School plan 2015 – 2017

Abermain Public School 1003

Safe, Respectful Learners
### School vision statement
Abermain Public School is an inclusive 21st century school where equality, harmony and a love of learning encourages students to become global citizens. Students and staff value learning as an ongoing journey where all children live, learn and grow to reach their full potential.

**Mission Statement**  
Quality learning in a safe respectful community

**Values and Beliefs**  
Curriculum – We will implement a balanced and differentiated school curriculum which results in quality student outcomes.

Student achievement - All children will be empowered to maximise their achievements.

School organisation - All stakeholders (student, staff and community) will share in the school’s purpose and work together towards continuous improvement.

Staff training and development - Staff training and development will be planned to meet individual school and systems priorities.

Community – The community have an integral role to play in education.

### School context
Abermain Public School is situated in the Cessnock area of the Hunter Valley. The school currently has around 223 students and a team of staff committed to improving educational outcomes for students. Our vision is for quality learning in a safe respectful community.

Abermain Public School is an active member of the Cessnock Community of Great Public Schools, involving sixteen public schools serving the Cessnock community.

In providing quality teaching for all students, the leadership team and staff have developed a range of initiatives including literacy and numeracy groups that are timetabled to provide extra staffing for critical phases of reading, writing and maths instruction. An integrated approach maximises student engagement and syllabus coverage.

An Instructional Leader (Early Action for Success) appointed in 2014 provides support for Early Stage 1 and Stage 1 focused on the achievements in literacy and numeracy while maximising student potential. It is the school’s intention to build staff capacity in order to sustain the EAfS model at completion of the intervention.

Positive Behaviours for Learning (PBL) guides student wellbeing strategies across the learning environment. Universal values of safety, respect and learning are supported by the community. The school is driven by a deep belief that every student is capable of success. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that promotes intellectual rigour and is safe, respectful, tolerant and inclusive.

### School planning process
The Abermain Public School Plan has been developed through consultative processes that included all stakeholders.

In 2014 students, staff and parents were surveyed to determine strengths and areas for opportunity to drive strategic direction.

The school has engaged the P&C, School Council and the local Community Aboriginal Cultural Group providing a forum to share in the development of strategic directions and action plans while keeping the wider community updated through school newsletters.

Staff reflected on The Melbourne Declaration and its goals and worked together in the shared development of a school vision, mission, strategic directions and their purposes. The School Executive Team have continued to refine the plan and establish action plans for implementation in consultation with leadership teams.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Develop Active, Informed, Creative Citizens

**Purpose:**
To create an inclusive and equitable whole school learning environment that encourages and supports learning needs, sparks curiosity and passion for knowledge and understanding.

**STRATEGIC DIRECTION 2**
Fostering quality teaching and leadership

**Purpose:**
To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

**STRATEGIC DIRECTION 3**
Promote quality relationships and systems

**Purpose:**
To build and enhance relationships within the school and the wider community by leading and inspiring a culture of collaboration, engaged communication, effective partnerships and organisational practices.
**Strategic Direction 1: Develop Active, Informed, Creative Citizens**

**Purpose**
To create an inclusive and equitable whole school learning environment that encourages and supports learning needs, sparks curiosity and passion for knowledge and understanding.

**People**

**Students:** Students will become intrinsically motivated to engage with their own learning and self-monitor progress. They will master core subjects, think deeply and critically and make relevant connections.

**Staff:** Staff are effectively using strategies to engage, inform and support all students. Staff are consistently using school developed strategies to support students with positive behaviour techniques across the school community. Staff are confidently accessing learning support for identified students through referral processes while providing differentiated curriculum.

**Leaders:** Leaders develop expertise to promote a whole school culture of differentiated and Quality Teaching and lead school processes to engage students and enable them to successfully learn. They actively support their stage teams and whole school processes.

**Parents/Carers:** Parents understand the positive impact of community engagement on student learning outcomes. Parents are aware of positive behavioural strategies and support school expectations at home.

**Processes**

**Best Practice Project**
School leadership teams assist staff to:
- Use the Quality Teaching Framework to guide improved pedagogy
- Consider, plan for and deliver engagement and connectedness in all lessons
- Build capacity to implement NSW syllabuses through professional learning
- Reflect on and analyse data to plan teaching cycles, while maintaining school-based consistency of judgement strategies/systems
- Identify students in need of differentiation and/or individual learning plans
- Use data to develop and progress existing PBL systems and practices to maintain relevance to school needs while enhancing student wellbeing
- Focus learning around 21st century skills, abilities and knowledge

**Early Action for Success (EAFS)**
- Collecting /analysing individual student data every five weeks
- Implementation of measurable early intervention strategies based on three tiers of need

**Evaluation Plan**
Collection and analysis of data from common and consistent whole-school based assessment tasks and PLAN, TTFM, PBL data, SENA and Naplan to drive the teaching and learning cycle

**Products and Practices**
- Tell Them From Me Surveys indicate growth in responses relating to student engagement and relevance (TTFM 8.0 or above)
- An increase of 10% in expected growth for students in year 3-5, 5-7 in Writing and Numeracy
- Aboriginal students results to reflect that of the total population
- Stage leaders are supporting teachers and ensuring the use of teaching strategies that reflect a focus on student engagement and significance of content

