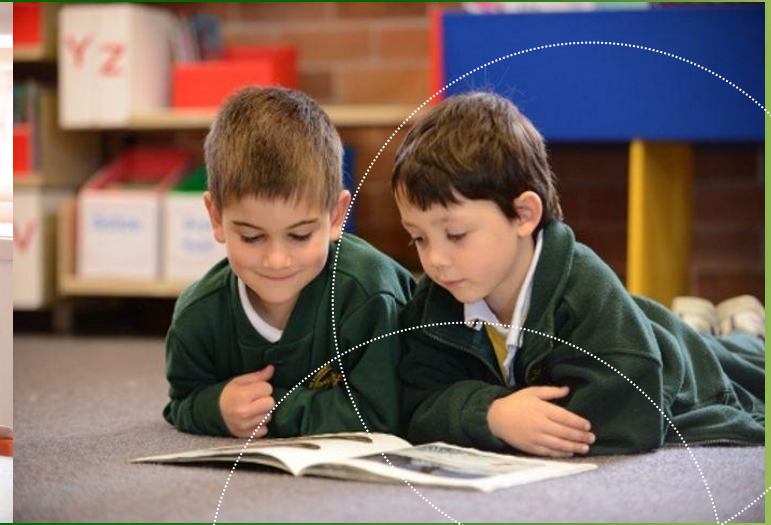


# School plan 2015 – 2017

## Frenchs Forest Public School 1946



# School background 2015 - 2017

## School vision statement

Providing a rich and inclusive environment in which all individuals are inspired toward lifelong learning.

## School context

Frenchs Forest Public School is a small, successful school that is committed to providing a rich and inclusive environment where students are inspired towards lifelong learning. Our strong academic programs are enhanced by opportunities for students to excel in choir, dance, band, public speaking, chess, debating and competitive sporting teams. Technology is used widely throughout school programs to enhance learning and engage students. Our caring and dedicated teaching team work in partnership with parents to inspire students to succeed. The school's motto of 'Truth and Honour' is underpinned by school wide student wellbeing programs that encourage and support all students to be respectful, responsible learners.

## School planning process

The school community was invited to participate in the development of the strategic direction of the school through giving their opinions in a detailed questionnaire about; student competencies, problem solving, 21<sup>st</sup> century knowledge, skills and values, supporting lifelong learning and creative and critical thinking. Community (staff and parents) were invited to read excerpts from the Melbourne Declaration on Educational Goals for Young Australians (2008) to make informed, quality suggestions about our future direction.

# School strategic directions 2015 - 2017

## STRATEGIC DIRECTION 1

Building a learning community with high expectations

**Purpose:**

To develop a culture of educational aspiration and high expectations and continual improvement across the school community.

## STRATEGIC DIRECTION 2

Fostering student and staff wellbeing

**Purpose:**

To support cognitive, social, emotional and physical wellbeing, creating a positive teaching and learning environment.

## STRATEGIC DIRECTION 3

Excellence in learning through quality teaching

**Purpose:**

To develop knowledge, understanding and skills of all students through core curriculum and significant extra-curricular opportunities, ensuring excellence in learning and student development.

# Strategic Direction 1: Building a learning community with high expectations

## Purpose

To develop a culture of educational aspiration and high expectations and continual improvement across the school community.

## Improvement Measures

- ❖ Increased participation in educational information exchanges, e.g. curriculum information sessions, school surveys, parent/teacher interviews, meet the teacher evenings
- ❖ Student feedback on improved engagement with learning, personal achievement and growth.

## People

**Students:** Students use reflection on assessment and feedback to plan their learning

**Staff:** Teachers provide explicit, specific and timely formative feedback to students on how to improve

**Staff:** The teaching staff demonstrate and share expertise, have high levels of contemporary content knowledge and teaching practices and rely on evidence-based teaching strategies

**Parents/Carers:** Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn

**Leaders:** A commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success

**Leaders:** Demonstrate effective engagement with members of the local community including parents, families, local media and other organisations

## Processes

- All teaching staff understand that student engagement and learning are related and that the school communicates priorities for strengthening both
- The school community uses collaborative feedback and reflection to promote and generate learning and innovation
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents
- Staff and students develop a process of measurable goal setting
- The school community (staff and parents) are actively engaged in discussions around educational aspirations for their children.

