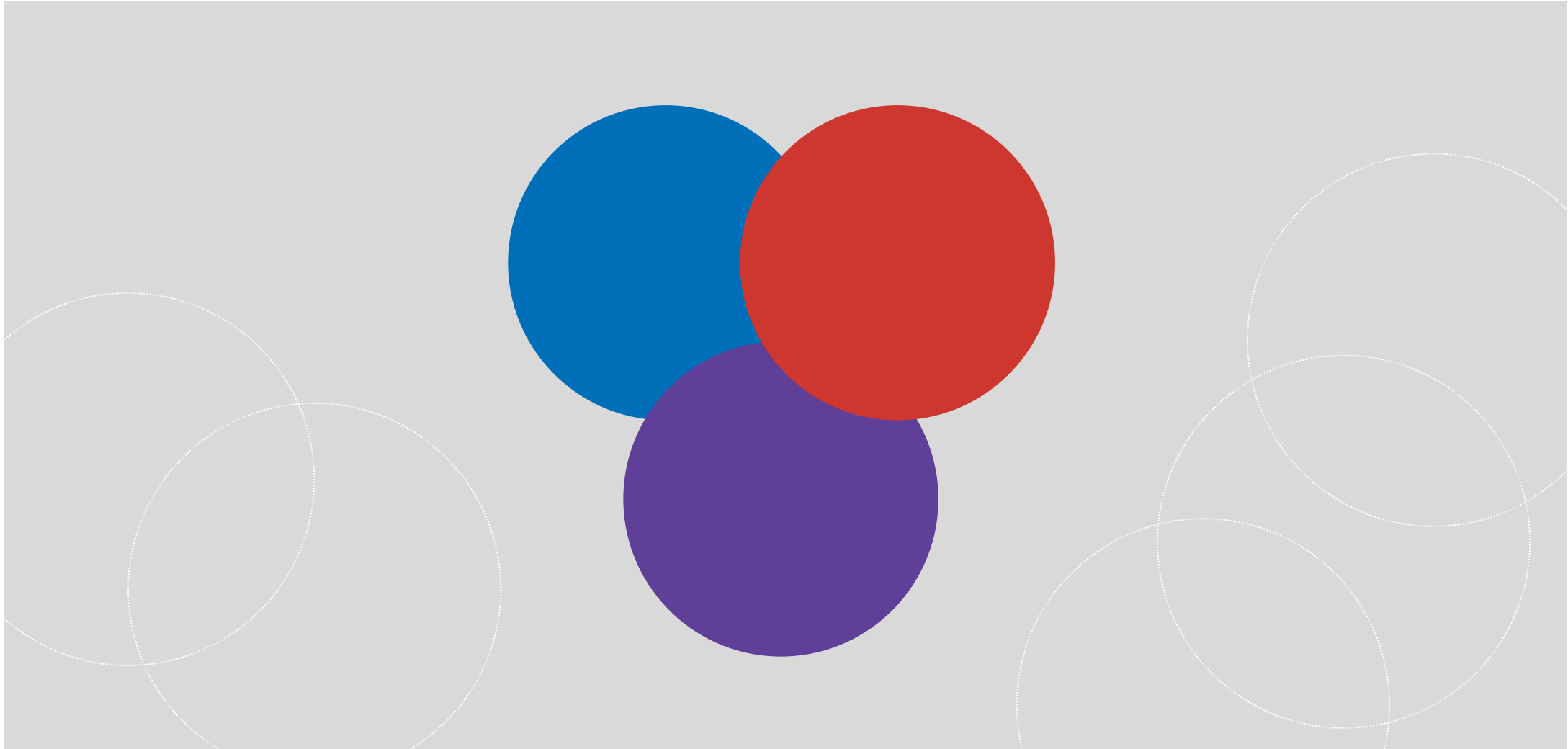


School plan 2015 – 2017

Falls Creek Public School 1901





School vision statement

Falls Creek Public School expects their students to be creative and confident lifelong independent learners, who are active and informed citizens within the wider community and have a sense of their own future. We want students to become global citizens, aware of the ever changing society that can provide them with endless opportunities.

