**School background 2015 - 2017**

### SCHOOL VISION STATEMENT

Smithtown Public School engages students, parents and the community in a shared learning journey. We empower students to be safe, responsible and respectful global citizens who display empathy, resilience and self-belief.

Staff are committed to constantly reflecting and improving their professional practice through implementing current pedagogy, coaching and mentoring whilst utilising an evidence based approach to all teaching and welfare decisions.

We aim to develop students who are thinkers, who are aware of their own learning and can make adjustments to their own learning to achieve success.

We will create an environment where students, their parents and community members are supported, to encourage mental and physical well-being.

### SCHOOL CONTEXT

Smithtown is a small rural school with a diverse range of learners within each stage. Staff ranges from experienced through to new scheme teachers, all with a great deal of enthusiasm and commitment to providing quality educational opportunities within the planning and implementation. The staff have been involved in ongoing professional learning relationships with other networks that enable constant analysis of outcomes and target teacher and student learning according to need.

Staff: We have 2 permanent and 3 temporary staff members. This year we will recruit for a full time teacher. All except one of the staff have been here less than 2 years. There are no retirements approaching and not active transfers.

Funding: We receive through our RAM allocation around $120,000 and another $90,000 integration funding. We are also are part of the Early Action For Success program which has related funding and staffing. The majority of this money is spent on wages for SLOS’s and teaching staff support the wide range of students we cater for as a school.

We have a strong commitment to professional learning and mentoring with the principal and our instructional leader guiding these processes in the school.

Smithtown is part of the Macleay Education Community of Schools and takes part regularly in all activities and opportunities offered through this alliance such as music festivals, professional learning, grant submissions and transition activities.

### SCHOOL PLANNING PROCESS

Planning and goal setting are a cyclical and embedded practice at Smithtown Public School. We work as a staff to connect back to our vision statement and priorities for students, community and teachers and school support teachers.

We connect all our professional learning discussions to evidence and data collected at regular intervals to make sure we are on track and achieving the greatest results for our students/ all interventions are connected to this review cycle.

We monitor the validity of our evidence and data through ongoing relationships with a small school network of local schools and a broader Lighthouse network that collaborates on PL and mentoring effectiveness and quality.

We are also an Early Action for Success school which means our K-2 students is tracked and all PL, teacher support and intervention is targeted to a continual improvement cycle.

We are in regular contact with parents and community through newsletters, Facebook, regular parents meetings and sessions as well as annual surveys to make sure we are connecting to common goals and setting a growth agenda.

Data is an intrinsic component of all our planning at Smithtown Public School.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions for our school and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture

High-quality teaching.

To increase opportunities for all staff, teachers, SLSO and administrative staff to engage in targeted professional learning that supports school priority areas and their own personal learning plans. As well as increasing staff capacity to mentor and goal set across our school networks in the areas of leadership, teacher practice and student goal setting.

To ensure staff have the opportunity to accredit with the National Standards for Teachers and the principal with the National Standards for Principals.

Inclusion of K-2 teachers in the Early Action for Success Initiative which assists in targeted intervention and support for students.

Reflective and critical thinking.

Through explicit and targeted teacher instruction there will be an increase in student’s ability to achieve their identified learning goals. This will be as a result of teachers modifying how they teach to place an emphasis on metacognition and critical thinking. Students will be taught to monitor their learning and to make adjustments to improve their learning.

This will have a flow on effect to student engagement and improve student’s results.

Nurturing wellbeing and leadership.

Students feel valued as learners and participants in their school community through increased ownership of their learning goals, self-direction and leadership.

Clear goals and expectations are set through PBL and Kidsmatter to provide students with knowledge of their relationships in the school community. Target teacher professional learning to support the understanding of student mental health.

Regular opportunities are provided for students to participate in a variety of extra-curricular activities to expand expertise, experiences and confidence.

School Leadership team regularly participate in Leadership and Team Building opportunities to establish a clear set of behavioural and social expectations within the school.
Strategic direction 1: High Quality Teaching

**PURPOSE**

All staff are supported in a cyclical manner to reflect on their teaching practice, classroom management to support students experiencing difficulties.

Our school works to develop and embed a culture of ‘learners’ that are responsible for their own education; from staff to students.