**Products:**
- All identified students to have personalised learning plans. Every child to achieve their set benchmarks.
- At least 95% of students demonstrate positive behaviour in the classroom and in the playground each term

**Practices:**
- Stage leaders are supporting teachers and ensuring the use of teaching strategies that reflect a focus on student engagement and significance of content
- All positive behaviour interventions are implemented consistently by teachers in classrooms and playground and supported and monitored by stage leaders
- Staff are confidently accessing learning support for identified students through referral process

- Collection and analysis of data from common and consistent whole-school based assessment tasks and PLAN, TTFM, PBL data, SENA and Naplan to drive the teaching and learning cycle

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Strategic Direction 2: Fostering quality teaching and leadership

**Purpose**
To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

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<th>Processes</th>
<th>Products and Practices</th>
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| **Students:**
Student have the skills to provide feedback to teachers on lesson engagement and connectedness | **Performance Management**
- Develop staff knowledge and familiarity with National Professional Teaching Standards
- Implementing whole staff performance management process, with all staff having a current Performance and Development Plan | **Whole School Professional Learning Plan** is current, in use and aligned with staff and school needs |
| **Staff:**
Teaching staff need to develop knowledge of the Professional Teaching Standards and use these to self-reflect. They will be actively involved in developing a Performance and Development Plan, and analyse data to identify school and personal development needs. | **Professional Development**
- Align Whole School Professional Learning Plan with personal and school needs
- School implements capacity-building strategies to sustain the development and implementation of key initiatives such as MiniLit, Reading to Learn, L3, Best Start, EAFS
| **All staff accredited at the relevant level of proficiency with a team working on higher levels of accreditation** |
| **Parents/Carers:**
Parents have the skills to provide feedback to teachers on lesson engagement and connectedness | **Early Action for Success Project** features Instructional Leadership with focus on the early years K-2, tiered levels of intervention based on the analysis of student learning needs |
| **Leaders:**
Leaders will develop knowledge of the Professional Teaching Standards and use these to support staff in developing Performance and Development Plans. They will support staff to identify their strengths and career goals, and find opportunities to develop leadership capability and opportunity. Staff will be supported to reflect on their current practices and developing action plans to further enhance the quality of their teaching. Leaders will analyse data and staff Performance and Development Plans to identify school and staff development needs, and allocate resources to support professional development. | **Developing Leadership**
- Identify staff strengths and skills and develop ways to utilise these to meet school needs
- Identify staff career aspirations and develop ways to support personal goals while aligning these with school direction |
| **Improvement Measures** | **Evaluation Plan**
Internal regular reporting against milestones and feedback from project teams. | **All staff accredited at the relevant level of proficiency with a team working on higher levels of accreditation** |
| - Whole School Professional Learning Plan is current, in use and aligned with staff and school needs | |
| - All staff accredited at the relevant level of proficiency with a team working on higher levels of accreditation | |

**Products:**
- Staff have developed leadership skills and can demonstrate these in at least one school initiative
- Tell Them From Me Survey indicates growth in the following measures: Students are interested and motivated; Effort; Relevance; Positive Teacher-Student Relations; and Expectations for Success

**Practices:**
- Quality teaching programs are in use in every classroom and are measured by school-based feedback and collegial support practices practices
- All teaching staff have a current Performance and Development Plan that is supported by the whole school professional learning plan
### Strategic Direction 3: Promote quality relationships and systems

#### Purpose
To build and enhance links within the school and the wider community to enrich student learning experiences leading to improved student outcomes for every child.

#### People

| **Students:** | Students are knowledgeable about career options and pathways to achieve these while having the skills to be safe, respectful learners in the community. |
| **Staff:** | Staff build knowledge about community organisations available to support school direction. Staff are knowledgeable about career options and pathways to achieve these. |
| **Parents/Carers:** | Parents build knowledge about career options and pathways to achieve these. |
| **Leaders:** | Leaders will establish learning alliances within and beyond the school to support innovative communities of practice with AECG University of Newcastle and other organisations. Leaders have the capability to develop staff knowledge of student career options and pathways to achieve these. Leaders have the skills to support staff to develop safe, respectful learners. |

#### Processes

- **Leadership Teams Project**
  - Implementing, refining and reviewing whole school policies and procedures to ensure effective systems and practices are in place
  - Maintain school and community representation on School Representative Council, P&C and PBL Team to continue shared development of school planning and school validation processes, and build a shared understanding of PBL values within the broader community

- **Engaging Community in Learning Initiatives Project**
  - Maintain commitment to Clever Kids (EAfS) and continue to develop Kindergarten Orientation as a process for developing parent understanding to enhance student readiness and early success
  - Access innovative community initiatives to improve student outcomes and extend parent and student aspirations
  - Enhance Learning Support Team structures while engaging parents/carers and students in establishing and achieving learning goals (EAfS)
  - Identify local community businesses and organisations to support school policy implementation

#### Products and Practices

- Effective administration, financial and communication systems
- PBL SET tool data reflects 90% or more across all areas
- Enhanced student voice, leadership and consultation through student input and knowledge

#### Improvement Measures

- Effective administration, financial and communication systems
- PBL SET tool data reflects 90% or more across all areas
- Enhanced student voice, leadership and consultation through student input and knowledge

#### Evaluation Plan
Closely monitor efficiency and effectiveness of processes and systems, collection of data and feedback, and community attendance.