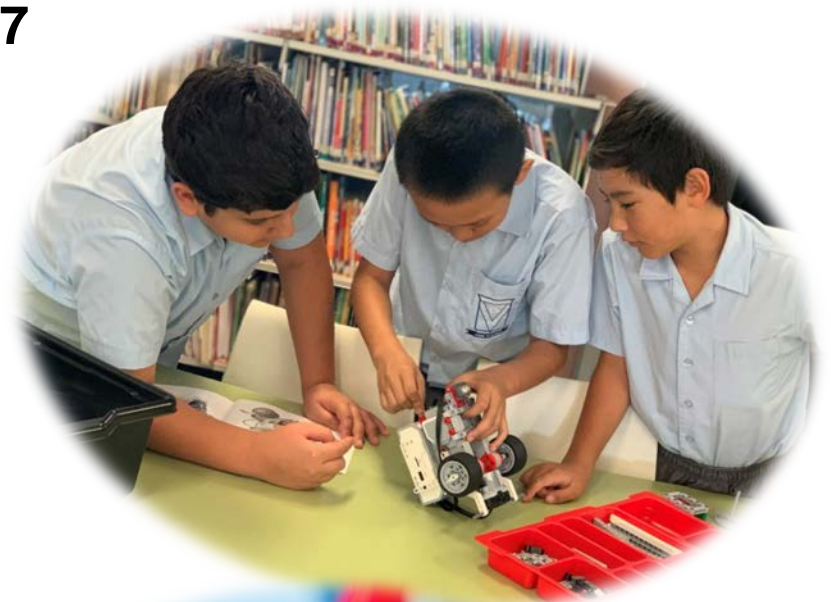


# School plan 2018-2020

## Matraville Soldiers Settlement Public School 4067



# School background 2018–2020

## School vision statement

Soldiers' Settlement Public School is committed to providing inclusive education within an engaging and nurturing environment, which values the cultures and wellbeing of our diverse community. Through our strong partnership with our community partners and other local schools. We are committed to academic excellence within an inclusive setting, and to developing life-long learners that demonstrate confidence and resilience.

## School context

Soldiers' Settlement Public School is an inclusive primary school providing educational opportunities for 243 Primary aged students and 40 Preschool students. We have an enrolment of 25% Aboriginal and Torres Strait Islander students, as well as a diverse community of EAL/D students.

Soldiers' Settlement Public School has been steadily achieving academic growth as demonstrated in NAPLAN results. Through an emphasis on the quality teaching framework and the utilisation of a range of support programs, we are committed to the improvement of learning outcomes for all students. Our school is committed to encouraging high expectations within our student body by providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and science and technology to enable all students to reach their full potential educationally, socially and emotionally. Our staff will ensure that all students find school a secure, happy and challenging journey.

Our partnership with the other local schools and local area agencies and organisations, provides professional learning opportunities as well as a range of opportunities for students, staff and community members to engage with the school and local community resources. This has enabled students, staff and the community to collaborate with other school communities and build on their learning and wellbeing.

## School planning process

The three strategic directions have been determined following a rigorous and multi-faceted evaluation and data collecting process and consultation with staff and parents.

### Evaluation and collection of data has included:–

- Analysis of the School Excellent Framework Survey.
- Findings from the results of the External Validation.
- Information gathered from surveys completed by staff at the conclusion of the External Validation.
- Analysing NAPLAN data for 2017/2018 and the trend data for the past five years.
- Surveying parents and staff about future directions for our school in 5 years based on the goals and commitments to action in the Melbourne Declaration.
- Identifying practices that they felt would be successful in our school and then acknowledging areas for improvement.

### Consultation has been achieved through:

- Staff and parent including members of the local AECG to attend planning forums to develop the strategic directions.
- Planning time involving staff to develop the 5 P's into a school plan.
- Inviting parents to a meeting to discuss provide feedback and finalise the school plan.

Key reforms were also considered and contextualised: including Great Teaching Inspired Learning, Literacy and Numeracy Plans and the School Excellence Framework.

# School strategic directions 2018–2020



**Purpose:**

To foster a school wide commitment to data informed, collaborative and future focused pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every student.

**Purpose:**

To ensure that all students and staff will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems.

**Purpose:**

To build stronger relationships which enhance community wellbeing, engagement and participation in a collaborative and supportive environment. Through effective partnerships, we will create a positive school culture incorporating and promoting student learning, wellbeing and academic competencies.

# Strategic Direction 1: Innovative Teaching and Learning

## Purpose

To foster a school wide commitment to data informed, collaborative and evidence based and future focused pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every student.

