School plan 2015 – 2017

Plumpton House School 5754
School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
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<tr>
<td>To provide a respectful and engaging learning environment in which students can become socially competent, confident and independent learners.</td>
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<tr>
<th>School context</th>
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<tr>
<td>Plumpton House School provides an alternative, medium to long term, educational environment that caters for the academic, social and behavioural needs of students in Years 5-10 from a variety of schools across Western Sydney. The school is located across two campuses (Plumpton and Whalan) with a total enrolment of 63 students across the two sites. Plumpton House School places a strong emphasis on delivering quality educational experiences for all its students whilst concurrently focusing on transition into the next environment (mainstream school, TAFE or employment). The school works to enhance and maintain collaborative connections, partnerships and networks with outside agencies, mainstream schools and other alternative educational settings. The school’s multi-skilled professional staff has a deep knowledge and understanding of students with additional learning needs and possess expertise in specific areas of learning and support to address needs and enhance students’ educational opportunities.</td>
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<th>School planning process</th>
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<td>During Semester 2, 2014 Plumpton House School sought to review and reflect upon a range of international and Australian research, and consider deeply the educational reforms that are driving positive change in NSW Public Schools. In addition the school executive across our two school sites collected and collated a range of survey data from the school community - students, staff and families to gain insight into their perspectives on the current operation of the school, and their desires for the future. We wanted to know how our students felt about school, the goals they have for themselves and the things they consider would improve the school and their experience of it. We have sought to gather information from parents regarding the areas they feel the school could improve and the aspirations they have for their children. The staff of Plumpton House School is a team that demonstrates unconditional care and support and values each and every student for their individual strengths and abilities. Our teachers and support staff have participated in a range of surveys, professional learning experiences and opportunities to share in deep and meaningful conversations regarding the purpose and directions of our school. Through this process of reflection, the gathering of information from the whole school community, and considering how we fit in to the educational landscape, globally, at a state level and locally we have developed the school’s strategic directions. These directions are aspirational. We have set high expectations for what can be achieved for our school community. We know it will require dedication, hard work and commitment. This is a long-term prospect. Our students are central to our motivation. We believe in them, in ourselves and in the whole school community and its ability to create and shape a successful and positive future for itself.</td>
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**Purpose:**
To ensure a culture that is deeply respectful and inclusive and enhances the social and emotional wellbeing and connectedness of the whole school community supported by strong sustainable systems.

**STRATEGIC DIRECTION 1**
Inspiring School Culture

**Purpose:**
To develop a professional culture of collaboration, shared responsibility, evidence-based decision making, and innovation. Drive effective educational practice that will positively impact student learning and develop all current and aspiring leaders as learners.

**STRATEGIC DIRECTION 2**
Innovative Effective Teaching

**Purpose:**
To implement a rich, meaningful and challenging curriculum that supports students to become confident and creative learners who actively participate in their own learning and develop the essential skills for success in the 21st Century.

**STRATEGIC DIRECTION 3**
Engaging 21st Century Learning
## Strategic Direction 1: Inspiring School Culture

### Purpose
To ensure a culture that is deeply respectful and inclusive and enhances the social and emotional wellbeing and connectedness of the whole school community supported by strong sustainable systems.

### People
#### Students
Student voice: students develop the skills to articulate their feelings about school culture and work alongside staff towards improving it. Students develop their social and leadership skills through participation in programs and contributions to school teams and relevant meetings.

#### Staff
All staff model and encourage expected behaviour. They develop and enhance their skills in teaching, reinforcing and responding to students. Demonstrate deep respect and positive regard towards all students and stakeholders.

#### Parents and Carers
Learn about and develop their understanding of Positive Behaviour for Learning to support improvements. They contribute to the improvement in school culture. Parents provide regular feedback on the progress of their child and the school’s quest to build an inspiring and positive culture.

#### Leaders
The leadership team develops their capacity to lead the school in implementing change and improvement in school culture. They facilitate regular open and professional dialogue regarding data, systems and practices and progress with the implementation of school-wide systems.

### Processes
#### PBL Learning and Well-being Project:
Use the PBL framework to create a safe, supportive, consistent and productive teaching and learning environment. Ensure that evidence based universal systems and practices are embedded in the policies, procedures and day to day operation and ethos of the school. A consistent whole school approach and inclusive systems and practices will develop and improve individual and collective well-being.

#### Community Engagement Project:
Engage community resources, programs and services that promote connectedness, inclusivity and a holistic approach to student and community wellbeing. These programs will address physical, social and emotional health. Community agencies and services utilised will be connected with broader goals of the school and implemented in a way that is sustainable and builds positive educational aspiration within the school community.

### Products and Practices
Improvement in standardised PBL evaluation data results by a minimum of 15% per annum. 20% reduction in behaviour referrals evidenced through student management and welfare data

Staff will demonstrate high levels of interpersonal skills and communication across the whole school community will be underpinned by a consistent, positive and respectful approach. A whole school reward system, consistent responses to unproductive behaviour and the explicit teaching of expected social behaviour will be implemented across the school.

Students’ needs are met in fluid and flexible ways. Opportunities are provided to students and their families that support their development and reflect and contribute to the school’s priorities, vision and values. These will include community programs, school based forums, parent meetings and celebrations.

