

# School plan 2015-2017

## Peakhurst Public School 2849



# School background 2015–2017

## School vision statement

Peakhurst Public School is a supportive, engaging and innovative learning community. We are committed to nurturing a love of life-long learning for all, embracing effective local, national and global partnerships.

Our students are challenged and empowered to be: flexible, informed learners; discerning, critical and creative thinkers; and compassionate, active global citizens who are equipped for a rapidly evolving world.

Our students will develop a strong sense of identity, act with integrity and resilience, and confidently advance beyond what they believe to be possible.

## School context

Peakhurst Public School has an enrolment of 597 students including 59% from a non-English speaking background.

Peakhurst Public School is a dynamic and innovative learning community which enjoys a highly cohesive mix of experienced and early career teachers.

Current research drives the school's priorities and initiatives in collaborative professional learning; quality teaching; literacy and numeracy; technology; 21st Century pedagogies; and student wellbeing.

The school has a strong reputation within a supportive community which has high expectations and aspirations for a diverse range of students.

## School planning process

Students, teachers and parents/carers were involved in the consultation process to develop this School Plan. The school's vision was developed over a period of twelve months and finalised by a sub-committee of the School Council in 2013.

Students in Year 4 to 6 participated in the "Tell them from me" survey. Parents and carers responded to an online survey.

All teachers participated in a self-evaluation process which included the analysis of internal and external student assessment data; professional learning and development; and school organisation. The results from the evaluation process together with feedback from the student and parent/carer surveys and current research were used to develop the school's Strategic Directions.

Three planning committees were formed to develop the Purpose, Product, Practices, Processes and People for each Strategic Direction.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Sustained and continuous growth in student achievement in literacy and numeracy

### Purpose:

To ensure a consistent and sustained growth in student outcomes in literacy and numeracy.

To enable all students to become successful high achievers who are intrinsically motivated to reflect on their own learning, maximising their achievements.

To provide students with high quality literacy and numeracy programs using evidence-based pedagogical practices and innovative delivery mechanisms where appropriate.

To engage students in rich differentiated learning experiences which provide students with the opportunity to connect, succeed, and thrive relevant to their stage of learning and development.

## STRATEGIC DIRECTION 2

Students are compassionate, active global citizens who are equipped for a rapidly evolving world.

### Purpose:

To provide students with innovative learning frameworks to develop creativity, critical thinking and ICT skills so that students develop a profound and meaningful understanding of global issues.

To engage students in higher order thinking in order to communicate substantively about what, why and how they learn.

To equip students with the knowledge, skills and understandings needed to solve real world problems.

To develop flexible and adaptive learners who recognise that knowledge has been constructed and is open to question.

## STRATEGIC DIRECTION 3

A culture of continuous improvement and growth.

### Purpose:

To build stronger relationships as a learning community; enabling teachers to share their expertise; and initiate and engage in professional discussions that result in quality teaching, high levels of professionalism, and leadership.

To support teachers in achieving their professional learning goals through evaluative practices directed at improving professional knowledge and pedagogy.

To draw on and implement evidence-based practice and research to improve teacher performance and development resulting in continuous school wide improvement.

