

# School plan 2018-2020

## Shoalhaven Heads Public School 1625



# School background 2018–2020

## School vision statement

At Shoalhaven Heads Public School we are committed to knowing, valuing and caring for our students.

We endeavour to nurture, inspire and challenge all students with quality teaching and learning.

## School context

Shoalhaven Heads Public School is situated in the community of Shoalhaven Heads and is close to the Shoalhaven River and Seven Mile Beach. We have an enrolment of approximately 186 students from K–6.

At Shoalhaven Heads Public School every child receives a well–rounded education, supported by exposure to a variety of quality learning experiences, sporting and cultural events, enrichment experiences and community involvement.

We are a PBL school and instil our values of Respect, Responsibility and Safety selected by the community, students and staff at all times. Restorative practices are embedded in our wellbeing processes. This strategy seeks to repair relationships that have been damaged. It does this by bringing about a sense of empathy coupled with restorative action to repair relationships.


The Shoalhaven Heads community are active participants in school events and the development of stronger partnerships and programs within the school setting enables our students to gain exciting and challenging life experiences.

## School planning process

The staff, students, parents and our community bodies have combined together to forge this plan for the future.

Through active discussion and written submissions from students, staff and parents; through surveys distributed to stakeholders in the future of our school and through consultation with cultural groups and educational support groups this plan has evolved as a blueprint for our future as an education facility.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Connect to Learning

**Purpose:**

Students have the capacity to manage their own emotional, mental and physical wellbeing in order to connect to purposeful learning pathways.



## STRATEGIC DIRECTION 2

Precision in Teaching

**Purpose:**

Staff commit to creating an environment where students engage in high quality learning and teachers collaborate in planning and critical reflection of their own teaching practice.



## STRATEGIC DIRECTION 3

Thriving through Belonging

**Purpose:**

Through effective collaboration with community of schools partners create an environment where our school community supports students to thrive as confident, creative and resilient citizens.

# Strategic Direction 1: Connect to Learning

## Purpose

Students have the capacity to manage their own emotional, mental and physical wellbeing in order to connect to purposeful learning pathways.

## Improvement Measures

Students show higher than expected growth on internal school performance measures and the school achieves at or above state average growth on external performance measures.

The majority of students consistently display positive school values. Reduction in the reported negative behaviour incidents as evidence through PBL data and LaST referrals.

All students are able to set and self reflect on relevant learning goals.

## People

### Students

Students participate in meaningful learning experiences. Students maintain high standards for themselves and strive to achieve their personal best at all times.

Students have the necessary tools and strategies to manage and reflect on their learning

### Staff

Demonstrate a consistent approach when reinforcing school values.

Provide personalised programs through student goal setting and student monitoring

Plan purposeful, personalised learning experiences based on evidence of student current achievement

### Leaders

Model, communicate and promote student welfare policy and local procedures to the school community.

### Parents/Carers

Parents are involved in planning to support learning, and share expected outcomes.

## Processes

Strengthen evidence based evidence practice in Visible learning strategies, assessment and reporting to improve student achievement

Develop self-assessment and reflective skills in students and build capacity to give feedback to teachers and peers.

Complete and review of student welfare procedures based on the input from the whole school community and embed strategies that develop student resilience and leadership skills.

Provide personalisation, precision and purpose to learning experiences for all students

Strengthen communication to parents of student achievement and success

## Evaluation Plan

Progress toward improvement measures will be evaluated through:

- Students are able to articulate their personal learning goals and success criteria to improve their learning.
- NAPLAN, L3 data, comprehension data
- Restorative practices are implemented to build positive relationships
- Wellbeing practices are clear and understood by all
- PBL data is regularly analysed and behaviour is reported to staff

## Practices and Products

### Practices

#### CURRICULUM

Shoalhaven Heads Public School demonstrates an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students

#### WELLBEING

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn

School-wide. collective responsibility for student learning and success is shared by parents, staff and students.

### Products

Teaching and learning programs are dynamic, collaborative, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement

Regularly analyse student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels

Visible Learning strategies to enhance student learning are implemented across the school community

Planning for learning is informed by sound holistic information about each student's

# Strategic Direction 1: Connect to Learning

## Practices and Products

wellbeing and learning needs in consultation with parents/carers. Students are able to monitor and regulate their own behaviours and students embrace the restorative process.

