



School plan 2018-2020

Inverell Public School 2209



School background 2018–2020

School vision statement

Inverell Public School will engage students in high quality learning and teaching to inspire and challenge each student to reach their full potential.

Our students will be literate and numerate. They will become creative, reflective learners and thinkers.

All students will experience a variety of educational opportunities to pursue excellence; taking ownership for their learning and developing effective problem solving skills.

Students and staff will be committed to providing opportunities for growth and success through the application of social and emotional learning. This will facilitate cohesive, interactive relationships and alliances within the school and its community.

We aim for our students to become confident future focused learners who will be responsible citizens in a rapidly changing 21st Century.

School context

Inverell Public School is a K–6 school, situated in Northern New south Wales. The School is part of the Namoi Network of schools and is on the land of the Kamilaroi People. The school has 503 students with 20% who identify as Aboriginal. Inverell Public School includes two support classes. The School has established a strong sense of community where parent and community partnerships are highly valued.

Our school provides our dedicated staff with valuable training and development to ensure all students learn in quality environments.

There is a strong commitment to implementing high quality evidence based practices to extend student achievement. Inverell Public School works in partnership with the Sapphire community of Schools to implement research based 'Visible Learning' strategies to enhance student outcomes. Inverell Public School has 1.4 Instructional Leaders employed under Early Action for Success to improve the literacy and numeracy outcomes for students K–2 with K–6 supported by Learning and Support staff and an additional Interventionalist.

Inverell Public School is dedicated to providing high quality education programs with an emphasis on improving Literacy and Numeracy outcomes, increasing student engagement and strengthening community partnerships. The school has a strong focus on meeting the needs of all students and maximising their potential both academically and socially.

Our school embeds the Positive Behaviour for Learning (PBL) and Play is the Way (PITW) framework across all school systems to enhance academic, social and emotional intelligence outcomes for all students. The CORE values of Inverell Public School are Cooperate, Achieve, Respect and Excel.

School planning process

In developing the School Plan, opportunities were provided for consultation with the whole school community to determine our school's vision for meeting the needs of our students.

The School Self Evaluation Process was applied throughout 2017 to evaluate the school's progress against targets in the 2015–2017 school plan. Staff were provided with professional learning to develop a knowledge and understanding of Department of Education (D of E) Strategic Directions and Priorities. Through consultative forums with staff, students, parents and P&C the whole school community was engaged in opportunities to identify the school's current situation and determine future directions. Feedback was sought from all stakeholders to determine the school's strengths and areas for development and this information was used to build a shared vision and common purpose, as well as assisting with planning key future directions.

Feedback from the various stakeholders was collated by a planning team and then discussed in further detail with interested parties to ensure that the identified school direction reflected the priorities of the school's community.

The resulting updated Mission Statement ensures that all those involved in the school and its community can easily access a clear outline of the highest priorities in the school's work.

On-going collaboration and consultation with school and community has ensured a shared approach to achieving identified school priorities and achieving equity and excellence for all students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Staff achieving excellence in the craft of teaching through evidence based practice.

Purpose:

To enable teachers to be active and collaborative facilitators of evidence based practice. This will improve student learning through the development and delivery of high quality curriculum, differentiated learning and innovative teaching practices.

The school will develop a strong professional learning community to maintain and build the school's positive, inclusive professional learning culture.

STRATEGIC DIRECTION 2

Students are highly engaged and creative, future focussed learners.

Purpose:

To ensure all students have a strong foundation in Literacy and Numeracy as a result of high quality, evidence based teaching. Students will become successful learners who are engaged in meaningful, challenging, future–focussed learning.

The school is strongly focused on building educational aspiration with critical and creative thinking, as students are engaged in meaningful, challenging holistic learning experiences in preparation for life at school and beyond.

STRATEGIC DIRECTION 3

An inclusive, emotionally intelligent community of learners and teachers within and beyond the school.

Purpose:

To embed positive and respectful relationships across the school community as an integral part of school expectations and operation.

The school will teach effective self–regulation practices highlighting the importance of responsibility and resilience, preparing young people for rewarding lives as engaged citizens in a complex and dynamic society.

Strategic Direction 1: Staff achieving excellence in the craft of teaching through evidence based practice.

Purpose

To enable teachers to be active and collaborative facilitators of evidence based practice. This will improve student learning through the development and delivery of high quality curriculum, differentiated learning and innovative teaching practices.

The school will develop a strong professional learning community to maintain and build the school's positive, inclusive professional learning culture.