# Strategic Direction 1: Sustained and continuous growth in student achievement in literacy and numeracy

Purpose	People	Processes	Practices and Products
<p>To ensure a consistent and sustained growth in student outcomes in literacy and numeracy.</p> <p>To enable all students to become successful high achievers who are intrinsically motivated to reflect on their own learning, maximising their achievements.</p> <p>To provide students with high quality literacy and numeracy programs using evidence-based pedagogical practices and innovative delivery mechanisms where appropriate.</p> <p>To engage students in rich differentiated learning experiences which provide students with the opportunity to connect, succeed, and thrive relevant to their stage of learning and development.</p>	<p><b>Students</b></p> <p>Students use self, peer or teacher assessment and feedback to improve their academic outcomes and goals for future learning in literacy and numeracy.</p> <p>Students capably transfer knowledge and understanding of literacy and numeracy skills to all learning in different contexts.</p> <p><b>Staff</b></p> <p>Capabilities of teachers will be developed through school based professional learning for literacy and numeracy.</p> <p>Teachers will develop consistent assessment and reporting skills by engaging in professional learning and professional discussions.</p> <p>Teachers collaborate within and across stages to ensure: consistency of curriculum delivery; confident use of formative and summative assessment to plan and differentiate student learning; and consistent teacher judgement.</p> <p><b>Parents/Carers</b></p> <p>Parent/carer understanding of current practices in literacy and numeracy will be enhanced through regular updates and information sessions.</p> <p><b>Community Partners</b></p> <p>Curriculum provision is enhanced by learning alliances with other schools and</p>	<p><b>Literacy &amp; Numeracy Projects</b></p> <p>Teaching Early Numeracy (TEN) professional learning for K–2 and Special Education teachers. Taking Off With Numeracy (TOWN) professional learning for Yr3–6 and specialist teachers.</p> <p>Language, Learning, Literacy (L3) professional learning for K and Special Education teachers. Focus On Reading (FOR) professional learning for Yr1–6 and specialist teachers.</p> <p><b>Assessment Project</b></p> <p>Teachers will be engaged in ongoing professional discussions based on the Quality Teaching Framework and consistent teacher judgement. Teachers use this knowledge to: inform assessment and reporting practices in literacy and numeracy; and to ensure that differentiation is planned for all students.</p> <p><b>Snow White Project</b></p> <p>Students will know and understand what high quality learning looks like and are explicitly taught how to reflect on their own learning and that of others.</p> <p>These projects will focus on the Quality Teaching dimensions of <b>Intellectual Quality</b> and <b>Quality Learning Environments</b>. Pedagogy will focus on: producing deep understanding of important, substantive concepts, skills and ideas; and creating classrooms where students and teachers work productively in an environment clearly focussed on learning, high expectations and explicit expectations.</p>	<p><b>Practices</b></p> <p>Professional learning targets improved teaching methods in literacy and numeracy building teachers' understanding of quality teaching and continuous student growth</p> <p>Teachers use assessment data to monitor achievements and gaps in student learning, to inform planning and to differentiate learning for all students</p> <p>Teachers regularly review learning with each student, ensuring students reflect on formal and informal feedback to develop a clear understanding of how to improve their learning in literacy and numeracy.</p> <p>Every teacher has a consistent and comprehensive approach to the collection and analysis of student assessment data that shows growth for every student.</p> <p><b>Products</b></p> <p>25% of students are achieving beyond the grade standard for literacy and numeracy according to internal and external data.</p> <p>All students demonstrate growth in literacy and numeracy measured by internal and external assessment data.</p>
Improvement Measures			
<p>25% of students are achieving beyond the grade standard for literacy and numeracy according to internal and external data.</p> <p>All students demonstrate personal growth in literacy and numeracy according to internal and external assessment data.</p>			

# Strategic Direction 1: Sustained and continuous growth in student achievement in literacy and numeracy

## Improvement Measures

### People

organisations.

#### Leaders

Skills, knowledge and capabilities of school leaders, or teachers seeking opportunities for leadership will be developed through facilitator training for school-based professional learning in literacy and numeracy.

### Processes

#### Evaluation Plan

Student progress is monitored each term through PLAN data.

Stage based assessment data, standardised assessment, NAPLAN including longitudinal data will be analysed annually.

Classroom observations that focus on: quality teaching; evidence based pedagogy; observation, feedback and reflection; result in improved teaching practice and student learning achievement and growth.

### Practices and Products

## Strategic Direction 2: Students are compassionate, active global citizens who are equipped for a rapidly evolving world.

