School plan 2015 – 2017

Flinders Public School 4463

Engaged Learning

Authentic Leadership

Purposeful Partnerships
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Flinders Public School is a school that exists to support learning. The vision we hold as a learning community is one that prepares all learners, within our community, for the opportunities and challenges arising in an ever changing world.</td>
<td>Flinders Public School has an enrolment of 540 students. The School supports 22 mainstream class groupings across Kindergarten to Year 6. Our students celebrate a diverse cultural background with over 20 languages being identified. Flinders Public School is located in the local government area of Shellharbour, one of the fastest growing local government areas in New South Wales. The school is located approximately 1.5 hours south of Sydney, on the states South Coast. Flinders Public School was established in 2003 and serves a growing and diverse new suburb. The suburb has been developed through the release of parcels of land throughout this time. Currently there is still substantial building occurring in the area with new residential land lots still to be released. Our School is literally the hub of our new and developing community. The parents, carers and families add to the rich fibre of our school. The partnership between home, community and our school promotes learning, personal best and collective responsibilities for all. This is evident in the manner in which staff demonstrate a genuine care for each and every one of our students. This is evident in the culture that embodies our school motto of “Quality teaching and learning in a caring environment”.</td>
<td>The Flinders Public School Strategic Plan is the result of extensive and ongoing consultation with our school community. Consultation included detailed surveys of our senior students in Years 5 and 6, our parent body and the staff. Surveys were conducted in the areas of Learning, Leadership and School Culture. These surveys were supplemented by open-ended questionnaires of our 90 Kindergarten student’s families about the exit values, knowledge and skills desired for their child on completion of their primary education. In 2014 a school self-evaluation team, comprising of staff members from each stage and executive staff completed a detailed analysis of school data to develop the strategic priority areas evident in this plan. Our plan is underpinned by the goals of the Melbourne Declaration (December 2008), the School Excellence Framework and research from the Centre for Education Statistics and Evaluation, “Evidence-based practices to improve student performance”</td>
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Flinders Public School 4463
March 23 2015
School strategic directions 2015 - 2017

Purpose:
Flinders Public School provides our community of learners with a broad range of opportunities and experiences in order to reach their potential.

To actively support all students to achieve their potential through innovative, responsive and dynamic practices.
To design and implement classroom programs that meet the diverse range of learner needs and explicitly teach students to be literate, numerate, creative, productive thinkers. Students will learn to think deeply and logically with opportunities to be creative, innovative and resourceful. To create a challenging and inspiring learning environment which ensures all students become successful, confident, creative learners and active informed global citizens. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.

Purpose:
Flinders Public School is a school that fosters and develops leadership capacity at all levels for all members.

To build a culture of innovation and best practice through building leadership capacity, quality professional learning and collegiality. To embed a culture of individual and collective efficacy where teachers are provided support and professional learning to maximise their effectiveness as educators and leaders. Professional leadership and capacity is developed through focused and individualised identified learning plans.

Purpose:
Collaboration at Flinders Public School promotes and sustains effective relationships for all.

Fostering quality, sustainable relationships throughout the whole school community to promote and maintain well-being and successful school culture. To work across the school community to embed a positive culture based on the three core values that underpin Flinders Public School; Care for Yourself, Care for Each Other and Care for This Place. To inspire a culture of collaboration between all of the stakeholders involved in and with the school.
**School strategic directions 2015 - 2017**

