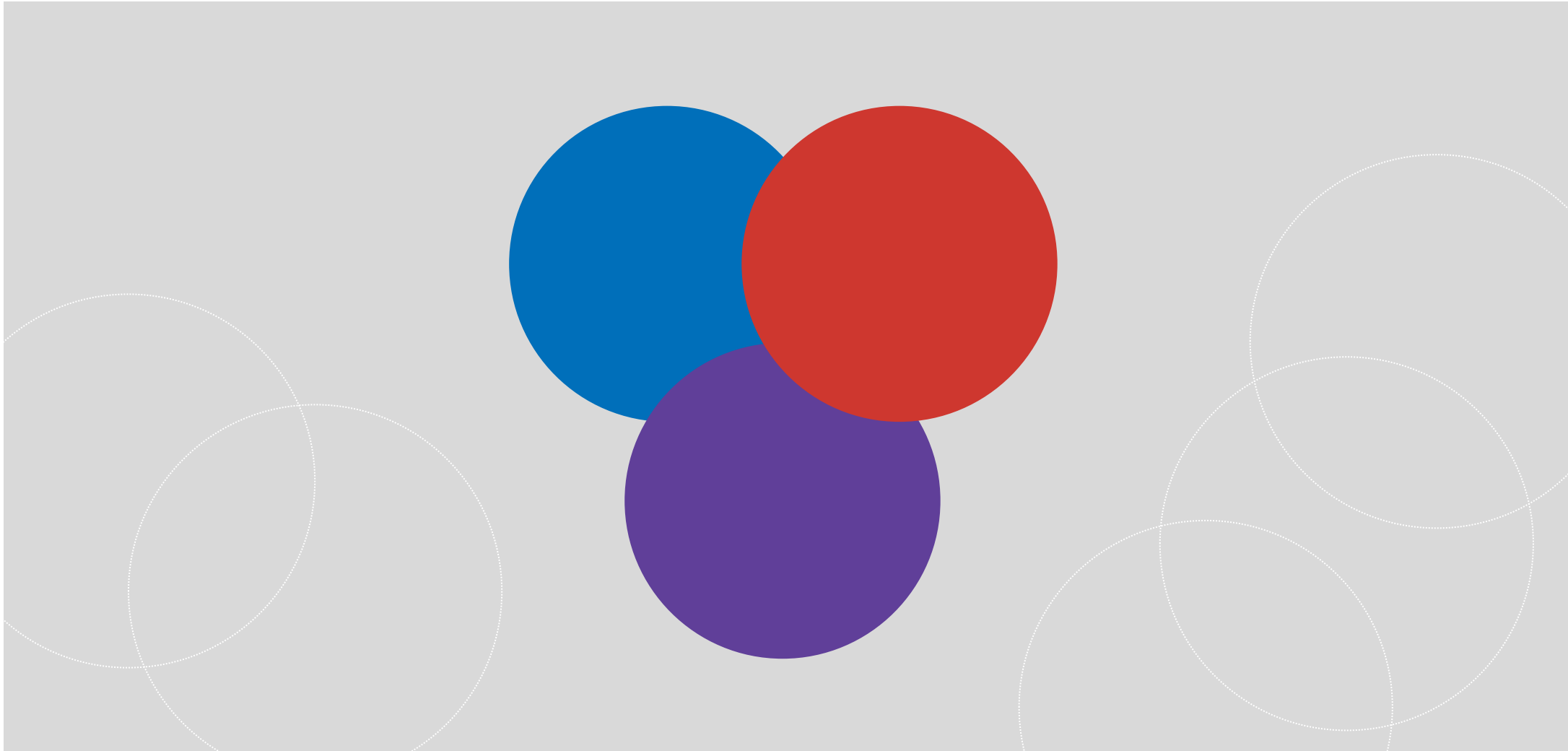


School plan 2015 – 2017

Arcadia Public School 1048





School vision statement

Arcadia Public School is a caring place. Opportunities for success are provided for every student in academic, cultural and sporting activities in an innovative and technologically rich learning environment. Our students demonstrate respect for their environment, themselves and others in an atmosphere of trust, tolerance and high personal expectation.

The positive partnership between school and home throughout our student's journey is fundamental to the attainment of their success as together we instil a love of learning, the importance of open communication and teamwork, and celebrate each step towards achievement.

School context

Arcadia public school is a thriving, vibrant learning community and an active participant in the Galston Community of Schools. Set in a semi-rural location, environmental education, student leadership, self-direction and public speaking are strong features of the school. The school is robustly supported by the wider school community and enjoys strong links to the history and cultural traditions of the area.