## Improvement Measures

Improved outcomes in standardised internal and external assessment processes including improved results in NAPLAN for all students. The main focus being writing and numeracy and the improvement of skill, knowledge and enjoyment.

Increased number of students achieving expected growth in literacy.

Increased number of students achieving expected growth in numeracy

Continued development of effective classroom management where students are engaged in learning and there are high expectations of achievement. All teachers using evidence based strategies such as learning intentions in their lessons.

## People

### Parents/Carers

Students develop **S.M.A.R.T** Goal setting and a Growth Mindset as successful, active and engaged learners in literacy and numeracy.

### Staff

Teachers develop and promote a culture of continual growth and high expectations, where all students are successful learners in literacy and numeracy through the implementation of evidenced based pedagogy, data informed teaching experiences, inclusive and culturally sensitive teaching programs and quality assessment practices.

### Leaders

The executive team leads a collaborative and coordinated approach to the development and teaching of literacy and numeracy programs school wide.

### Community Partners

Strong partnerships are fostered within communities of schools to enhance collaborative practice and develop expertise and capacities within and across schools.

## Processes

### Data Informed Practices

Whole school data analysis of PLAN 2, Learning Progressions, assessment data and NAPLAN to inform teaching and learning cycle.

### Innovative Professional Learning Project

All staff are provided with Professional Learning targeted to Literacy/Numeracy outcomes, engaging students and the importance of embedding cultural sensitivities and awareness in teaching and learning programs. Building teacher capacity is encouraged through a mentoring, coaching and a dynamic early career teacher program.

### Building Blocks in Literacy and Numeracy Project

Students are provided with opportunities to develop and build upon prior knowledge through targeted literacy and numeracy practices. Aboriginal Perspectives and cultural sensitivities are embedded throughout our teaching programs and delivery.

## Evaluation Plan

Data to be utilised to evaluate this strategic direction will be sourced from:

- Analysis of NAPLAN
- Ongoing analysis of Learning Progressions data
- Analysis of internal summative and formative assessments
- Analysis of student work samples

## Practices and Products

### Practices

Teachers collaboratively analyse literacy and numeracy data to inform and differentiate teaching and learning experiences.

Teachers employ evidence based explicit teaching practices to promote student growth and achievement in literacy and numeracy.

Teachers employ summative and formative assessment practices as an integral component of daily classroom instruction.

Students and teachers regularly provide and receive feedback on teaching and learning.

Teachers embed culturally aware and inclusive practices in teaching and learning programs.

### Products

Evidence informed and culturally sensitive teaching and learning programs in literacy and numeracy are designed and implemented.

Literacy and numeracy teaching and learning programs are collaboratively planned and founded in strong, evidence based teaching practices.

Teaching and learning programs are informed by summative and formative assessment, including the provision for feedback in all forms.

Personalised Learning Plans for Aboriginal students are active documents and are regularly reviewed and updated. Learning

# Strategic Direction 1: Innovative Teaching and Learning

## Processes

- Review of teaching and learning programs
- Analysis of feedback: student to teacher, teacher to student and student to student.

## Practices and Products

environments are safe and conducive to the learning styles of the individual students.

# Strategic Direction 2: Success, Confidence, Creativity

## Purpose

To ensure that all students and staff will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems.

## Improvement Measures

Students are achieving short term individual learning goals incorporating **S.M.A.R.T.** Goal Setting and a Growth

Teachers are designing and implementing student directed and future focused learning experiences through inquiry based teaching practices and experiences.

Teachers embed a future focused curriculum within classroom teaching and learning programs.

## People

### Students

Students are empowered to connect, succeed and thrive through engagement in a rich, personalised and future focused curriculum, built upon high expectations.

### Staff

Teachers collaboratively develop and implement culturally aware, integrated and future focused learning experiences that foster active, engaged and successful lifelong learners and leaders.

### Leaders

The school executive focus on developing expert teachers and the professional relationships between students, teachers and parents, which are fundamental to excellent practice, outstanding student outcomes and a future focused learning environment.

### Parents/Carers

Actively engaging community in feedback through surveys, Personalised Learning Plans and learning conferences. Attendance at term parent forums with a different focus based on community interest and the school strategic plan.

## Processes

### Teacher Development Project

Implement a whole school teacher development system that promotes, supports and showcases the most effective and innovative teaching strategies embedding cultural perspectives.

### Inclusive and future focused Learning Environments

Implement inclusive, culturally sensitive and future focused teaching and learning programs that address individual student needs, ensuring all students are challenged, with teachers as facilitators of future focused learning

### Data Informed Teaching Project

Revolutionise technology infrastructure and embed innovative pedagogy to achieve enriched learning outcomes to optimise learning.