We maintain involvement in progressive, innovative and collaborative Learning Communities that support high expectations for student outcomes.

**PEOPLE**

Regular mentoring and coaching are utilised as the key tools for developing efficacy in leadership and reflective skill.

Students: All classroom teachers and support staff are supported to understand their roles as facilitators of learning for students. Students are supported to set personal goals and drive the direction of their learning.

Staff: Staff are provided with regular mentoring sessions where they utilise student artefacts, data and growth evidence to set teaching practice goals and developmental checkpoints.

Parents: Parents are offered formal and informal interview and feedback sessions, included in Personalised Learning Plans (where required) and provided reports at the end of each semester.

Community Partners: sustained relationships with local council and external agencies assist in embedding high expectations of school and staff from community.

Leaders: Executive and mentors from across schools assist in embedding high expectations of school and staff from community.

**PROCESSES**

The pedagogical base for learning at Smithtown Public School is highly developed learning conversations that drive Balanced Literacy and Numeracy Sessions. Goal Setting is expected across all levels. We measure success by regularly holding data discussions and utilising PLAN and NAPLAN data to validate growth.

Students: Students are included in goal setting and monitoring growth. They are assisted to set personal targets and measure success over short learning cycles.

Staff: Through mentoring staff analyse work samples and student’s growth data to set learning targets as well as reflecting and reviewing success or difficulties to identify and target Teaching Practice Goals.

Leaders: Executive and mentors from across schools assist in maintaining currency and accuracy of data. Instructional Leader under EAfS is utilised as a key person in establish highly effective mentoring and coaching in school.

**PRODUCT AND PRACTICES**

Developing successful self-directed and motivated learners is a priority at Smithtown Public School. Therefore sustaining a culture of teacher quality and ownership of all learning is our target.

Product: Teachers at Smithtown PS will continually improve their students and personal outcomes. This will be reflected in Qualitative and Quantitative data, student and community satisfaction and involvement and be a strategic direction for the school.

Practices: Reflective Practice, goal setting and a growth mindset are implicit in all programming and relationships at Smithtown PS. A deep understanding of Balanced Literacy and Numeracy is continually refined and developed.

**IMPROVEMENT MEASURE/S**

- Mentoring every two weeks
- Student goal setting incorporated into feedback components of each lesson
- PLAN data entered twice a term for Kinder and once for Years 1-6
- EAfS data collated and monitored by Instructional Leader & State Office to make sure benchmarks are met
- All intervention and support aligned to data and evidence.
- Professional learning needs of staff are aligned to data, evidence and needs as identified through rigorous inquiry process in school.
- Intervention is at point of need and rigorously monitored and adjusted as needed (max 5 weekly reviews).
- Discussion, support and professional learning as required on balanced Literacy and Numeracy Sessions plus. L3 training and support
Strategic direction 2: Critical and reflective learners.

**PURPOSE**

After discussion with staff and parents a common theme was students who can think creatively, reflectively and critically, or more generally to think about and evaluate their actions.

To approach this we will break down our instruction and increase the focus on metacognition. The ability to be aware of ones learning and to be able to modify ones learning to achieve greater results.

**PEOPLE**

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

**Students:** Students are explicitly guided to monitor and make adjustments to their own learning. Students are taught how to think about a problem. Students set learning goals in all areas.

**Staff:** Staff have regular professional learning and mentoring to support a deep understanding of metacognition in the classroom. Lessons are adjusted so there is a constant theme of being aware of their own learning and evaluating and adjusting it.

**Parents:** Through parent sessions, interviews, newsletter inserts reports and workshops parents are support to understanding the role thinking plays in all Key Learning Areas.

**Community partners:** At times community partners assist the school though grants to increase resources. The Preschool relationship is strong and aligned to literacy and numeracy development through the document Being, Belonging, and Becoming a Framework for Preschools.

**Leaders:** Running Professional development around staff understanding. Interschool mentors and executive partnerships

**IMPROVEMENT MEASURE/S**

- Staff to identify where metacognition fits into their classroom. All examples are regularly collated and evaluated as a staff to identify good practice and share ideas (as part of TPL).
- A focus on teaching the Working Mathematically strand.
- Primary professional development in Focus on Reading comprehension strategies.
- Staff professional learning on the four forms of spelling knowledge.

