

School plan 2018-2020

Stanwell Park Public School 3103



School background 2018–2020

School vision statement

At Stanwell Park Public School quality education with meaningful, engaging and individualised learning experiences, inspire students to achieve their goals. Data informed decision-making and evaluative student-centred practice helps staff focus on learning outcome improvement. We work together as a whole school community to develop confident, resilient students with positive self-esteem who challenge themselves to take risks in their learning.

School context

Stanwell Park Public School proudly delivers quality Public Education for the children of families in the coastal communities of Stanwell Park and Coalcliff, the most northern beach suburbs of the Illawarra Region. Our school belongs to the Seacliff Community of Schools and values the opportunities our students are offered through this supportive relationship. Bulli High School is our local high school. In 2018 there are 164 students enrolled, 5% coming from a language background other than English.

The Stanwell Park Public School Parents and Citizens' Association is an active and vital group that supports school programs and student learning through resource acquisition and the organisation of events that engage the community with the school.

Stanwell Park Public School is known for the extracurricular activities offered to students. A Training Band and a Performing Band have been maintained for the past sixteen years. Debating and public speaking programs are valued and the school is well represented in many sporting fields. Future focused initiatives offer students high order inquiry based learning opportunities with staff committed to setting high expectations for all students.


School planning process

The Stanwell Park Public School planning approach offered many opportunities for parents, teachers and students to engage in authentic, inclusive and important consultation. Processes included public meetings, online forums, surveys, workshops, leadership groups and shared decision-making events.

The Northern Illawarra Aboriginal Education Consultative Group provided valuable insight during the planning process and positively impacted on our final plan.

School achievement data was evaluated to inform focus areas for the 2018–2020 plan. The two strategic directions as a result of this evaluation and community consultation are Student-Centred Curriculum and Evidence-Informed Practice (see p3).

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 STUDENT-CENTRED TEACHING, LEARNING AND CURRICULUM

Purpose:

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and motivated to deliver their best and continually improve.

Deep, rich, future focused learning opportunities are offered to students by teachers with expert contemporary curriculum knowledge.

There is a school-wide, collective responsibility for the development of positive, respectful relationships that promote student wellbeing to ensure optimum conditions for student learning across the school.



STRATEGIC DIRECTION 2 EVIDENCE-INFORMED PRACTICE

Purpose:

A consistent school-wide approach of utilising evidence-informed teaching methods ensures learning progress is optimal for all students.

All teachers demonstrate research-informed innovative practice that is supported within explicit school systems. Facilitated professional dialogue, collaboration, classroom observation with the provision of effective and timely feedback, supports ongoing school wide improvement.

Strategic Direction 1: STUDENT-CENTRED TEACHING, LEARNING AND CURRICULUM

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Improvement Measures

- NAPLAN results indicate all students are achieving proficiency in Literacy and Numeracy in line with the Premier's Priorities.
- All students will achieve expected growth in Literacy and Numeracy NAPLAN results
- NAPLAN results of all Aboriginal students indicate proficiency in Literacy and Numeracy
- School wellbeing programs result in measurable improvement as evidenced in the Wellbeing Self-Assessment Tool

People

Students

Develop their creative and critical thinking to solve problems, work with others and achieve their learning goals.

Staff

Differentiate teaching to cater for individual student and group learning needs. Teachers provide challenging and engaging learning opportunities, particularly in the areas of Literacy and Numeracy, which supports every student to improve every year.

Leaders

Establish collaborative processes that track and monitor student learning needs and progress. Implement a student leadership approach whereby all students in the school have an opportunity to develop personal leadership skills and have a voice.

Parents/Carers

Articulate high aspirations for their children and work collaboratively with teachers to support student improvement and outcome attainment.

Community Partners

Co-design innovative learning opportunities to improve outcomes and wellbeing across the Community of Schools. Our local Aboriginal community are significant contributors and work together with staff and parents to maximise the learning outcomes and wellbeing of our Aboriginal students.

Processes

Literacy and Numeracy

Ensure learning is data driven and based on formative assessment practices. Outcomes are maximised by students receiving timely targeted feedback and adjustments aimed at supporting, extending and enriching their learning.

Learning Culture

Deliver quality student-centred learning experiences in an environment where high expectations and strong parent-teacher relationships exist. Aboriginal perspectives are highly valued and incorporated into all areas of the curriculum.

Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

Collaborative analysis of

- Focus group discussions and surveys
- Wellbeing self-assessment tool and TTFM survey data
- Ongoing review of NAPLAN, PLAN and SCOUT data
- Personalised learning goals and data
- Classroom observations (connection with learning and engagement in task)

Practices and Products

Practices

Responsive formative assessment is an integral part of daily classroom instruction practised expertly by teachers.

Relationships between all stakeholders are nurtured and developed to ensure students are supported to become confident, resilient and informed global citizens.

Products

A student-centred learning environment exists where students are challenged and motivated to achieve their learning goals. Meaningful and timely feedback provided by teachers and students informs future learning.

Wellbeing is a priority for which, the staff, students and parents share the responsibility. Positive, respectful relationships across the school community support aspirational expectations of student learning and achievement.

Strategic Direction 2: EVIDENCE-INFORMED PRACTICE

Purpose

A consistent school-wide approach of utilising evidence-informed teaching methods ensures learning progress is optimal for all students.

All teachers demonstrate research-informed innovative practice that is supported within explicit school systems. Facilitated professional dialogue, collaboration, classroom observation with the provision of effective and timely feedback, supports ongoing school wide improvement.

Improvement Measures

- All teachers have Performance and Development Plans with the Australian Professional Standards implicitly linked with an increase in staff working towards higher levels of accreditation.
- All teachers maintaining current accreditation standards evidenced by professional learning logs.
- Classroom observation data and facilitated collegial discussion utilising The What Works Best Reflection Guide, indicates all teachers use evidence-informed pedagogy and regularly reflect on their educational

People

Students

Provide timely feedback to teachers about their learning experiences to demonstrate their understandings, indicating learning success and engagement.

Staff

Actively implement the teaching and learning cycle to know and address the learning needs of all students. Assessment data is used with confidence to ensure teaching strategies are adjusted when outcome attainment is evaluated.

Leaders

Support staff to achieve professional goals by providing targeted professional learning and facilitating collegial sharing and innovative practice.

Parents/Carers

Engage in literacy and numeracy information activities around assessment and teaching strategies.

Community Partners

Collaboratively develop and share assessment rubrics and teaching strategies to maximise literacy and numeracy achievement K-6.

Processes

Research informed pedagogy

Utilise current and relevant research to develop and implement high-quality professional learning particularly in the areas of literacy and numeracy.

Collaborative practice

Develop and implement collaborative processes for consistency in teacher judgement in literacy and numeracy across all assessment platforms.

Evaluative practice

Strengthen evaluative culture and practice by providing professional learning on using quality data to inform teaching and learning.

Evaluation Plan

Collaborative analysis of

- CESE research articles (embedded in TPL schedule for reflection and review)
- PLAN data (every term)
- Classroom observation data
- Facilitated collegial feedback data
- Teacher reflections

Practices and Products

Practices

The leadership team support staff in the continuous implementation of the teaching and learning cycle to ensure impact is measured and practice improved.

Classroom observations and collaborative collegial dialogue promotes the evaluation of teaching methods and identifies ways to improve practice in a culture focused on continual personal growth.

Products

All teachers understand and explicitly teach differentiated literacy and numeracy programs with success that can be measured by improved student progress and achievement data.

All staff set professional goals that align with the school vision and the Australian Professional Standards.