Purpose	People	Processes	Practices and Products
<p>To provide students with innovative learning frameworks to develop creativity, critical thinking and ICT skills so that students develop a profound and meaningful understanding of global issues.</p> <p>To engage students in higher order thinking in order to communicate substantively about what, why and how they learn.</p> <p>To equip students with the knowledge, skills and understandings needed to solve real world problems.</p> <p>To develop flexible and adaptive learners who recognise that knowledge has been constructed and is open to question.</p>	<p><b>Students</b></p> <p>Students will engage in different learning frameworks to develop creativity, critical thinking, ICT and problem solving skills.</p> <p>Students will learn how to ethically participate in online learning communities.</p> <p>Students use self, peer and teacher assessment, feedback and reflection to improve their creativity, critical thinking, ICT and problem solving skills.</p> <p>Students will be provided with opportunities to share their work with audiences beyond the classroom and the school.</p> <p><b>Staff</b></p> <p>Teachers recognise the importance of selecting appropriate learning frameworks so that the skills of creativity, critical thinking and ICT are developed in all students.</p> <p>Capabilities will be developed through school based professional learning in new pedagogies, learning frameworks and ICT.</p> <p>Through professional discussions teachers will confidently use formative and summative assessment to plan and differentiate learning opportunities for all students.</p> <p><b>Leaders</b></p> <p>School leaders will engage with and share current research and practice to promote high expectations, to engage students in rich learning experiences and build</p>	<p><b>Problem Based Learning Project</b></p> <p>This project will develop the general capabilities of creativity and critical thinking in students and teachers through the use of higher order thinking, real world problem solving and learning frameworks.</p> <p>All teachers will program using a variety of learning frameworks with embedded ICT skills to engage students in personalised learning and real world problems.</p> <p><b>Snow White Project</b></p> <p>Students know and understand what high quality learning looks like and are explicitly taught how to reflect on their own learning and that of others.</p> <p>These two projects will focus on the Quality Teaching dimensions of <b>Intellectual Quality, Quality Learning Environments and Significance</b>. Pedagogy will focus on: producing deep understanding of important, substantive concepts, skills and ideas; creating classrooms where students and teachers work productively in an environment clearly focussed on learning and high expectations; engaging students in higher-order thinking to enable them to communicate substantively about what they are learning; and making learning meaningful and important to students.</p> <p><b>Evaluation Plan</b></p> <p>Baseline data will be established in Terms Two and Three 2015. This data will be used to measure student learning achievement and growth over the three years.</p>	<p><b>Practices</b></p> <p>Students engage in thinking that requires them to organise, apply, analyse and evaluate knowledge and information to find possible solutions to real world problems.</p> <p>Teachers use a variety of learning frameworks to engage students in higher order thinking and the achievement of the general capabilities.</p> <p>Teachers and students use open-plan, flexible environments that support fluid student groups for learning.</p> <p><b>Products</b></p> <p>All students demonstrate growth in creativity, critical thinking and ICT, improving by at least one level, measured against the general capability rubrics.</p> <p>All students demonstrate growth in problem-solving to find solutions to real world problems, as measured against rubrics.</p>
Improvement Measures			
<p>All students demonstrate growth as measured against rubrics, in applying their understanding of problem-solving to find solutions to real world problems.</p>			

## Strategic Direction 2: Students are compassionate, active global citizens who are equipped for a rapidly evolving world.

### Improvement Measures

#### People

individual and collective capacity.

##### Parents/Carers

Parent/carer knowledge and understanding will be developed through regular communication, focusing on learning frameworks, general capabilities and ICT.

##### Community Partners

Meaningful relationships with innovativeschools will be pursued in the areas of learning frameworks, general capabilitiesand ICT.

#### Processes

Student progression will be measured against the rubrics which will be monitored each semester. Students will receive regular feedback from teachers and will reflect on this feedback to improve future learning.