## Evaluation Plan

Data to be utilised to evaluate this strategic direction will be sourced from:

- Achievement of personalised learning goals
- Analysis of Individual Learning Plans
- Analysis of internal summative and formative assessment
- Analysis of student work samples
- Review of teaching and learning programs

## Practices and Products

### Practices

Teachers devise specific, data informed and achievable short term learning goals for every child within an engaging, relevant and differentiated curriculum.

Teachers introduce innovations in curriculum and learning technology that promote the development of creativity, critical thinking and problem solving skills. These Innovative strategies will provide students with differentiated and targeted learning opportunities.

Teachers use data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions. Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

### Products

A school wide differentiated curriculum is implemented that enables each child to connect, succeed and thrive cognitively, socially, emotionally and physically.

A student centred learning environment exists where each student is engaged in culturally aware, future focused, inquiry based and technology rich learning experiences.

All teaching and learning programs are dynamic, showing evidence of teacher reflections. Programming is based on consistent and reliable student assessment and continuous data evaluation.

A whole-school online assessment tracking approach to formative assessment

## Strategic Direction 2: Success, Confidence, Creativity

### Practices and Products

(Best Start, Learning Progressions and PLAN 2), performance tracking and reporting to parents. Regular feedback in a range of formats will be provided to students and parents on individual targets, enrichment and improvement strategies.



# Strategic Direction 3: Positive Partnerships

## Purpose

To build stronger relationships which enhance community wellbeing, engagement and participation in a collaborative and supportive environment. Through effective partnerships, we will create a positive school culture incorporating and promoting student learning, wellbeing and academic competencies.

## Improvement Measures

Increase parents understanding of how students learn and the importance of student development through school/parent relationships.

Increased effectiveness of community partnerships and its effect on student engagement through collection and analysis of qualitative and quantitative data.

## People

### Students

The importance of reflection in relation to academic, personal and social relationships is supported by open and transparent communication between students, families and the school. Effective feedback reflections are embedded into classroom practice to achieve student learning goals and promotes lifelong learners.

### Staff

Develop an increase in teacher-parent feedback practices in regards to teaching and learning. Learning conferences drive student/teacher reflection and wellbeing practices are embedded into classroom and school culture.

### Parents/Carers

Work in genuine partnership with staff and students to support academic success, wellbeing strategies and future focused learning practices.

### Community Partners

Increased engagement between families and the school to foster greater collaboration and understanding of issues affecting the wellbeing of our students.

### Leaders

Lead staff and community alliances in promoting resilient, confident and healthy young people whose experience of school is positive. Students are supported in developing a sense of belonging and affiliation with the school community.

## Processes

### Community Partners Project

Strengthen community partnerships to ensure there is continuing school-wide collective responsibility for student learning and success. Implementation of future-focused learning spaces to provide opportunities for students to have access to learning environments that are inclusive, creative and collaborative. These spaces will incorporate access to a variety of learning opportunities and spaces that cater for different learning styles, abilities and aspirations.

### Wellbeing and lifelong learning Project

Implement evidence-based changes across the school to improve student wellbeing, independence, confidence, resilience, engagement and the pursuit of excellence in the approach our students take to their learning.

### Strategic Alliance Project

Continue to develop and implement innovative, strategic alliances with other schools or organisations to ensure the school's curriculum provision supports high expectations for student learning in a globalized world.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

- regular feedback from the school's community to measure the school's performance
- to inform continual adaptation to the needs and priorities of our community;

## Practices and Products

### Practices

Building stronger community relationships through collaborative conversations, alternative home-school communication options, workshops with a community or education focus, P&C meetings, and overall increased school participation.

There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students to promote student wellbeing across the school. The school and community provides opportunities for students to develop confidence and skills through roles of responsibility, mentoring, community service projects, outdoor education and leadership training activities.

Staff and school leaders develop and contribute to learning alliances with other schools or organisations.

### Products

An increase of families attending school events, meetings, community events, parent/learning conferences and school assemblies. Community members feel empowered to engage in student's educational journey and school partnerships.

The school provides a safe, supportive learning environment for all students, staff and community. Wellbeing programs are embedded with inclusive, culturally sensitive and Aboriginal perspectives to increase student, staff and families resilience. Community feedback is acknowledged and valued leading to an increase in respectful relationships across



# Strategic Direction 3: Positive Partnerships

**Processes**

- collaborative relationships with the local schools and community.

**Practices and Products**

the school community.

The school's curriculum provision in supporting globalised learning is enhanced by learning alliances with other schools or organisations.