

School plan 2015 – 2017

Inverell Public School 2209





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 lifelong learners who will be responsible citizens in a rapidly changing 21st Century.

School context

At Inverell Public School we have a proud history of providing accessible, well-rounded educational opportunities to the children of the Inverell area over 153 years. While appreciating tradition, the school embraces the range of educational prospects available to every student in the 21st century. Academic programs are the main focus of the school's work with teacher consistently seeking ways to enhance learning and teaching. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experience to the learning environment.

Significant major programs and strategies include:

- Early Action for Success literacy and numeracy learning strategies in Kindergarten-Year 2
- The ACTION Speech Program supporting our younger students in developing expressive and receptive verbal language skills.
- The Positive Behaviour for Learning program focuses on the implementation of high quality, consistent student wellbeing strategies, referencing the core values of Cooperate , Achieve , Respect and Excel
- Improved cross cultural awareness, with particular focus on Aboriginal Education.
- Continuation of the Reading Recovery Program
- Junior Speechcraft with local Toastmasters, debating and public speaking programs
- Development of the Kitchen Garden/ Environmental Education initiative and
- Continual improvement in the use of technology across the curriculum.

All staff are focused on the core business of providing a high quality education for our students, supporting every student towards a positive future.

School planning process

Throughout 2014 extensive consultation was conducted to define the school's Mission Statement and associated highest learning priorities. This process included discussions with members of staff, parent consultative groups, Aboriginal community meetings, past and present Student Leaders and the P&C.

Extensive professional learning was conducted for all staff to explain the importance of identifying a clear school direction to inform planning and decision making for 2015-2017. Representatives of the key community groups performed "5 year projection" and subsequently "Picture the Graduate" exercise to ensure planning was carried out with the end product in mind. The school mission took 3 terms to develop with thorough consultation including significant involvement in staff meetings, P&C meetings and AECG input.

Feedback was sought from AECG and parent groups on 4 occasions between Term 4 2014 and Term 1 2015, to ensure the school community was fully aware of the identified targets. This was carried out as a part of the Information evenings conducted in Term 1. The feedback was collated by a planning team consisting of all staff and then discussed in further detail with executive staff members to ensure that the identified school direction reflected the wishes of the school's community.

The resulting 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.

Decisions and actions were also informed by the work of Wiggins and McTighe relating to "Curriculum By Design". Ruth Wageman's research about the importance of an effective distributed school leadership model and effective processes in identifying and actioning change were taken into account in school planning.



STRATEGIC DIRECTION 1

Students are highly engaged, creative 21st century learners

Purpose:

To enable teachers to be active, fearless and collaborative facilitators of evidence based teaching practise. They will demonstrate very high levels of curriculum and pedagogical knowledge and skill, while taking personal and collective responsibility for improving student learning and well-being.

To ensure the expansion and increased development of leadership capability and succession planning using the Australian Principal Standards and Australian Standards for Teachers.

STRATEGIC DIRECTION 2

Staff leading innovative practice, achieving excellence in the craft of teaching.

Purpose:

To provide a learning environment that:

- successfully motivates
- provides challenging learning opportunities and support and
- adds value to literacy, numeracy and science achievement.

Students will:

- use critical and creative thinking, and
- demonstrate the ability to learn independently or in teams as required to achieve the best learning outcomes.

STRATEGIC DIRECTION 3

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

Purpose:

To build positive sustainable partnerships with families while fostering appropriate educational alliances;

- enhancing learning opportunities and well-being for students, staff and community; and
- Empowering a strong sense of belonging and pride across the school community.

Strategic Direction 1: Students are highly engaged, creative 21st century learners

Purpose

To enable teachers to be active, fearless and collaborative facilitators of evidence based teaching practise. They will demonstrate very high levels of curriculum and pedagogical knowledge and skill, while taking personal and collective responsibility for improving student learning and well-being. To ensure the expansion and increased development of leadership capability and succession planning using the Australian Principal Standards and Australian Standards for Teachers.

Improvement Measures

- ❖ School achieves excellent value added results and, performance for equity groups is comparable to performance of high performance learners in our school.
- ❖ Improvement in data collection relating to student engagement (including attendance, behaviour, Red and Ready, Tell Them from Me, BI and student feedback tools

People

Students will:

- Understand and use clear criteria & capability matrices to identify standards for success in all learning
- Understand that learning growth is achieved by identifying and working towards a goal
- Will be explicitly taught 21st century capabilities using the Building Learning Power Framework to become creative and critical thinkers, risk takers in learning and productive global citizens and
- Become active and reflective participants in directing their learning.

Staff will:

- Develop skills, knowledge and capabilities to:
- Build consistent teaching and learning pedagogy across K-6
- Develop exceptional ICT capabilities
- Form deep consistent understanding of effective implementation of the Australian Curriculum documents
- Foster a genuine and responsive distributed leadership structure at Inverell PS and
- Work closely with the Australian Teaching Standards to improve individual and team teaching practices.