#### Practices and Products

# Strategic Direction 3: A culture of continuous improvement and growth.

Purpose	People	Processes	Practices and Products
<p>To build stronger relationships as a learning community; enabling teachers to share their expertise; and initiate and engage in professional discussions that result in quality teaching, high levels of professionalism, and leadership.</p> <p>To support teachers in achieving their professional learning goals through evaluative practices directed at improving professional knowledge and pedagogy.</p> <p>To draw on and implement evidence-based practice and research to improve teacher performance and development resulting in continuous school wide improvement.</p>	<p><b>Students</b></p> <p>Students will learn how to provide effective feedback to teachers that will inform classroom practice for improved student learning.</p> <p><b>Staff</b></p> <p>Teachers will receive ongoing feedback from colleagues, students and parents to improve professional practice.</p> <p>Teachers draw on evidence based research to improve their performance and development.</p> <p>Teachers have purposeful leadership roles based on professional expertise.</p> <p><b>Parents/Carers</b></p> <p>Awareness and understanding of how teacher professional learning and development impacts on student outcomes will be established through regular communication to parents/carers.</p> <p>Parents reflect on and give feedback, to identify areas for school wide improvement.</p> <p><b>Community Partners</b></p> <p>Professional networks with schools, universities and other educational organisations will be established to continually improve pedagogy and student outcomes.</p> <p><b>Leaders</b></p> <p>School leaders ensure ongoing school</p>	<p><b>Performance and Development Framework – The Mirror Project</b></p> <p>This project is focused on improving student outcomes by increasing teacher effectiveness, greater collegiality and professional collaboration. It includes <b>coaching, mentoring, classroom observation and feedback</b> for all teachers. <b>Goal setting</b> will ensure continuous improvement and development for all teachers as well as <b>opportunities for leadership</b>. Systems will be established to support the achievement and maintenance of the <b>Australian Teaching Standards for Teachers and Principals</b>.</p> <p><b>School Wide Improvement</b></p> <p>The school will establish a cycle of self-reflection and evaluation to ensure continuous improvement in student outcomes, teacher performance and development and school wide practices. Our growth will be measured against internal and external student assessment data; the Australian Professional Standards for Teachers and Standard for Principal; the Quality Teaching Framework; and the School Excellence Framework.</p> <p><b>The Mirror Project</b></p> <p>This project will focus on the Quality Teaching dimensions of <b>Intellectual Quality, Quality Learning Environments and Significance</b>. Pedagogy will focus on: producing deep understanding of important, substantive concepts, skills and ideas; creating classrooms where students and teachers work productively in an environment clearly focussed on learning</p>	<p><b>Practices</b></p> <p>Established systems facilitate: goal setting and professional collaboration; classroom observation and feedback; targeted professional learning; and effective practice to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.</p> <p>Established processes build the capacity of the school community to use data and evidence for strategic school improvement.</p> <p>There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.</p> <p><b>Products</b></p> <p>All teachers meet or exceed their performance and development goals.</p> <p>Improvement of 10% in the areas of need, as identified by the student “Tell Them From Me” survey, the parent/carers “Partners in Learning” survey and the teacher “Focus on Learning” survey.</p>
Improvement Measures			
<p>All teachers meet or exceed their performance and development goals.</p> <p>To improve by 10%, the areas of need as identified by the student “Tell Them From Me” survey, the parent/carers “Partners in Learning” survey and the teacher “Focus on Learning” survey.</p>			



# Strategic Direction 3: A culture of continuous improvement and growth.

## Improvement Measures

## People

improvement by developing the collective capacity of the staff and school community.

School leaders demonstrate instructional leadership, promoting and modelling effective, evidence based practice.

## Processes

and high expectations; engaging students in higher-order thinking to enable them to communicate substantively about what they are learning; and making learning meaningful and important to students.

## Evaluation Plan

Baseline data will be established in 2015 which will determine areas for school wide improvement.

Ongoing surveys and evaluations will be used to measure the success of the Mirror Project and its impact on student outcomes and continual school improvement.

Achievement of improvement measures will be reported annually in the Annual School Report to the school community.

## Practices and Products