## Evaluation Plan

Evidence of school-wide, collective responsibility for student learning and success through high levels of student, staff and community engagement

## Products and Practices

- ❖ Increased participation in educational information exchanges, e.g. curriculum information sessions, school surveys, parent/teacher interviews, meet the teacher evenings
- ❖ Student feedback on improved engagement with learning, personal achievement and growth.

## Product:

Collective responsibility for learning and success with high levels of student, staff and community engagement

## Practice:

Positive and respectful relationships across the school community enabling a productive learning environment

## Practice:

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn

## Product:

The school community is committed to the school's strategic directions and practices to achieve educational priorities

## Product:

The school community has a shared understanding of the value of effort and improvement

## Strategic Direction 2: Fostering student and staff wellbeing

### Purpose

To support cognitive, social, emotional and physical wellbeing, creating a positive teaching and learning environment.

### Improvement Measures

- ❖ Decrease in number of students being referred to *thinking room*.
- ❖ Increase in staff actively participating in PBEL
- ❖ Increase across the community in demonstrating awareness of school wellbeing practices

### People

**Students:** Understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved learning

**Students:** Taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the school behaviour code

**Staff:** Understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes

**Staff:** Understand the purpose and importance of the principles underlying the Performance and Development Framework

**Parents/Carers:** Understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved learning

**Leaders:** Identify and act upon aspects of, and factors contributing to wellbeing in the teaching and learning environment

**Leaders:** Ensure staff maintain currency in wellbeing knowledge and mandatory requirements

### Processes

- The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations
- The school focus is on creating and maintaining a positive teaching and learning environment
- Expectations of behaviour are explicitly taught to students
- The Performance and Development Framework is used to continuously develop a skilled, effective and professional staff

### Evaluation Plan

The school environment is well managed so students and staff can engage in learning and social interactions productively and positively

### Products and Practices

- ❖ Decrease in number of students being referred to *thinking room* from the classroom and playground
- ❖ Increase in staff actively participating in PBEL expectations
- ❖ Increase across the community in demonstrating awareness of school wellbeing practices

### Product:

- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students

### Product:

- Student and staff learning is supported by the effective use of school, system and community expertise and resources

### Practice:

- Students and staff are self-aware and contribute to the wellbeing of others

### Practice:

- The learning support team supports students through effective contextual decision making and planning

### Product:

- The school environment values a culture of risk taking, sharing, lifelong learning and support

# Strategic Direction 3: Excellence in learning through quality teaching

## Purpose

To develop knowledge, understanding and skills of all students through core curriculum and significant extra-curricular opportunities, ensuring excellence in learning and student development.

## Improvement Measures

- ❖ Increase in number of students achieving at or above expected level, according to syllabus outcomes in English
- ❖ Increase in number of students achieving at or above expected level, according to syllabus outcomes in Mathematics
- ❖ Increase in student engagement in extra-curricular opportunities

## People

**Students:** Students are actively engaged in their learning journey and are inspired by extra-curricular programs

**Staff:** Teachers provide and receive planned constructive feedback from peers and school leaders to improve teaching practice

**Staff:** Teachers are actively engaged in planning their own professional development and goal setting to improve their practice

**Parents/Carers:** Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn

**Leaders:** The school leaders evaluate professional learning activities to identify and systematically promote the most effective strategies

**Leaders:** The school leaders elaborate on what all students are expected to know, understand and do

## Processes

There are systematic policies, programs and processes to identify and address student learning needs

Curriculum delivery integrates information and technology skills

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation

The school provides a range of extra-curricular offerings for student development

Teachers differentiate curriculum delivery to meet the needs of individual students

Teachers are committed to identifying, understanding and implementing the most effective teaching methods

### Evaluation Plan:

Staff processes and school systems are aligned for collecting, analysing, utilising and reporting internal and external data on student and school performance

## Products and Practices

- ❖ Increase in number of students achieving at or above expected level, according to syllabus outcomes in English
- ❖ Increase in number of students achieving at or above expected level, according to syllabus outcomes in Mathematics
- ❖ Increase in student engagement in extra-curricular opportunities

### Product:

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students

### Practice:

- Curriculum programs underpinned by evidence based teaching practices and innovative delivery

### Product:

- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities