School plan 2015 – 2017

Frederickton Public School 1943

Culture of High Expectations

Visible Teaching and Learning

21st C Curriculum Delivery Through Innovative Practices
## School background 2015 - 2017

### School vision statement
At Frederickton Public School, our vision is to enable all members of our learning community to be lifelong reflective learners who are responsible & respectful global citizens.

We strive to develop creative & adaptive skills required for a diverse & rapidly changing world.

### School context
Frederickton Public School is a modern school with heritage buildings, air conditioned, well-resourced, modern classrooms & excellent facilities situated in an attractive rural setting. Our school is a friendly welcoming school which encourages community involvement. Frederickton Public School is proud to be part of the Macleay Educational Community of Schools (MECS).

The school has a FOEI of 130 & attracts additional Equity Funding for Low Socio-Economic Background, Aboriginal Background & Low Level Adjustment for Disability. We enthusiastically promote the positive values of respect, responsibility & safety for all our students.

The school has dedicated, highly qualified & experienced teachers with a passion for lifelong learning, offering a wide range of learning opportunities for students. There is a balance between early career teachers & teachers approaching retirement. All teachers are full time permanent staff except for 2 temporary staff who are appointed to flexible staffing allocations. The majority of our teaching staff are Reading Recovery trained & our school implements the Reading Recovery Program & Language, Learning & Literacy Program (L3) in Kindergarten. Our full time Learning & Support teacher provides additional support during literacy sessions & assists teachers to develop programs to meet the needs of students with additional learning needs.

Opportunities exist for all students to participate & excel in academic, cultural, the performing arts & sporting activities. The school boasts a long history of representation & success in sport. We have a K-6 performing & visual arts development program with a strong focus on choir, & dance.

The school hall is widely utilized by school & community activities including Out Of School Hours (OOSH), vacation care & weekly school funded playgroup. The playgroup is an excellent transition program for future Kindergarten students but is also available for community members with young children.

There is an active School Representative Council which promotes leadership & fosters responsible citizenship through cooperative decision making. Our uniform policy is supported by students & parents & engenders a sense of pride in our school. We have, & will continue to promote an open, inclusive relationship with our community fostering a collaborative & productive partnership between the school & the wider community.

### School planning process
Staff meetings were used to evaluate the 2014 school plan, to examine the current school context through the use of the National School Improvement Tool & to identify priorities for the future planning.

Whole of school staff, P&C meetings & parent focus groups have been used to examine the values that are held by our staff & our parent body. P&C meetings have also been used to discuss our vision for our school.

Staff have been actively engaged in the development of the 3 strategic directions for the current plan.
To promote a culture of high expectations & excellence by enabling students & staff to utilise challenging & stimulating learning experiences & opportunities that enable all to explore & build on their gifts & talents.

To increase capability of staff & school leaders, to align quality teaching practices as evidenced by student achievement. Plan, systematically implement & flexibly structure support through professional learning to support teachers to implement differentiation.

To develop an ethos of continuous endeavour to be "the best you can be" by promoting the setting of goals, celebrating the achievement of goals & then re-setting of new goals. We believe that the use of SMART goals leads to improved student outcomes & success.

To promote student well-being thereby preparing students for the responsibilities of becoming respectful & engaged global citizens.

To understand the pedagogy which aligns beliefs with practices so that teachers utilise explicit learning intentions & success criteria based on individual or group needs.

To develop a culture of "assessment capable students. When students understand what & how they learn, engagement & student outcomes improve.

To develop reflective practice to inform future planning based on student needs & teacher practice.

To build students beliefs in their own capacities to learn successfully & their understanding of the relationship between effort & success.

To use school wide systematically collected data to guide & direct teaching & learning programs, communication with parents & allocation of resources. Using assessment & wellbeing data to align student progress to the continuum & stage appropriate syllabus outcomes.

To promote a collaborative, informed & consistent approach to deliver flexible, rigorous & cutting edge teaching & learning programs that enable academic & social progress.

To develop a culture of inquiry & innovation where creative exploration & independent learning are valued & aligned to the philosophy 21st century learning.
### Improvement Measures

- 100% of students can identify their current literacy goal
- Improved quality of students responses to the video survey asking "What makes a good student"
- NAPLAN scores reflect equivalent or better than state growth in literacy & numeracy
- 100% of Aboriginal students have a PLP
- L3 achievement data reflects state
- All classes implement a Balanced Literacy & Numeracy program

### Processes

- Regular school based professional learning
  - Syllabus implementation,
  - Assessment & data analysis
  - Visible learning,
  - Differentiation,
  - Balance literacy & Numeracy practices & innovations,
  - Student Welfare.

- Provide training in Reading Recovery, L3 & L3 St1 & implement these programs.

- Development of Reflective Practice through regular weekly mentoring.
- Training in Mentoring Skills & coaching.
- Implementation of Teacher Accreditation practices & development of individualised teacher professional learning plans.
- Employ part time technology specialist to upskill staff on relevant apps for the classroom.
- Employ specialist staff to support professional learning for staff when required.
- Provide opportunities to meet with parents to develop PLPs

### Products & Practices

#### Products

- Confident & aspirational lifelong learners who are actively engaged in their ongoing learning journey & applying reflective practices in their daily life
- Improved student achievement in a range of fields ie Academic, Social/emotional, Creative and PD/H/PE

- Students who are able to set goals & independently strive to achieve goals
- Respectful responsible global citizens

- A learning community that acknowledges & celebrates achievement & endeavour
- Students are actively engaged in meaningful learning.