Improvement Measures

All staff will source and attend PL and record through PDP's. Learning walks and observations to be part of daily practice.

Students will identify areas of need and strength in their learning.

Identified school culture and professional discussion will reflect accessible high expectations for all.

All staff will lead and monitor students progress along the National Literacy and Numeracy Learning Progressions in alignment with the grade appropriate markers (or stated on their PLSP's).

Collaboration with Sapphire Community of School's to support consistency inclusive of high achieving teaching and learning programs – Visible Learning.

Learning alliances with other schools are enhanced and staff will use a consistent language that identifies students as learners and the characteristics of an effective learner are identified and explicitly taught in all settings.

People

Leaders

Leaders must initiate and be prepared to embrace change for the improvement of student knowledge, application, skills and capacity. Leaders must have a clear and concise knowledge and understanding of curriculum inclusive of NESA requirements, DoE policy and procedure documents. Leaders are to provide TPL opportunities and support staff to implement initiatives across the school.

Staff

Staff must be well versed in applying syllabus content, effective delivery of this content and the development of student understanding in each of the curriculum areas. Staff need to build capacity in their own ability to develop skills and strategies.

Develop skills, knowledge and capabilities to: build staff capacity in the understanding and implementation of the Learning Progressions with a focus on the use of data walls and assessment rubrics.

Staff development to build teacher capacity and understanding of the School Excellence Framework (SEF).

Students

Students must be partners in their education, essentially holding ownership over their learning. They must have an understanding of what they are learning, how they are learning it, why they are learning it and ultimately what success looks like through the use of learning intentions and success criteria.

Processes

Visible Learning practices – the principles and practices of Visible learning are embedded in teaching and learning, including feedback, student regulation, learning intentions, data walls, and success criteria.

Implementation of the NSW curriculum through relevant evidence based teaching practices with a focus on literacy and numeracy achievement and the recording of individual student data using the Learning Progressions.

Teachers use assessment data "Learning Progressions" with consistency to differentiate teaching and learning programs to meet the learning needs of students across all Key Learning Areas.

Evaluation Plan

Regular reporting against milestones by team leaders / Instructional leaders.

Review and analysis of NAPLAN and PLAN 2 data.

Student referrals to LST will be monitored and intervention programs regularly reviewed and evaluated

Practices and Products

Practices

Teachers set learning intentions and collaboratively develop success criteria with students and provide descriptive feedback to assist students achieving their learning goals.

School culture and professional discussion reflects high expectations for student achievement.

Students engage in future-focused learning programs (STEAM, ICT, coding, independent research projects) with differentiation as appropriate.

Students clearly articulate explicit learning intentions and success criteria and use "I can" statements to self-assess their learning achievement.

Products

Increased number of individual students achieving benchmarks in literacy/numeracy using PLAN 2 / progressions.

Growth for individual students year 3–5 is above the estimated student growth in Naplan assessments.

Future focused learning programs are developed and implemented K–6

Teaching programs and practice incorporate Visible Learning Practices, Learning Intentions and Success Criteria are evident in every classroom.

Strategic Direction 1: Staff achieving excellence in the craft of teaching through evidence based practice.

People

Parents/Carers

Parents and carers must be given opportunities to develop skills and understanding to appropriately support their children to achieve and build student self-belief.

Strategic Direction 2: Students are highly engaged and creative, future focussed learners.

Purpose

To ensure all students have a strong foundation in Literacy and Numeracy as a result of high quality, evidence based teaching. Students will become successful learners who are engaged in meaningful, challenging, future-focussed learning.

The school is strongly focused on building educational aspiration with critical and creative thinking, as students are engaged in meaningful, challenging holistic learning experiences in preparation for life at school and beyond.

Improvement Measures

Student achievement of quality learning outcomes is evident by student progress along the literacy and numeracy progressions.

Students and staff use consistent language that identifies students as learners and the characteristics of an effective learner are identified and explicitly taught in all settings.

All classrooms use learning intentions, success criteria and high quality feedback processes.

People

Students

Students will actively engage in meaningful learning experiences and high quality personalised education programs. They will be supported to develop learning goals, self-reflection practices and use of technology to strengthen their learning.

Staff

Staff will develop their capabilities in using the curriculum and effective analysis of a range of data to design differentiated and individualised learning programs. They will be supported in their understanding and ability to implement visible learning practices.

Leaders

Leaders will manage, mentor and effectively develop school wide systems and structures which support all staff in meeting the educational needs of students.

Parents/Carers

Parents and carers will have an awareness and understanding of the school's quality teaching and learning programs and how they can support their child's learning.