**Strategic Direction 1: Engaged Learning**

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<th>Purpose</th>
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<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>Flinders Public School provides our community of learners with a broad range of authentic opportunities and experiences in order to reach their potential in a stimulating and secure environment.</td>
<td>Students display ownership of their learning across all Key Learning Areas. All students are engaged in quality learning across all key learning areas. Development and implementation of cohesive planned training, on-site and within the wider education community. Parents and carers are provided with opportunities to develop their understanding of their child’s learning. They receive regular communication to support their child’s progress. Supports students learning through active engagement with the school and supporting students home learning. Development of a consistent system for recording and actioning professional learning goals for all staff. Building and strengthening reciprocal community partnerships through strong communication, providing opportunities for contributions towards school based learning strategies.</td>
<td><strong>Student Learning:</strong> Encourage involvement in extra-curricular activities that enhance the personal learning experiences of individual students. Students are able to use a variety of strategies and tools to demonstrate their learning. <strong>Professional Learning:</strong> Development of collective responsibility for meaningful, engaging and purposeful learning through flexible, differentiated quality teaching. Consistency of teacher judgment is developed through strategic discussion around learning plans, syllabus, assessment and teaching standards. Investigate and utilise, where possible, newly developed resources and technologies. Innovative teams initiate learning situations to engage staff/students/community in educational discussion and action. <strong>Through planned, evidence based assessment we will:</strong> Gather and plot all students on the continuums, through PLAN, to support student, family and teacher knowledge of individual student learning and future progression. This feedback will have a positive effect on student motivation, self-esteem and potentially develop an active involvement in their own learning.</td>
<td><strong>Products:</strong> 100% of staff using professional learning plans as outlined in the Performance and Development Framework. Overall literacy and numeracy achievement as measured by state and school data. Students to articulate and record their learning goals through strategies such as using learning goals, success criteria, teacher-to-student feedback and other strategies which support students to take responsibility for their own learning. <strong>Practices:</strong> Involvement of all teachers in professional learning and collaborative planning. Demonstrate improved literacy outcomes for every student with a focus on comprehension and writing in a variety of context across all Key Learning Areas. The outcomes of every student, focusing on explicit teaching, consistent methodology and the utilisation of evidence based data to drive the differentiation on student learning. We will systematically recognise and cater for student needs in relation to social, emotional, academic, physical and behavioural learning. An increased capacity using a range of resources including technology to further enhance student engagement. The engagement of the school leadership and Positive Behaviour for Success teams to build the capacity of the staff and school community to use data to inform strategic school improvement efforts that are linked engagement and learning.</td>
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**Improvement Measures**

- 100% of staff using professional learning plans as outlined in the Performance and Development Framework.
- 100% of students will be plotted on to PLAN using authentic, evidence based assessment that drives learning in all classrooms, incorporating consistent teacher judgment.
- Learning programs will be differentiated to meet student needs in all classrooms.
- Positive Behaviour for Success committee analyse school and system data of relating to inappropriate student behaviour referrals.
All teachers are embedding evidenced based teaching practices such as using learning goals, success criteria, teacher-to-student feedback and other strategies which support students to take responsibility for their own learning.

*Note: this links to the first bullet-points (†) in the Products and Practices column*
### Strategic Direction 2: Leading

#### Purpose
To develop a school culture in which all members take responsibility for their own ongoing learning, strive for innovation and improvement and make strong connections within and beyond their school.

#### Improvement Measures
- 100% of staff completing an individualised professional learning plan that is aligned to AITSL (Australian Professional Standards for Teachers) which is developed collaboratively and supported by the Executive.
- 100% of staff measuring their professional growth against one focus area of the AITSL standard.
- Increased leadership capacity to enhance teaching and learning demonstrated through data driven surveys such as the School Map survey and the Focus on Learning survey.

*Note: this links to the first bullet-points in the Products and Practices column*

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<td><strong>Staff:</strong> Build staff capacity through focused professional learning and development.</td>
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<tr>
<td>• Provide a program of personalised professional development for all staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.</td>
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<td>• Increase the teaching staff’s capacity to utilise the AITSL standards as the basis for professional learning and discussion.</td>
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<tr>
<td>• Engage in professional learning to build capacity to effectively plan teaching programs, assess and report on student achievement and progress using the BOSTES curriculum.</td>
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<tr>
<td>• Engage in professional learning to build capacity to utilise a broad range of teaching and learning strategies including ICT to personalise learning and maximise student outcomes and engagement levels.</td>
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<td><strong>Students:</strong> Engage students in the development of leadership capabilities through the provision of authentic leadership experiences.</td>
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<td><strong>Parents:</strong> Increased parent knowledge and understanding of school programs which enables greater involvement and improvements in parents capacity to support student learning at home.</td>
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<td><strong>Professional Learning:</strong></td>
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<tr>
<td>• Create and formalise the Performance and Development Framework for teachers, executive and principal within school.</td>
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<tr>
<td>• Utilise innovative strategies including planned peer observation, document analysis and conferencing that is focused on improved teaching practice, catering for learner diversity that improves leadership capability.</td>
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<tr>
<td>• Utilise professional learning plans to develop and enhance leadership and teaching capacity linked to the Australian Teaching and Leadership standards.</td>
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<td>• Flexible methods and structures for all staff to share best practice in instruction, that supports the delivery of successful Literacy and Numeracy learning for students.</td>
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<td>• Formalisation of school-based mentoring programs that builds the capacity of our Beginning Teachers.</td>
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<tr>
<td>• Collaboration with the local Community of Schools to build and sustain leadership practices that develop all partner schools and the system.</td>
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<tr>
<td>• Focused professional development that embeds Focus on Reading and L3 in 2015/ Town and TEN in 2016 and Science in 2017.</td>
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*Through planned, evidence based assessment we will: Staff align performance and development to the Australian Institute for Teaching and School Leadership (AITSL).*