Students of Falls Creek Public School are expected to develop their whole self, form strong friendships and to be resilient so that they can deal with anything that life throws at them. They will have a strong set of moral values and will treat those around them with respect and dignity and be accepting of everyone's differences.

School context

Falls Creek Public School's motto is 'Learning Together'. The teachers strive to encourage students to achieve their very best in a safe, positive and caring environment. We do this by providing high quality educational programs that meet the individual needs of all students and ensure students are given opportunities to excel in all areas of their development. We have a strong partnership with parents and the wider school community. Parents are encouraged to visit the school and to be involved in school events and in learning activities in the classroom.

School planning process

The staff met as a group to discuss and write the school vision statement. Meetings with parents were held so that they could contribute to the vision statement. Staff then met again to finalise the vision statement.

Parents were asked to complete surveys on what they hoped for their children and these were used by staff to formulate the three strategic directions of the plan.

Staff worked closely to write the 5 Ps of the plan. Parent input was sought in informal situations and explanations of the plan provided at P&C meetings.



**STRATEGIC
DIRECTION 1**
Curriculum



**STRATEGIC
DIRECTION 2**
Professional Learning



**STRATEGIC
DIRECTION 3**
School Well-being

Purpose:

Differentiated curriculum ensures that the learning of all students is met at both a group and individual level.

The school community will ensure that student learning is central to all we do and there will be a strong focus on the needs and outcomes of all individual students.

Purpose:

Professional Learning will be focused on developing teacher knowledge and improving classroom practice to provide students with a differentiated curriculum that meets group and individual needs.

Staff will be involved in group and individual learning around embedding new curriculum documents and expanding on 21st century learning and teacher's embracing a wide range of teaching and learning strategies.

Purpose:

School well-being will focus on changing the culture of learning within the school. Students will be involved in setting goals around their own learning and development and will be engaged in the classroom.

Parents will have a better understanding of what their children are learning and will have stronger relationships with the school and their child's learning.

Strategic Direction 1: Curriculum

Purpose

Why do we need this particular strategic direction and why is it important?

Differentiated curriculum ensures that the learning of all students is met at both a group and individual level.

The school community will ensure that student learning is central to all we do and there will be a strong focus on the needs and outcomes of all individual students.

Improvement Measures

- ❖ All teaching and learning programs will list a variety of teaching and learning tools and technologies
- ❖ Teaching programs will clearly articulate individualisation to meet the learning needs of students.
- ❖ All Aboriginal students will have PLPS developed each year, as per DEC policy.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Explicit teaching of introduced programs will ensure students are achieving in all areas.

Staff: Staff will use student assessment data, PLPs and other sources to provide a differentiated curriculum that meets the needs of all students K – 6. Explicit professional learning will be provided to ensure all staff are able to meet the needs of all students.

Parents/Carers: Parent information sessions will be conducted to inform parents of the latest teaching and learning theories and how they can help their children at home.

Leaders: The Principal will lead the staff in developing their knowledge about student learning, analysis of student assessment data and how to use this to introduce a differentiated curriculum that meets the needs of all students.

Processes

How do we do it and how will we know?

- Continue the implementation of L3 and training of staff in the K – 2 classroom.
- Teachers for Years 3 – 6 embed Focus on Reading practices within their teaching and learning programs.
- Stage 2, 3 and LST teachers participate in professional learning on how to effectively teach writing: Writing in the Middle Years.
- All staff are familiar with PLAN software and how to use it and the literacy and numeracy continuums to inform their teaching.
- Collaboratively working with other small schools to develop scope and sequences for new syllabus documents
- Visible Learning implemented in classrooms

Evaluation Plan

Student progress will be monitored through the use of school assessments, NAPLAN and PLAN results to gauge the effectiveness of student progress.

Products and Practices

What is achieved and how do we measure?

- ❖ Differentiated learning across the school, evident in teaching and learning programs and assessment strategies
- ❖ All students will have personalised learning goals and be experienced in writing these

Product:

- Effective use of PLAN software by all teachers in planning, assessing and reporting on student progress

Product:

- Improved student outcomes in both the literacy and numeracy continuums

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Teachers use PLAN data to inform their teaching and to meet the individual needs of students
- Teachers regularly student feedback to evaluate the effectiveness of their own teaching practices.