# Strategic Direction 2: Precision in Teaching

## Purpose

Staff commit to creating an environment where students engage in high quality learning and teachers collaborate in planning and critical reflection of their own teaching practice.

## Improvement Measures

100% of Professional Development Plans (PDP) align with the school plan and the Professional Teacher Standards, demonstrating a strong commitment to improving practice.

Consistent student expected growth is demonstrated across all stages of learning.

Evidence of extent to which teachers refine practice through observation and feedback.

All students have negotiated personal learning goals aligned to their point of need.

## People

### Students

Develop self-assessment and reflective skills to use and give feedback constructively to improve learning.

Understand how to set clear attainable learning goals

### Leaders

Establish, embed and monitor systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback for all staff.

The leadership team build a professional learning community which is focused on continuous improvement of effective evidence based teaching and learning

### Staff

Demonstrate understanding of differentiation in their teaching to meet students' learning needs by providing targeted intervention in the areas of Literacy and Numeracy based on valid data and point of need

Staff develop structures to enable students to set and achieve learning goals in Literacy and Numeracy

### Parents/Carers

Support students in achieving their learning goals. Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing

## Processes

Teachers will regularly gather, analyze and interpret student assessment data and collaboratively use this to inform planning, identify interventions and modify teaching practice

Teacher reflection and goal setting align the professional development framework with the Australian Teaching Standards

Developing a deep and shared knowledge of quality teaching and visible learning across the school.

To focus on pedagogy that supports teachers to critically reflect on quality teaching and provide explicit instruction at students point of need

## Evaluation Plan

Progress toward improvement measures will be evaluated through:

- PLAN/ progression data and adjustments made to T&L programs to meet student needs
- Staff review of PDPs show that goals have been achieved or are being refined for the following school year
- Visible Learning strategies are embedded in all classes
- Regular peer observations are completed
- Data informed practice is evident in teaching, learning and assessment with regular moderation of students work
- All teachers collect, record and analyse student data and demonstrate clear links to improved student outcomes.

## Practices and Products

### Practices

#### LEARNING AND DEVELOPMENT

All professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated

#### DATA SKILLS AND USE

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future point of need learning experiences

### Products

Strategies implemented reflect research on best practice and include ongoing monitoring of success and intervention to support growth at point of need

Performance and Development systems support ongoing improvements of student outcomes through the continuous development of a skilled, effective and professional workforce

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

# Strategic Direction 3: Thriving through Belonging

## Purpose

Through effective collaboration with community of schools partners create an environment where our school community supports students to thrive as confident, creative and resilient citizens.

## Improvement Measures

The extent to which parents support the suite of school communication strategies available.

All students that identify as Aboriginal or Torres Strait Islander achieve their collaborative personalised learning pathway goals.

## People

### Parents/Carers

Participate in school based opportunities to develop understanding of current educational reform as they collaborate and celebrate their child's learning

### Leaders

Build leadership capacity among staff to provide a positive and collaborative learning culture across the community

### Students

Students develop a sense of pride through accessing community resources.

### Staff

Develop a positive, supportive and collaborative learning culture among staff and the wider community

## Processes

Develop strong community bonds to provide access to a range of community services that support students and the school community.

Positive, respectful relationships are evident and widespread among students, staff and parents that promote optimal conditions for student learning.

Effective communication plan is evident, allowing for the clear and concise transfer of information between school, home and the wider community

## Evaluation Plan

Progress toward improvement measures will be evaluated through:

- increase visits to school website
- Strategies are in place that promote whole school communication
- increased attendance at community workshop and events

## Practices and Products

### Practices

#### MANAGEMENT PRACTICES AND PROCESSES

Shoalhaven Heads community resources are strategically used to achieve improved student outcomes and high quality service delivery.

#### COMMUNITY ENGAGEMENT

Shoalhaven Heads school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

#### PARENT ENGAGEMENT

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents is enhanced in response to feedback received.

### Products

The leadership team positions teaching and non-teaching staff to make best use of available expertise to meet the needs of students

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience.

The Wellbeing Framework is utilised as a conceptual model to address student and staff wellbeing focusing on the key areas of connect, succeed and thrive.