

School plan 2015-2017

Clemton Park Public School 1566



School background 2015–2017

School vision statement

At Clemton Park Public School we believe that working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers; and engaged learners, leaders and responsible citizens. Our legacy will be building the capacity of our community for a better future with the capacity to embrace the 21st Century changes to build a better today and tomorrow.

The vision is held within the context of leading learning of essential skills and abilities for each student in literacy and numeracy; to be creative and productive users of technology; to think deeply and logically; to obtain and evaluate evidence in a disciplined way; to be creative, innovative and resourceful; to plan activities independently, collaborate, work in teams and communicate ideas; and to make sense of their world.

School context

Clemton Park Public School services students from the local community and beyond. The school has established a reputation for providing quality education, comprehensive sporting programs and dynamic creative and performing arts programs. It is a P3 school, comprising of an executive staff of 1 Principal, 1 Deputy Principal and 4 Assistant Principals. Current student enrolment is around 600, 85% of whom are from NESB. Our school has a high reputation in the community for scholarship, sport, student behaviour and the commitment of the teaching and ancillary staff to the welfare and the development of the pupils. The school is comprised of 24 classes. Specialist programs include Support Teacher Learning, Reading Recovery, English as a Second Language, Enrichment programs, and a Community Language program in Italian and Greek

School planning process

The planning process will encompass a simplified, integrated school planning and reporting process that will consist of a comprehensive school plan and annual report connected to student learning outcomes and budget. The School plan will link to the individual and professional growth of staff that will allow the community to contribute more meaningfully to the culture (products and practices) of the school. The plan will allow the implementation of workflows and ongoing evaluation to ensure its success. The process will permit the ability for our school to include its local context, community engagement processes and partnerships, as well as 'future vision' into the strategic directions, performance measures and evaluation strategy.

In 2014, a comprehensive process was undertaken across the school collecting the opinions of parents, students and teachers about the schools directions, opinions, achievements and directions for improvements. A variety of tools were used to seek the strategic directions for the next three years. The community identified the current Annual School Report using the Targets that were defined in the 2012–2014 School Plan, surveys, forums and discussions.

The evaluation process included a review of the strengths, opportunities and areas of development across the school at a time of Departmental realignment changes, mandatory curriculum change, Local Management Business Reform, community uncertainty and Local Schools Local Decisions implementation.

As a result, three key strategic directions were identified as a basis for a shared commitment for future developments across the school community.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

A School culture in which all members take responsibility for their leadership and ongoing learning

Purpose:

To develop a school culture in which all member stake responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school.

STRATEGIC DIRECTION 2

Creating a High performing and Dynamic learning school

Purpose:

To provide a high standard of education through a combination of curriculum resources, ICT, infrastructure, teaching and learning programs that inspires every student and teachers to excel and teach to their full potential. To ensure that learning is personalised and differentiated for every student.

STRATEGIC DIRECTION 3

Enhancing community engagement and participation

Purpose:

To increase community support of our students through a school –wide focus on student equity, well–being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.

Strategic Direction 1: A School culture in which all members take responsibility for their leadership and ongoing learning

Purpose

To develop a school culture in which all member stake responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school.

Improvement Measures

All staff have individual Professional Learning which are aligned to Australian Professional standards for Teachers which are designed collaboratively and supported by Executive.

A succession program which is supported through an aspiring leaders and shadows program that encourages staff to expand their skills and leadership potential through clearly defined roles and expectations.

People

Staff

To develop leadership capabilities for staff participating in accreditation and maintenance through Professional Learning Support where teachers will identify their own learning and development needs and the learning needs of their students linked to the schools strategic directions and the Australian Professional Standards for Teachers.

Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

Identify their learning needs necessary for them to address the transition to LMBR tools.

Students

Engage student leaders in the development of leadership capabilities which integrate skills and learning experiences in the area of intellectual quality within the Quality Teacher Framework.

Parents/Carers

Design a multi-faceted communication strategy to build awareness amongst parents. This will include tips for parents on supporting the learning of their children.

Leaders

Through targeted professional learning programs current and aspiring leaders will refine their skills in leadership.

Processes

Personalised professional development using a range of innovative strategies, including planned peer observation, document analysis and conferencing focused on the implementation of the Curriculum and implementing the teaching standards and engage in staff training for the Curriculum implementation and the teaching standards.

Develop individualised professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.

Refine and implement the school's Teacher Professional Development and Appraisal system incorporating the GTIL initiative by aligning processes to the Australian Standards for Teachers.

Building the capacity of non-teaching staff: to navigate through change driven by LMBR and LSLD through targeted professional learning.

Expand leadership opportunities for all key stakeholders including the Establishment of proactive Leader networks with other schools.

Utilise technology to improve communication with parents and enhance their leadership skills through this communication.

Evaluation Plan

The Staff and leadership teams have:

- Developed leadership capabilities for staff participating in accreditation through Professional Learning Support

Practices and Products

Practices

Staff reflecting and reporting on the achievement of their leadership goals through accreditation.

A culture of collaborative professional learning that is valued and builds the capability of all staff.

All SASS staff are confident to transition to LMBR and adapt to new systems

Products

All staff have individual Professional Learning which are aligned to Australian Professional standards for Teachers which are designed collaboratively and supported by Executive incorporating Working With Children's Check and BOSTESS membership.

A succession program which is supported through an aspiring leaders and shadows program that encourages staff to expand their skills and leadership potential through clearly defined roles and expectations via KLA and extra curricula activities.

All NST, ECT and teachers undertaking accreditation at higher levels are successful in gaining and maintaining their accreditation, establishing a clear understanding of the accreditation process.

Strategic Direction 1: A School culture in which all members take responsibility for their leadership and ongoing learning

Improvement Measures

People

Community Partners

Through targeted initiatives develop links with businesses in the local area.

Processes

where teachers have identified their own learning and development needs and the learning needs of their students linked to the school's strategic directions and the Australian Professional Standards for Teachers.

- Provided a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.
- Refined their skills in leadership through targeted professional learning programs current and aspiring leaders.
- All non-teaching staff have been trained in LMBR.

The students have engaged in the development of leadership capabilities which integrated skills and learning experiences in the area of intellectual quality within the Quality Teacher Framework.

Parents and community partners took responsibility for their leadership and ongoing learning. This was evidenced by:

P&C raised over \$100,000 over 3 years to complete payment of walkways, Kindergarten COLA and Security fence. The school community collaboratively assisted with 2017 Kindergarten Transition, attending workshops on curriculum implementation, contributing to the development of the 2017 Milestones for the

Practices and Products

Strategic Direction 1: A School culture in which all members take responsibility for their leadership and ongoing learning

Improvement Measures

People

Processes

the School Plan, assisted with Education Week by providing experts to work with the students in the Performing Arts.

Practices and Products

Strategic Direction 2: Creating a High performing and Dynamic learning school

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT, infrastructure, teaching and learning programs that inspires every student and teachers to excel and teach to their full potential. To ensure that learning is personalised and differentiated for every student.

Improvement Measures

To sustain student growth in NAPLAN by over 60% between Years 3, 5 and 7 with a focus on the lowest and highest performing students.

To achieve student growth in school based assessments by 70% at the completion of each year in learning in Maths and English with students achieving their potential.

People

Staff

To develop staff capabilities by designing training and school-wide systems and structures to support and extend high performing students, as well as laterally and vertically extend and/or accelerate high-performing and gifted and talented students. Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity

Participate in professional learning that will increase their skills in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs

Students

To engage students in being a quality learner of literacy and numeracy in the class and home environments. Can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement. Levels of achievement in Literacy and Numeracy will be improved through the implementation of differentiated and contextualised learning experiences, designed to build on current knowledge and meet individual learning needs. Using SOLE as a tool for differentiate student learning.

Parents/Carers

To establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. This will include providing community learning

Processes

Staff set clear expectations around student learning goals and success criteria. Guidelines areal so to be established for identifying student learning needs and developing and implementing suitable programs and resources with consistent and ongoing use of all available data (including PLAN data) to establish areas of need and to develop appropriate teaching and learning programs.

Professional learning teams are established across stages and curriculum areas that lead improved practice and quality teaching, focusing on differentiated learning in the classroom, embedding staff professional learning plans and in the teaching learning cycle that engage staff in Professional learning that will develop the use of their ICT skills within the classroom and allow for greater differentiation of student learning

Parents participated in forums and meetings to actively engage the child's learning with the school community.

The community worked together to establish meaningful and proactive partnerships to engage our students in "realworld" activities and strategies in the classroom and analyse the effect on student outcomes.

Evaluation Plan

Staff capabilities increased as staff training and school-wide systems and structures supported and extended high-performing students, as well as laterally and vertically extend and/or accelerate high-performing and gifted and talented students.

Staff designed and implemented teaching

Practices and Products

Practices

Develop a school grade cluster approach in which value added can be measured.

All staff members will review the new K-6 English, Science and History and Maths syllabuses and implement Geography.

Staff members will continue to develop their skills in evaluating current programs and practices and updating school-based data. Data will be used to drive teaching.

Products

Improved school performance in Literacy and Numeracy, evidenced through NAPLAN results, BEST START, the SEF and PLAN data.

Individualised learning programs in place for all identified students. Using teaching and learning activities to demonstrate 21st Century learning skills and vocabulary in all aspects of their schooling.

Strategic Direction 2: Creating a High performing and Dynamic learning school

Improvement Measures

People

sessions on Literacy, Numeracy and new NSW BOSTES syllabus documents. Families will engage with children's learning and new and innovative programs will continue to build expectations of parents.

Leaders

Continue to initiate specific and whole school programs to meet the needs of our students' learning. Leaders will regularly evaluate school plans and data in consultation with staff, leading informed adjustments to current programs and/or practices where required.

Community Partners

Engage other research practices and experts to support the implementation and evaluation of pedagogical practice.

Processes

and learning experiences and assessments that encompassed deep thinking, innovation and creativity.

Staff participated in professional learning that increased their skills in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs.

Initiated specific and whole school programs to meet the learning needs of the students.

Leaders regularly evaluated school plans and data in consultation with staff, leading informed adjustments to current programs and/or practices where required.

Students engaged in being a quality learner of literacy and numeracy in the class and home environments.

Students experienced lessons which allowed them to increase their expectations, capacity and achievement.

Levels of achievement in Literacy and Numeracy improved through the implementation of differentiated and contextualised learning experiences, designed to build on current knowledge and meet individual learning needs and using e-learning as a tool for iPad implementation. Please refer to NAPLAN data.

Students were catered for through the schools LST Policy of the 4 tier system. Students who required assistance were

Practices and Products

Strategic Direction 2: Creating a High performing and Dynamic learning school

Improvement Measures

People

Processes

Practices and Products

given so through SLSO support, PLSP for individual needs and teacher differentiation.

Established a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. Not all sessions occurred, only 50% of planned workshops eventuated. Community learning sessions on Literacy, Numeracy and new NSW BOSTES syllabus documents partly occurred. Families will engage with children's learning and new and innovative programs continued in order to build expectations of parents. An example of this is the E-learning program, the usage of classrooms BLOGS class DOJO.

Strategic Direction 3: Enhancing community engagement and participation

Purpose

To increase community support of our students through a school –wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.

Improvement Measures

To improve community and school identity through a focus on inclusion, to achieve a 20% increase in parent attendance at all events.

Quality teaching will increase throughout the school due to drawing on other expertise and resources from the local community and the community of schools.

People

Staff

Staff trained in all areas of WHS compliance training.

Staff increases their ability to use VC and connected classroom strategies to support their teaching and learning programs.

Students

Engage and actively participate by learning through a variety of curricula and extra-curricular programs to achieve our purpose.

Students develop their capabilities through clearly defined learning goals and pathways to personal success. Classrooms challenge and motivate, building the capacity in students to synergise and problem solve.

Students have daily access to engaging and inspiring teachers and resources.

Parents/Carers

Become involved in extra curricula activities and special events such as arranging Art teachers for Creative Arts.

Attend Information Curriculum Workshops

Leaders

Continue to initiate specific and whole school programs to meet the needs of our school community.

Community Partners

Work together to establish meaningful and

Processes

The school will continue the Community of Schools.

Establish special events where parents can become involved in and lead school activities with increased use of connected classrooms (vc) to collaborate with schools across our area and beyond and share expertise between staff for the benefit of students.

Evaluation Plan

Staff were trained in all areas of WHS compliance training. Staff continued to initiate specific and whole school programs to meet the needs of our school community.

Students engaged and actively participate by learning through a variety of curricula and extra-curricular programs to achieve our purpose eg. Dance Sport Challenge Year 5. (Overall runners up Champion School for 2016).

Students developed their capabilities through clearly defined learning goals and pathways to personal success. Classrooms challenge and motivate, building the capacity in students to synergise and problem solve. Students had daily access to engaging and inspiring teachers and resources.

Parents were involved in extra curricular activities an special events such as Mural Painting and the P&C raised \$27,000 to assist with final payment of the Walkways, Kindergarten, COLA and Security Fence. Parents attend information curriculum workshops (total cost over 3 years over \$100,000).

Practices and Products

Practices

All teachers to be involved in the professional development opportunities the Community of Schools provides.

Students and staff use the connected classrooms to communicate and collaborate with other schools to increase learning opportunities for the students.

Parents and community members will become involved in an increasing number of school activities.

Products

Students will be involved in programs that encourage connections to other schools (COS and other networks).

Quality teaching will increase throughout the school due to drawing on other expertise and resources from the local community and the Community of Schools.

To improve community and school identity through a focus on inclusion, to achieve a 20% increase in parent attendance at all events.

Strategic Direction 3: Enhancing community engagement and participation

Improvement Measures

People

proactive partnerships to engage our students in “real world” activities and strategies.

Leaders: Continue a community of schools network and plan for professional development opportunities

Processes

Parents worked together to establish meaningful and proactive partnerships to engage our students in real world activities and strategies.

Practices and Products