**PROCESSES**

How do we do it and how will we know?

**Students:** Students participate in lessons that have an underlying element of metacognition. Students can monitor their own learning and take responsibility for it.

**Staff:** All staff are provided regular PL and mentoring to deepen understanding of teaching problem solving, metacognition and critical thinking. This includes, goal setting, self-monitor,

**Leaders:** Regular professional development will be delivered to all staff on the role of metacognition in their teaching.

Including: Sharing and evaluating ideas at staff meetings. Sharing and evaluating research with staff. Lesson observation to help refocus the teaching occurring.

**Evaluation plan:** Regular monitoring of ongoing assessment, Staff meetings allocated to revising approaches and discussing merit and success. Mentoring used to review of chosen elements of teaching thinking skills.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Product**

All students will exhibit self-directed behaviour in regards to their literacy and numeracy development through independent and consolidated learning.

All students become aware that they are actively involved with their own learning.

Students articulate their learning goals.

Students engage in collaborative practices

Students participate in regular feedback sessions with teacher and peers.

**Practices**

It is common practice in all classrooms that teachers deliver Balanced Literacy and Numeracy sessions that are rigorously evaluated and monitored for strength, develop and relevance.

Students monitor personal learning goals and measure success in learning against Learning Intentions and Success Criteria.

Students will demonstrate collaborative and reflective skills in their daily learning.
## Strategic direction 3: Nurturing well being and Leadership

### PURPOSE

Welfare encompasses intellectual, emotional and physical wellbeing that leads to strong individual and school leadership capability.

Utilising a Positive Behaviour for Learning approach and the guidelines for a mentally healthy environment as outlined in Kids Matter ensure we are continually catering for all our student’s needs.

Developing student self-direction and leadership has been a targeted response to need and a key tool in building confidence and capability.

### PEOPLE

**Students**: Students are given opportunities to take part in leadership based activities. This is to build self-confidence and empower students. Students will feel valued through having a voice and opportunity to lead. Students are supported to understand, accept and be able to work with difference and disability. Students understand the rules of the school which are explicitly taught and fairly enforced.

**Staff**: PBL review and the learning associated to Kids Matter to deepen understanding of student needs at varying levels. Encouraging all students to take part in leadership opportunities.

**Parents**: Workshops and in-school sessions provided for families as well as support for families with students identified as special need. PBL strategies shared with families weekly in newsletter.

**Community partners**: Outside support and intervention is accessed including, Community Health, Clinical Psychologists, Paediatricians, and related agencies.

**Leaders**: Student and Staff leadership is nourished through excursions and ongoing growth in responsibilities.

### PROCESSES

**Students**: Daily connection sessions in the classrooms. Visual aids and timetables

Developing a sense of responsibility and pride in shared achievement in caring for school environment.

Engagement with community festivals/events/organisations e.g Smithtown Tigers, Anzac Day and the Lower Macleay Preschool.

**Staff**: Staff participate in weekly PBL review and monitoring meetings. Staff understand the support available to students in the schools and encourage students to undertake leadership roles.

**Leaders**: Leaderships programs including an excursion to Young Leaders Conference Term 1, inclusion in YMCA Youth Parliament Programs and combined MECs leadership days target the development of young Leaders at our school.

### PRODUCT AND PRACTICES

**Product**

Staff are trained up in all areas of implementing PBL in the classroom and playground.

Kidsmatter is embedded in decisions made in the school around all relevant areas.

Students show leadership skills such as organisation, public speaking, debating and running meetings.

Students show initiative in school service and actively look for opportunities to be engaged with their peers.

**Practices**

Regular staff meetings based on PBL focuses and reviewing of collected data.

Staff to lead student based leadership group such as Student Council and senior leadership group.

Students lead all school based assemblies and present at all opportunities.

### IMPROVEMENT MEASURE/S

- All staff trained regularly in Positive Behaviour for Learning.
- Retraining and coaching with PBL coach.
- Kidsmatter is understood and reflected in all relevant school areas. New staff brought up to speed on Kidsmatter through professional development.
- Leadership camp and leadership day used as resources for students.
- SRC and School Leadership team established and maintained.
- Employment of qualified social worker part time to run informal counselling, interpersonal and life skills programs on Fridays.