Community Partners

Processes

Personalised and differentiated teaching and learning programs are curriculum focused and data driven. Evidence based teaching practices in literacy and numeracy provide a high expectations framework within which all students effectively develop their knowledge, understanding and skills.

Students across all learning stages and curriculum areas have skills and capabilities to thrive in a rapidly changing and interconnected world.

Evaluation Plan

Five weekly impact cycles applied to assess student achievement and progress.

Students can articulate where they are at in their individual learning journey

Analysis of in-school data and documentation.

External school capability assessment including walks through classrooms and student focus groups.

Classroom observations.

Surveys of students, staff and parents.

Internal and performance data.

Practices and Products

Practices

Students clearly articulate explicit learning intentions and success criteria. High quality feedback facilitates student and teacher self-assessment achievement.

Students have their individual needs catered for through teachers using student assessment data and observations with consistency and explicit processes to personalise and differentiate teaching and learning programs.

Students connect through teaching and learning programs that understand their needs and talents. These programs are flexible and selected from a range of effective teaching strategies connecting and engaging students with their sense of curiosity, preparing them for future focussed learning.

Products

Teaching programs and practice incorporate Visible Learning. Explicit use of learning intentions, success criteria and quality feedback are evident in every classroom.

Student assessment data is regularly collected, monitored and analysed to identify individual student learning progress and differentiate and guide future teaching programs.

Future focussed learning environments inspire students to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.

Strategic Direction 3: An inclusive, emotionally intelligent community of learners and teachers within and beyond the school.

Purpose

To embed positive and respectful relationships across the school community as an integral part of school expectations and operation.

The school will teach effective self-regulation practices highlighting the importance of responsibility and resilience, preparing young people for rewarding lives as engaged citizens in a complex and dynamic society.

Improvement Measures

Positive and respectful relationships are evident across the school.

Students and staff understand and value the impact of student well-being to ensure optimum conditions for learning.

Increased number of students displaying positive behaviours for effective learning.

Implementation of focus groups consisting of parents and staff for future planning.

People

Students

Students demonstrate respectful, co-operative, caring and emotionally intelligent interactions. They will acquire the skills needed to participate in life beyond the school gate through the effective application of emotional intelligence.

Staff

Staff will demonstrate a consistent approach to social and emotional learning. Collection of baseline data, for comparison with achievement over time and reinforcing school expectations and values using the common language of Visible Learning and Play is the Way framework. Staff will communicate, collaborate and involve parents in the educational progress of their children.

Leaders

School leaders will build a culture of collaborative professional learning (Visible Learning) community that will build capacity across the Sapphire Community of Schools.

Parents/Carers

Parents and carers will support and reinforce the values promoted through the implementation of Visible Learning and the Play is the Way framework. Parents and carers are active partners with staff and students to further enhance their educational progress.

Community Partners

Community partners will gain an

Processes

Students participate in daily social and emotional learning inclusive of self-regulation, increasing knowledge and understanding of responsibility and resilience.

All members of the school actively engage in teaching and promoting the school's core values of Cooperate, Achieve, Respect and Excel across all settings.

Continue to establish and foster proactive learning alliances with the Sapphire Community of Schools to deliver innovative educational programs to support the dynamic learning environment of Inverell Public School.

Evaluation Plan

Regular reporting against milestones by team leader.

Analysis of attendance and behaviour data including Sentral and EBS.

Analysis of student welfare data.

Surveys, informal feedback and focus group sessions with students, staff and parents.

Regular feedback and participation in the Sapphire Community of Schools Alliance.

Practices and Products

Practices

Staff, students, parents, carers and community engage in professional learning opportunities with trained facilitators to increase capabilities and social and emotional learning.

Parent and community members are encouraged to engage in learning events and school projects to enhance collaborative partnerships and support student learning outcomes.

Students engage in future-focused learning programs and have greater access to, and use of, ICT.

Products

A common language of learning reflects the school Visible Learning dispositions, Play is the Way and Code of Care, with emphasis on lessons and framework are being explicitly taught.

Comprehensive, supportive transition processes for new students and staff, pre-school to Kindergarten, Years 2 to 3 and Years 6 to 7 will be monitored through the analysis of academic, behaviour and social interaction data to inform future program directions.

Students, staff and community members demonstrate the values of being safe, respectful learners across the school and community.

Strategic Direction 3: An inclusive, emotionally intelligent community of learners and teachers within and beyond the school.

People

understanding of the values promoted through Inverell Public School. Use of common language will be sighted around school grounds and used with all community interactions.