Families will:

- Develop the confidence and ability to contribute to the school community and children's learning through the provision of collaborative and inclusive partnership opportunities.

Community Partners:

- Collaborative partnerships will be strengthened with external community support networks to seek the expertise of the community support of building understanding about 21st century learning and expectations.

Leaders will:

- Model and build capacity of staff to create a devolved model of leadership whereby staff are motivated and accountable to students and moral purpose is aligned.

Processes

- Review of Melbourne Declaration, the School Excellence Framework, the performance and Development Framework and the DEC Reform Agenda to identify best practice across all domains
- Quality teaching and learning programs are backward mapped to set directions for individual learning needs, interest and capabilities
- Development of a whole school approach to the pedagogy of teaching and learning including implementation of consistent strategies – L3, TEN, Focus on Reading, Quicksmart and audit of current programs for input/effect
- Provision of quality feedback to staff and students
- Implementation of a performance and development framework that reflects the AITSL standards
- Development of a deep consistent understanding of effective implementation of the Australian Curriculum
- ITC embedded across all aspects of the curriculum in all stages of learning
- Continual review of leadership roles for explicit practice that will best support school progress
- Continual development of Instructional Leader K-2 and curriculum leaders' roles and leadership committees.
- Professional learning in place to support staff to implement the key programs and priorities

Evaluation

- Develop assessment matrix aligned to strategic direction processes in consultation with staff and use this as a tool for measuring effectiveness of program implementation.
- Regular reporting against milestones to direct priorities.
- Evidence of staff competence in submitting and analysing whole school data to improve academic achievement as part of regular programming practise.
- Use of student assessment data to identify engagement, achievement and improvement.

Products and Practices

Products

- School achieves excellent value added results and performance for equity groups is comparable to performance of high performance learners in our school.
- Improvement in data collection and analysis relating to student engagement (including attendance, behaviour, Red and Ready, Tell Them from Me, BI and student feedback tools (Langford)
- Personalised learning plans for all students K – 6 (goal setting and feedback by students for students)
- Quality Work Folders will display students' achievements
- Student academic reports will align to the Australian Curriculum including general capabilities

Practices

- Differentiation is a priority of the school and a feature of every teacher's practice
- The school, students and their families have high expectations that all students will learn successfully, as evidenced in professional conversations, survey responses,
- Whole school approach to teaching 21st Century learning skills as embedded in syllabus documents of the Australian Curriculum as evidenced in teachers' programs, school policies and scope and sequence documents
- Students will produce high quality work samples, projects and products reflecting increased capacity for critical and creative thinking
- Whole School Approach to the collection, analysis and discussion of data, reporting of student outcomes.
- Students actively demonstrate 21st Century learning habits plus Australian Curriculum general capabilities across KLA's and in different learning environments.

Strategic Direction 2: Staff leading innovative practice, achieving excellence in the craft of teaching.

Purpose	People	Processes	Products and Practices
<p>To provide a learning environment that:</p> <ul style="list-style-type: none"> successfully motivates provides challenging learning opportunities and support and adds value to literacy, numeracy and science achievement. <p>Students will:</p> <ul style="list-style-type: none"> use critical and creative thinking, and demonstrate the ability to learn independently or in teams as required to achieve the best learning outcomes. 	<p>Students will: Use creative and critical thinking to do their best work and achieve at their maximum potential across learning areas.</p> <p>The School and its Community will:</p> <ul style="list-style-type: none"> Place high priority on attracting, retaining and developing the best possible teachers and non-teaching staff Share values and purpose in high quality professional conversations involving staff, students, families and external agencies Work to ensure the continuity of a culture of collaboration and teamwork over time and across cohorts of teachers and other stakeholders <p>Leaders will:</p> <ul style="list-style-type: none"> The principal and other school leaders build networked school relationships that support leadership development, including principal-principal mentoring relationships School leaders will strive to build a genuine distributed leadership culture and practice 	<p>Processes</p> <ul style="list-style-type: none"> Development of a practise statement that outlines beliefs and deliverables that reflect the essence of the School's Mission statement Design and delivery of high quality professional learning to build teachers' capacity to realise identified goals Building 21st century learning skills through the Australian Curriculum General Capabilities Implementation of the Early Learning for Success Strategy to support literacy and numeracy learning across Kindergarten- Year 2 Curriculum differentiation, consistent teaching and learning pedagogy, implementation of DEC Reform Agenda, Performance and Development Framework, Intensive learning support programs in place for early learners, Aboriginal, refugee, international students, students with learning difficulties//disabilities and those who need additional support to access the curriculum Inherent Evaluation as an essential component of teaching and learning activities Regular reporting against milestones by the leadership group; feedback from project teams; focus group sessions and staff survey. <p>Evaluation</p> <ul style="list-style-type: none"> External evaluation – Engage the services of an academic partner to review the quality and effectiveness of the implementation of programs across the Community of Schools. Regular reporting against milestones to direct priorities. Use of student assessment data to identify engagement, achievement and improvement. Evidence of staff competence in submitting and analysing whole school data to improve academic achievement 	<p>Products</p> <ul style="list-style-type: none"> A detailed practice statement supports the school's mission statement K-6 scope and sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy, numeracy, science and technology Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities Staff have evidence to demonstrate their progress and plans to map out their own development against the AITSL teaching standards The school has in place a professional learning plan and associated budget to support local and system priorities. Teaching and learning programs and assessment tasks demonstrate the explicit integration of ICT targeted general capability <p>Practices</p> <ul style="list-style-type: none"> Professional learning teams established across curriculum and priority areas are embedded practice in relation to curriculum continuity and quality teaching. All teachers will be highly committed to the continuous improvement of their own learning and to be focused on the development of knowledge and skills required to improve student learning Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices The school expects all teachers to be highly committed to the continuous improvement of their own teaching. Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work Aspiring leaders will participate in professional leadership learning that is external to the school
<p>Improvement Measures</p> <ul style="list-style-type: none"> K-6 scope and sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy, numeracy, science and technology Staff have evidence to demonstrate their progress and plans to map out their own development against the AITSL teaching standards 			