### Improvement Measures
- Improvement in standardised PBL evaluation data results by a minimum of 15% per annum
- 20% reduction in behaviour referrals evidenced through student management and welfare data
Strategic Direction 2: Innovative Effective Teaching

### Purpose
To develop a professional culture of collaboration, shared responsibility, evidence-based decision making, and innovation. Drive effective educational practice that will positively impact student learning and develop all current and aspiring leaders as learners.

### People

<table>
<thead>
<tr>
<th>Teachers</th>
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<td>Learn about best practice and incorporate new skills and new learning into regular classroom practice.</td>
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<tr>
<td>Engage with each other and contribute to collegial discussions with openness and willingness to share ideas and try new strategies.</td>
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<tr>
<td>Use data to guide planning and make decisions about student learning and become skilled at giving and receiving effective explicit constructive feedback.</td>
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<td>Demonstrate consistency in the quality of instruction, teacher judgement and assessment tasks.</td>
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| SLSOs |  |
| Demonstrate the ability to work to clear role statements and expectations. They partner with teachers and develop a strong sense of ownership for student learning. |  |
| Continue to improve their skills and knowledge through targeted professional learning. |  |

| Leaders |  |
| Demonstrate commitment to school improvement and building the capability of all staff as effective practitioners. Offer support, create challenge and focus on the school’s vision and identified priorities. |  |
| Use data based decision making: what is working and what needs modifying. Build durable systems that facilitate teachers and support staff to develop a growth mindset and continue to improve their knowledge, skills and practice. |  |

### Processes

| Literacy and Numeracy project: |  |
| To develop consistency in the quality of instruction provided based on effective assessment processes and the implementation of evidence based best practice to ensure our students develop essential literacy and numeracy skills and can apply them to a variety of contexts. |  |

| Peer Coaching project: |  |
| Develop a shared understanding of quality teaching through collaborative practice. Teachers are part of a professional network and learning community whereby they collaborate with each other to share together and set personal goals for improvement that are linked with the Australian Professional Standards for Teachers. |  |

### Products and Practices

| All students have personalised targets and demonstrate growth and improvement in literacy and numeracy. |  |
| A consistent approach to programming and lesson planning is implemented that reflects evidence based best practice. |  |
| A trusting and respectful learning environment exists. Teachers co-plan, team-teach, debrief, reflect together and give and get feedback. Teachers develop growth mindsets and set improvement goals for themselves that reflect their needs and link with the Australian Professional Standards. All teachers are provided with opportunities to share their skills and build the capacity of others. |  |

### Improvement Measures

- All students have personalised targets and demonstrate growth and improvement in literacy and numeracy.
- A consistent approach to programming and lesson planning is implemented and reflects evidence based best practice.

### Evaluation Plan

- Literacy and Numeracy tracking sheets / Planning Literacy and Numeracy (PLAN) School based assessment / work samples / review of individual student folders
- Program audit - High quality differentiated teaching and learning evident in teaching programs
- Implementation of the Teacher Performance and Development Framework
- All staff can show documented evidence of their own goals, progress and plans towards improvement.
### Purpose

To implement a rich, meaningful and challenging curriculum that supports students to become confident and creative learners who actively participate in their own learning and develop the essential skills for success in the 21st Century.

### People

**Students:**
Students develop the skills to problem solve and seek support in their learning as required. Students set and work towards their own goals regarding their learning – social and academic. They reflect on their own learning in response to high quality feedback.

**Teachers:**
Teachers know and implement best practice based on deep knowledge and a focus on evidence based instructional practices. Teachers provide learning experiences that enable students to become successful learners, creative, confident individuals, and active, informed citizens.

**Leaders:**
Learners who model self-reflection and personal goal setting. They actively drive the development of a shared vision that is founded on the belief that each student can achieve high standards given effective and timely support. Leaders ensure that all school staff are provided with high quality professional learning.

**Parents:**
Are provided with information regarding their child’s learning and have an understanding of their goals, progress and the significance of these in achieving their educational aspirations.

### Processes

**Visible Learning Project:**
Build systems and practices that ensure high quality student learning. The learning goals of every student are transparent so that all individuals have a clear direction with a focus on excellence and growth for all.

Teachers view learning through the needs and perspectives of their students, and students are supported to become leaders and facilitators of their own learning.

**21st Century Learning Project:**
Students are inspired to learn through the delivery of meaningful and engaging learning activities that integrate technology and high quality pedagogy to develop the skills essential for success in the 21st Century.

### Products and Practices

All students are achieving school developed personalised targets for attendance, engagement. High levels of student engagement are evident across the school.

Learning intentions are clear for students and have meaning and relevance. Students make measurable progress in their learning.

Individualised plans for integration and re-engagement with mainstream settings / TAFE / work placements are developed and regularly reviewed.

Strong assessment processes that are transparent for students and staff are developed and implemented to guide learning based on data.

Teaching programs evidence the Quality Teaching Framework and integrate ICT and visible learning strategies.

### Improvement Measures

- All students are achieving school developed personalised targets for attendance, engagement. High levels of student engagement are evident across the school.
- Learning intentions are clear for students and have meaning and relevance. Students make measurable progress in their learning.

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