Practice:

- Students using a broader range of thinking and learning tools

Strategic Direction 2: Professional Learning

Purpose

Why do we need this particular strategic direction and why is it important?

Professional Learning will be focused on developing teacher knowledge and improving classroom practice to provide students with a differentiated curriculum that meets group and individual needs.

Staff will be involved in group and individual learning around embedding new curriculum documents and expanding on 21st century learning and teacher's embracing a wide range of teaching and learning strategies.

Improvement Measures

- ❖ Teacher knowledge gained from professional learning is reflected in T&L programs that meet the individual needs of students
- ❖ All teachers are maintaining current accreditation levels

People

How do we develop the capabilities of our people to bring about transformation?

Students: Teacher's professional learning will ensure that teachers are responding to student need and developing learning programs that meet those needs.

Staff: Teachers are actively engaged in planning their own professional development to improve their performance. They will be developing their skills in providing constructive feedback to peers as a means of developing their teaching practice.

Parents/Carers: The school will need to run workshops and information sessions for parents about the way students learn and how they can support them at home.

Leaders: The Principal will lead the staff in developing their knowledge about student learning and how 21st century learning can be successfully incorporated into their teaching and learning.

Processes

How do we do it and how will we know?

- All staff participate in professional learning around accreditation and have a thorough knowledge of what it is, how to achieve it, maintenance, writing portfolios and using evidence
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice
- Staff are involved in prof learning in Visible Learning (Hattie)

Evaluation Plan

Teaching and learning programs and lesson observations will demonstrate that teachers have incorporated their professional learning into practice. All staff will be maintaining their accreditation levels and some will seek accreditation at the higher levels.

Products and Practices

What is achieved and how do we measure?

- ❖ Staff are using latest research on learning to inform their teaching and to differentiate the curriculum
- ❖ All teachers have achieved accreditation at the proficient level and some are working to achieving accreditation at the higher levels

Product:

- Classroom practice reflects professional learning, leading to improved student outcomes and engagement

Product:

- All teachers are actively maintaining their accreditation levels or working towards achieving accreditation at the higher levels

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- All staff are familiar with using the DEC Professional Development Framework (once implemented)

Practice:

- Teachers work collaboratively to improve their practice to meet the needs of their students

Strategic Direction 3: School Well-being

Purpose

Why do we need this particular strategic direction and why is it important?

School well-being will focus on changing the culture of learning within the school. Students will be involved in setting goals around their own learning and development and will be engaged in the classroom.

Parents will have a better understanding of what their children are learning and will have stronger relationships with the school and their child's learning.

Improvement Measures

- ❖ PBS values are embedded in the playground and classrooms
- ❖ All students will have learning goals and can articulate what these are.
- ❖ Increased involvement of parents and community members in school events and activities.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Explicit lessons on the values of PBS at the start of each school year and regular reinforcement of the values. Positive, respectful relationships are evident among ensuring good conditions for student learning.

Staff: All staff revise the playground program for PBS and are trained in the classroom program for PBS

Parents/Carers: Parents are provided with opportunities to learn more about how their children learn and the values of PBS.

Leaders: Leaders lead the school in implementing all areas of PBS in the school and work with parents, staff and students to implement policies and practices that embody the school's vision statements.

Processes

How do we do it and how will we know?

- Teaching explicitly to students the values of PBs and what they look like. Updating PBS posters around the school to reinforce our values.
- Improved student behaviour and a decreased number of detentions for unacceptable behaviour. Students report a more positive experience of school.
- Improving and updating the school website. Establish a school app and facebook page to celebrate success at school.

Evaluation Plan

Parents and students complete surveys annually to inform the school about their knowledge and perceptions of school. Analysis of detention data will be used to determine future directions and programs to support both groups of and individual students.

Products and Practices

What is achieved and how do we measure?

- ❖ The values of Positive Behaviour for Success (PBS) are embedded in classrooms and playground
- ❖ Greater parent and community participation in school life and classroom activities.

Product:

- Students are able to articulate the PBS values of the school and demonstrate this daily in the classroom and playground. Behaviour incidents are reduced.

Product:

- Parents are involved in student learning and have a greater knowledge of curriculum content and how students learn.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning

Practice:

- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners