs of all students.

Improvement Measures

- 85%of students report through end of year surveys that they enjoy class activities.
- Staff report 85% of students have increased level of engagement throughout the year (Term 1 – Term 4).
- 80%of teachers report achievement of all learning goals associated with quality teaching and curriculum implementation.

People

Students

Engage and actively participate in quality learning activities.

Students

Develop skills in deep thinking, creativity, problem solving and teamwork to promote engagement and enjoyment in learning.

Staff

Develop teacher capabilities by sharing innovative practices and expertise in delivery of 21st Century learning.

Staff

Professional learning to develop knowledge and skills in curriculum development and implementation reflected through Professional Learning Plans.

Leaders

Develop supportive systems and structures that allow teachers to develop knowledge and skills to facilitate best practice in syllabus implementation and 21st Century learning pedagogy.

Parents/Carers

To partner closely with parents and carers in their child's education and to ensure that they have a clear understanding of their child's progress.

Processes

21st Century Learning.

- TPL to develop all classrooms into models of innovative practice and 21st Century learning environments where students have the opportunity to excel.
- Include activities in teaching and learning programs to develop 21st Century skills.

Quality Teaching

- Implement differentiated teaching and learning activities to meet individual needs.
- Plan and deliver differentiated curriculum in Key Learning areas.
- Provide support and direction in corporate programming and differentiation to meet learning needs of students.

Evaluation Plan

Teacher Performances process, program reviews, anecdotal evidence,TTFM surveys, review of IEPS, continuums, surveys

Practices and Products

Practices

Differentiation of assessment is evident in all teaching and learning programs.

Staff trained in development of professional learning plans.

Regular professional learning activities aligned to school learning goals, DEC directions and professional goals of staff occur.

Executive confidently lead Performance and Development processes.

Teachers develop quality units of work with new syllabus content that facilitates the development of 21st Century learning skills.

Products

Teaching and Learning programs meet BOSTES requirements and display extensive application of Quality Teaching Framework.

All teaching staff have a personalised professional learning plan aligned with school, DEC and personal targets.

Teaching and Learning programs incorporate use of technologies to underpin student learning.

21st Century learning will be evident in all classrooms and reflected in class programs.

Strategic Direction 3: Positive and productive partnerships between the school and community.

Purpose

Increase community support of students through a school wide focus on programs that will enable students to be highly engaged in schooling and successful learners prepared for the 21st Century.

Improvement Measures

- 75% of parents report through end of year surveys that they have an understanding of recent curriculum changes.
- 20% increase in number of parents attending parent teacher interviews from year to year.

People

Students

Students have increased understanding of appropriate social behaviours and school expectations.

Students

Aboriginal students have the opportunity to develop cultural understanding and identity.

Parents/Carers

Participate in IEP/ PLP meetings and attend parent interviews to understand and support student learning.

Parents/Carers

.Aboriginal parents develop positive and productive partnership with school and community.

Community Partners

.Strengthen partnerships to support school programs

Leaders

Model positive relationships with parents and families

Processes

Community Engagement

- Provide opportunities for parents to develop their understanding of and contribute to student learning.
- Students provided with opportunities to access a range of technology to support their learning.
- Every class has a PBL class structure delivered consistently, modelling United, Safe and Engaged behaviours.

Aboriginal Education

- Establish Cultural Awareness class for Aboriginal students in K –6, run weekly by Aboriginal community member.
- Provide activities to develop cultural understanding and identity(country, people, language, stories).
- Implement programs/activities to develop cultural awareness and understanding..
- Develop two way communication processes to support students.
- conduct school initiatives for parents on cultural competency and understanding as well as productive partnerships with the school.

Evaluation Plan

Student reflection journals, surveys, classroom observation, TTFM survey results analysed and utilised to determine future needs

Practices and Products

Practices

Aboriginal students fully engaged in learning which includes active involvement in cultural experiences.

Regular opportunities available for parent participation at school activities.

PBL expectations clearly communicated to families.

Staff TPL including High Expectation relationships.

Staff expectation of regular positive contact with parents.

Products

Sustained levels of student engagement as a result of positive community partnerships.

PBL expectations are embedded in all environments within the school.

Strategic Direction 3: Positive and productive partnerships between the school and community.

Improvement Measures	People	Processes	Practices and Products