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

Purpose

To build positive sustainable partnerships with families while fostering appropriate educational alliances;

- enhancing learning opportunities and well-being for students, staff and community; and
- Empowering a strong sense of belonging and pride across the school community.

Improvement Measures

- ❖ Awards, attendance, positive and negative incident data, and parent contact data will be monitored to identify areas of success and areas for development in academic, social and emotional learning
- ❖ Comprehensive, supportive transition processes around new students and staff, pre-school to Kindergarten, Years 2 to 3, Years 6 to 7 will be monitored through the analysis of academic, behaviour and social interaction data to inform future program directions

People

Staff and Students will:

- Facilitate respectful, cooperative, caring and inclusive. Interactions between all members of the school community

Student leaders will:

- Engage in the development of student leadership skills in the areas of resilience, participation and achievement.

Parents and families:

- are recognised as integral members of the school community, partners in their childrens' education and participants in PD,H,PE and Student Welfare planning

The Sapphire Community of Schools will:

- Collaboratively develop a continuum that optimises leadership opportunities for staff and students
- Develop a leadership & citizenship continuum to provide opportunities for all students across the Sapphire Community of Schools
- Build a culture of collaborative professional learning that will build capacity in future focused teaching/ learning and leadership within the school and across the community of schools

Processes

- Development of an inclusive Team philosophy to inform actions of LST – welfare, attendance, learning behaviour
- Consistent implementation of PBL practises across K-6.
- Seamless introduction of Play Is The Way, mapped for success and consistency of teacher/student language, introduced in line with PBL and conducted as part of daily PE.
- Establish a mentors program for students who are at risk of disengagement from learning.
- Commitment to high quality health and wellbeing strategies to support learning
- Engage with the 6 Seconds social and emotional learning network for teacher and staff professional learning.
- Review of all school policies for alignment with constructive emotionally intelligent actions and language
- Continued implementation of social skills and self esteem programs
- Development of a philosophy of social entrepreneurship as led by the Student Leaders will empower students to make an impact in the wider world
- The school ethos will be built around high expectations and commitment to excellence

Evaluation:

- Engagement of an external expert in Emotional Intelligence education to provide periodic feedback and consultation on teacher and school practice.
- Periodic teacher surveys investigating teacher uptake and evaluation to inform professional learning needs.
- SEI testing reflects increasing awareness of EQ throughout school community.

Products and Practices

Products:

- yAwards, attendance, positive and negative incident data, and parent contact data will be monitored to identify areas of success and areas for development in academic, social and emotional learning
- Comprehensive, supportive transition processes around new students and staff, pre-school to Kindergarten, Years 2 to 3, Years 6 to 7 will be monitored through the analysis of academic, behaviour and social interaction data to inform future program directions.
- School Policies will reflect the school's focus on Emotional Intelligence – putting people first.
- Class visions and Codes of Care evident in every classroom and reflect core values.
- Sapphire Community Jnr AECG operating effectively to achieve consistent practice across town schools
- Staff demonstrate an understanding of emotional intelligence in all communications and interactions.
- Strong collegial culture is established
- Classrooms are calm, but busy. Interruptions to teaching times are minimal.
- There is a strong sense of belonging and pride in the school.
- Parents and families are valued as partners in education for student learning.

Practise

- Case management in place to support students who need assistance to access the curriculum.
- Clarity around partner roles and responsibilities.
- Implementation of symbolic learning relating to S.E.L.
- Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.