- Teachers & school leaders who hold high expectations of their students and colleagues & collaboratively work to inspire excellence in teaching practices

#### Practices

- Development of "reflective practice" for staff & students
- Authentic goal-setting practices are embedded into the teaching/learning cycle
- Regular celebration of student achievement & endeavour.
- Implementation of syllabus documents & quality teaching strategies.
- Implementation of Balanced Literacy & Numeracy sessions & programs that cater for a wide range of student skills, abilities & interests.
- Implementation of L3 & L3 St1, Reading Recovery & other evidence based innovation in teaching.

- Quality whole school focused professional learning.
- Effective student welfare initiatives operating across the whole school & into the community.
## Strategic Direction 2: Visible Teaching & Learning

### Purpose
To understand the pedagogy which aligns beliefs with practices so that teachers utilise explicit learning intentions, success criteria & quality feedback based on individual or group needs.

To develop a culture of “assessment capable students”. Engagement & student outcomes improve when students understand the purpose of the learning, what & how they learn and have clearly identified success criteria.

To develop reflective practice to inform future planning based on student needs & teacher practice.

To build students beliefs in their own potential to learn successfully & their understanding of the relationship between effort & success.

To use school wide systematically collected data to guide & direct teaching & learning programs, communication with parents & the allocation of resources. Using assessment & wellbeing data to align student progress to the continuum & stage appropriate syllabus outcomes.

### Improvement Measures
- PLAN data entered for every student each term
- Effective use of PLAN data
- Evidence of Visible Learning practices in every classroom

### People

#### Students will:
Be able to articulate what they are learning, their learning goal, their success & where to next.

Use learning journals to track their progress & record individualised goals.

Develop assessment capability.

#### Staff will:
Develop improved consistency of teacher judgement.

Improve the utilisation of assessment schedules & analysis of data to inform teaching/learning cycle.

Develop & display WALTs & WILFs in classrooms.

Have a shared understanding of the Visible Learning mindset.

#### Parents will:
Develop an understanding of student progress & how to use the information contained in student reports.

Engage in authentic development of student goals & individual learning pathways.

#### Leaders will:
Initiate improved tracking and monitoring of student achievement data.

Analyse and use performance data to direct school planning.

### Processes
Professional learning focused on Visible Learning, Evidence into Action

#### Whole School focused professional learning on the concepts & use of
- Learning Intentions
- Success criteria
- Reflection & quality feedback
- Assessment for, as & of learning

Mentoring using analysis of student evidence & assessment data to inform teacher planning.

Development of consistency of teacher judgement through moderation of student work samples across the school & with other school teams.

Engagement in Instructional Rounds as a process for school improvement.

Participation in Lighthouse Network, Principals Network & other networks that support future focused learning for teachers & leaders.

Development of Visible Learning mindsets across the school community.

Data walls are displayed in classrooms & constantly updated and analysed.

### Products & Practices
Students who understand & can articulate the purpose of the learning, what they need to learn & how they learn.

Engaged productive lifelong learners.

Teaching & learning decisions based on Visible Learning ethos.

Quality feedback that influences teaching & learning.

Learning intentions, success criteria & quality feedback evident in every lesson in every classroom.

Quality teaching programs which implement the National Curriculum.

#### Practices
Mentoring that specifically focuses on the analysis of data & evidence of student achievement to inform planning.

Improved guided reading practices.

Schedule of assessment producing data which informs the teaching & learning cycle.

Whole school analysis of PLAN data at regular scheduled intervals.

Learning intentions, success criteria & quality feedback evident in every lesson in every classroom.

Teachers & leaders are engaged in teaching & leadership practices & professional learning networks that are purposeful, inclusive & optimise success for all.
### Strategic Direction 3: **21st Century Curriculum Delivery Through Innovative Practices**

#### Purpose

To promote a collaborative, informed & consistent approach to deliver flexible, rigorous & cutting edge teaching & learning programs that enable academic & social progress.

To develop a culture of inquiry & innovation where creative exploration & independent learning are valued & aligned to the philosophy 21st century learning.

#### Improvement Measures

- Improved student engagement as measured by school surveys
- Innovative teaching practices implemented

#### People

**Students will:**

- Develop capabilities to engage in innovation, creative & adaptive learning practices.
- Engage in inquiry based learning.
- See themselves as lifelong learners actively engaged in learning & making meaning in a diverse & rapidly changing world.

**Staff will:**

- Provide training on inquiry based learning & opportunities to engage in new technologies
- Experiment with innovative teaching practices

**Parents will:**

- Support their children to engage in innovative learning practice.
- Engage with the school to develop an understanding of how and why things may be different eg furniture, homework, class groupings etc
- Participate in focus groups

**Community:**

- Continue to be informed about the great things that happen at Frederickton PS via newsletter, Facebook page and website.

#### Processes

- Improved accountability in teachers programs & teacher accreditation to ensure quality teaching & learning occurs across the school
- Future-focused experimentation in problem-solving
- Professional learning in innovative teaching practices
- Development of inquiry based learning opportunities for students

#### Products & Practices

- Innovative teacher practice
- Quality future-focused curriculum delivery
- Utilisation of new technologies
- Students who are well equipped to confidently face the challenges of a diverse & rapidly changing world
- Respectful & responsible global citizens
- Whole school delivery of 21st century teaching & learning curriculum focused on innovative practices & measurable achievement

**Practices**

- Implementation of National Curriculum
- Development of Assessment Capable students
- Improved use of technology embedded across the curriculum
- Flexible solutions to meeting student need & interests
- Implementation of innovative teacher practice