Being part of Arcadia Public School is being part of a family. At our school lifelong friendships are forged, families connect and the community grows together.

The motto for our school is 'Be outstanding, be inspired'. We stand by this by striving to build a great school that promotes a passion for learning in our students and the confidence and knowledge to take responsibility and be actively involved in their own learning.

Our School's educational philosophy is underpinned by the timeless values of respect, responsibility and personal best.

School planning process

This document is the synthesis of a thorough and inclusive consultative process involving students, staff and parents.

From this synthesis, the common threads have been extracted and articulated into a useable strategic school plan. We have listened to our community and are excited about moving forward into the future.

The strategic plan will assist us to build on the long and proud history of Arcadia Public School. This is the next step in continuing our journey of constant improvement.

Our aspiration is to continue our focus on individuals, expanding our expectations of their capacities and capabilities, and in doing so, continuously improving what we do.

We recognise that the ability to evolve and adapt to changes in society is a key characteristic of a successful school and we look forward to creating a great future, and a building on the outstanding education offered at Arcadia Public School.



**STRATEGIC
DIRECTION 1**

Outstanding
Teaching



**STRATEGIC
DIRECTION 2**

Inspired Learners



**STRATEGIC
DIRECTION 3**

Parents as partners

Purpose:

To ensure that every student is engaged in a differentiated and challenging educational curriculum that is informed by quality assessment practices.

Purpose:

To develop successful, reflective learners who are encouraged to think critically and creatively, communicate effectively, engage skilfully with technology and pursue their potential as life-long learners.

Purpose:

To enhance strong partnerships in a harmonious, inclusive community that values purposeful communication and productive relationships.

Strategic Direction 1: Outstanding Teaching

Purpose

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

To ensure that every student is engaged in a differentiated and challenging educational curriculum this is informed by quality assessment practices.

Improvement Measures

- ❖ Improve student learning growth in Writing, Spelling and Numeracy through regular monitoring of results against the Numeracy and Literacy continuums.
- ❖ To better State growth from Years 3 to 5 in NAPLAN Writing and Numeracy.
- ❖ All staff have a professional learning plan that is aligned to Australian professional Standards for Teachers.
- ❖ All staff fully implement BOSTES syllabus.

People

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

Students: Teachers provide students with the capacity to be quality learners in the school and home environment.

Staff: Teachers have an agreed statement that encapsulates beliefs and understandings about how Arcadia PS will implement innovative and rich differentiated teaching programs.

Staff: Provide/ facilitate a program of personalised professional development for all teaching staff through a range of strategies that focus on quality teaching framework, differentiation, self - evaluation and sharing of professional practice.

Staff: Teachers increase skills in selecting and developing quality assessment materials in line with English and Mathematics syllabus, tracking student development on Numeracy and Literacy continuum which in turn will inform planning.

Parents/Carers: Communicate learning strategies and assist parents to support students.

Leader: Plan and provide opportunities for teachers to build capacity.

Processes

How do we do it and how will we know?

- School project to implement new teaching and learning programs including TOWN and SPELL IT and consolidation of Sound Waves and L3, Reading Recovery practices.
- Staff professional learning to cater for our needs of BOSTES syllabus requirements and the development of professional learning goals.
- Regularly evaluate PLAN data
- Collection and analysis of data from common and consistent whole school writing assessment tasks.
- Teaching programs include sequential scope and sequence of ongoing development of knowledge and skills with rigorous planning and teaching.
- Stage teams collaborate to review assessment materials. Meetings time tabled to place students on continuums and clusters using PLAN software.

Evaluation Plan

Closely monitor and plot progress using school based assessments and Literacy and Numeracy continuums.

Products and Practices

What is achieved and how do we measure?

- ❖ Improve student learning growth in Writing, Spelling and Numeracy through regular monitoring of results against the Numeracy and Literacy continuums.
- ❖ To better State growth from Years 3 to 5 in NAPLAN Writing and Numeracy.
- ❖ All staff have a professional learning plan that is aligned to Australian professional Standards for Teachers.
- ❖ All staff fully implement BOSTES syllabus.

Product:

- Quality teaching and learning practices demonstrated through differentiated Literacy and Numeracy lessons.
- Improved parent engagement and understanding of Literacy and Numeracy expectations.

Practice:

- Clearly differentiated Numeracy lessons K-6.
- Student progress in Literacy and Numeracy collaboratively mapped and monitored.
- Teachers confidently integrate thinking skills and formative assessment practices into lessons.
- Technology consistently used as an effective tool across the school

Strategic Direction 2: Inspired Learners

Purpose

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

To develop successful, reflective learners who are encouraged to think critically and creatively, communicate effectively, engage skilfully with technology and pursue their potential as life-long learners.