<table>
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<tr>
<td><strong>Products:</strong></td>
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<tr>
<td>100% of staff working under the new Performance and Development Framework (PDF).</td>
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<tr>
<td>All teachers measuring their professional growth against one focus area of the AITSL standards.</td>
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**Practices:**
All staff to undertake professional development in whole school programs to better align instructional practice and high expectations.

The development of a culture of collaborative professional learning that is valued and builds the capability of all staff.

Leadership opportunities provided for all staff that are matched to individual identified learning goals.

Leadership at every level effectively collaborating to enhance program implementation and student learning outcomes.

Teachers using the AITSL standards as the basis for professional discourse, professional learning whilst building individual and collective capacity.
# School strategic directions 2015 - 2017

## Strategic Direction 3: Purposeful Partnerships

### Purpose

Collaboration at Flinders Public School promotes and sustains effective relationships for all. This will include working with:
- Students
- Parents
- Teachers
- Flinders Learning Community
- Outside experts
- DEC Personnel

### Improvement Measures

- To improve communication with parents and families through a broader range of Interactive Communication Technologies that demonstrate user uptake ie. Emailed correspondence, e-alerts, electronic notes and an improved school webpage.
- Enhanced and further opportunity for students using community resources.
- Greater participation and knowledge of schooling processes by parents within the school context demonstrated by data from participation registers and surveys.

Note: this links to the first bullet-points (❖) in the Products and Practices column

### People

Students:
- receive opportunities through community resources in a variety of areas.
- are explicitly taught the skills of co-operation and collaboration through the PBS program.

Staff
- build a culture of trust and collegiality to support each other in providing excellence in education.

Parents
- Increased knowledge of new content, skills and school programs to enhance their capacity to support students learning.
- Create an effective partnership where parents are proactive in supporting student learning.

Community
- develop positive partnerships towards the school and further participate in the educational/decision making processes of the school.

### Processes

**Engaging Parents:**
Engage parents to participate in schooling life by improving communication and opportunities for families. Survey parents to ascertain what is working and what can be further enhanced.

Inform parents about school based programs and how to better support their own child’s learning through the provision of sharing opportunities.

Engage the P&C to undertake community events allowing the students to actively develop citizenship.

**Enhancing Partnerships:**
Seek partnerships outside the school with other providers for supplementary services/ funding to further opportunities for students.

Engage leading teachers to support implementation of learning programs to support the delivery of a quality differentiated curriculum.

Improve transition programs Year 6-7 to better support students and their families academically, socially and emotionally.

Add to extra curricula opportunities utilizing resources from the community. (Languages, sporting PSC, Premiers Reading Challenge, Debating, Public Speaking, Chess).

Through planned, evidence based assessment we will:
Embrace and investigate a variety of mediums and forms of communication to families, staff and students. Conduct surveys with the parents and community that reflect a high return rate (+75%).
Evaluate consistency of key messages and “school branding” in correspondence and communication.

### Products and Practices

**Products:**
To improve community and school identity through a focus on inclusion to achieve increase in parent attendance and involvement at all events.

To improve communication with parents and families through a broader range of Interactive Communication Technologies that demonstrate user uptake ie. Emailed correspondence, e-alerts, electronic notes and an improved school webpage.

**Practices:**
Quality teaching will increase throughout the school due to drawing on other expertise and resources from the local community and the community of schools.

All teachers to be involved in the professional development opportunities the community of schools provides.

Students will be involved in programs that encourage connections to community.

Students and staff use the connected classrooms to communicate and collaborate with other schools to increase learning opportunities for the students.

Parents and community members will become involved in an increasing number of school activities.