Improvement Measures

- ❖ Students demonstrating active listening, expressing their opinions and communicating their thinking clearly and appropriately with the ability to collaborate and negotiate in groups.
- ❖ An increased number of students perform in the top 2 bands of NAPLAN based on 2014 data.

People

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

Students: Develop student capacity for creativity and open ended thinking through engagement in challenging and appropriate learning including use of digital technologies.

Students: Students have the skills to have shared control and responsibility for their learning.

Staff: Students and staff effectively utilise digital technology in teaching and learning.

Staff: Staff have the expertise to create, implement and evaluate interesting and relevant lessons which incorporate thinking skills components.

Staff: Develop understanding of and expand use of Assessment For Learning strategies.

Parents/Carers: Are informed about Formative assessment, Thinking Skills and Cooperative Learning.

Leaders: Develop the capacity of the school community to lead learning in Formative Assessment, Thinking Skills and Cooperative Learning. Plan opportunities for aspiring leaders to plan and carry out projects in alignment with National Teaching Standards.

Processes

How do we do it and how will we know?

- Developmental Scope and sequence of digital technology and thinking skills produced and implemented.
- Targeted professional learning in identified areas of digital technology.
- Whole school professional learning in use of Learning For Assessment and cooperative strategies.
- Professional learning in thinking skills strategies. Investigate how strategies can be implemented to address assessment of Literacy and Numeracy continuum cluster markers.
- Newsletters include articles about Formative assessment, Thinking Skills and Cooperative Learning.

Evaluation Plan

- Monitor and review regularly staff professional learning plans and programs.

Products and Practices

What is achieved and how do we measure?

- ❖ Students demonstrating active listening, expressing their opinions and communicating their thinking clearly and appropriately with the ability to collaborate and negotiate in groups.
- ❖ An increased number of students perform in the top 2 bands of NAPLAN based on 2014 data.

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

Practice:

- Students successfully utilise feedback against success criteria to improve learning and achieve their goals.
- Students utilise technology as a tool in their learning.
- Students demonstrate ability to use self and peer reflection to reflect upon learning.
- Creative, critical and collaborative thinking displayed by students K-6.
- Students utilise thinking skills strategies and cooperative learning K-6.
- Student voice is valued and encouraged.

Strategic Direction 3: Parents as partners

Purpose

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

To enhance strong partnerships in a harmonious, inclusive community that values purposeful communication and productive relationships.

Improvement Measures

- ❖ Sustained high levels of positive student, staff and parent satisfaction with the school's learning culture, communication and environment as measured by Benchmarks of Quality PBEL teacher survey, PBEL student behaviour data, attendance numbers at P&C, Arcadia Parent Social Circle, school community events and parent information sessions.
- ❖ APS viewed as an outstanding school of choice in the community as measured by the enrolment of Kindergarten students residing in Arcadia PS boundaries.
- ❖ Principal and SAM positioned to manage SAP rollout.

People

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

Staff: Communicate with families effectively and regularly.

Parents/Carers: Class parent elected at the beginning of the year with role statement outlined.

Community Partners: Involvement in Community of Schools strengthened.

Leaders: Build expertise in SAP finance system.

Processes

How do we do it and how will we know?

- Strengthen communication processes between school and community by reinvigorating pink parent newsletter.
- Arcadia Parent Social Circle established.
- Class parent acts as conduit between teacher/ parents and the P&C.
- Class parent policy written.
- School promotion team established and active.
- Remain active in interschool competitions and shared learning opportunities for teachers and students.
- Principal and SAM attend training on the implementation and management of the SAP finance system.

Evaluation Plan

- Regular monitoring and discussion between school community and Principal at P&C and Social Circle.

Products and Practices

What is achieved and how do we measure?

- ❖ Sustained high levels of positive student, staff and parent satisfaction with the school's learning culture, communication and environment as measured by Benchmarks of Quality PBEL teacher survey, PBEL student behaviour data, attendance numbers at P&C, Arcadia Parent Social Circle, school community events and parent information sessions.
- ❖ APS viewed as an outstanding school of choice in the community as measured by the number of Kindergarten students enrolled who reside in Arcadia PS boundaries.
- ❖ Principal and SAM positioned to manage SAP rollout.

Practice:

- Clear, effective communication between home and school as well as P&C.
- Parents active in the classrooms, school and wider community.
- Respectful, trusting relationships evident between parents, teachers and students.
- Parents work with school to initiate improvement practices.