

School plan 2015-2017

Prestons Public School 2901



School background 2015–2017

School vision statement

Prestons Public School is driven by a shared commitment by all key stakeholders, to develop and promote a school culture that is built and sustained on the values of excellence, collaboration, inclusivity, respect and determination. By working together, students, staff and the community aim to establish an innovative educational environment that effectively meets the needs of 21st Century learners and creates a legacy of excellence for future generations to follow.

School context

Prestons Public School is situated in the Liverpool Network of schools, and located within the Liverpool Local Government Area (LGA). The school currently supports the learning of approximately 570 students from Kindergarten to Year 6. The school enrolment profile is very mixed. Over 72% of students have a language background other than English and the socio-economic background of students is very diverse. Prestons PS collaborates closely with its local high schools (Casula High School and Lurnea High School) and, along with Casula Public School, Dalmeny Public School and Lurnea Public School, is a member of the Kurrajong Learning Community (KLC).

At Prestons Public School, the staff are committed to the provision of outstanding educational, sporting, cultural and social programs aimed at ensuring all students have the opportunity to realise their potential and achieve their best in all areas.

School planning process

This school plan has been developed following an extensive and rigorous self evaluation process, culminating in the collective views and recommendations of staff, students and the broader school community. The data collected informed the development of three Key strategic directions that will drive the school towards achieving its shared vision over the next three years.

Staff, student and parent bodies were consulted and surveyed, to determine their views and establish a shared understanding, and create a definitive focal point for school improvement.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Teaching and learning:
Outstanding education for all students

Purpose:

Effectively equip students with the necessary skills to successfully embrace the challenges of the 21st Century and establish a platform for long-term sustainable achievement. Effective evidence-based teaching and teaching strategies will be consistently implemented and measured against rigorous analysis of student data. Collaboration, innovation, differentiation and consistency will be the cornerstones of effective teacher practice, and effective feedback will ensure that students are active participants in their learning.

STRATEGIC DIRECTION 2

Professional Development and Leadership: Embedding strategic, effective and proactive leadership to achieve school excellence

Purpose:

Establish and showcase a school ethos that is focused and measured on excellence, commitment, inclusivity, creativity and collaboration. An evolving leadership strategy will be responsive to the needs of the whole school community, providing strategic, innovative and accountable leadership across all levels of the school. Within this environment, the students and community will be effectively engaged and actively sharing in the leadership responsibilities, to propagate a school culture built on a shared focus for continual improvement, accountability, sustainability and excellence.

STRATEGIC DIRECTION 3

Engagement: Establishing a school culture where all stakeholders are committed to achieving excellence

Purpose:

Establish as the norm, a school wide culture that is committed to a shared responsibility for ongoing school improvement and student achievement. Highly effective communication systems will facilitate the leveraging of expertise and resources within the wider community to enhance the learning experiences of the students and provide 'value added' education for all. Stakeholders will be empowered and engaged to take a proactive approach towards ensuring that they are a vital and active contributor to the learning process in all its facets.

Strategic Direction 1: Teaching and learning: Outstanding education for all students

Purpose

Effectively equip students with the necessary skills to successfully embrace the challenges of the 21st Century and establish a platform for long-term sustainable achievement. Effective evidence-based teaching and teaching strategies will be consistently implemented and measured against rigorous analysis of student data. Collaboration, innovation, differentiation and consistency will be the cornerstones of effective teacher practice, and effective feedback will ensure that students are active participants in their learning.

Improvement Measures

Teaching and learning programs in Literacy reflect enhanced teacher knowledge and implementation of evidence based strategies.

Growth in student performance data in NAPLAN, PLAN and School assessment data.

Teaching and learning is driven by the effective use of student assessment data.

Technology is effectively utilised to promote student engagement, collaborative learning and achievement.

Physical learning spaces are used flexibly and creatively to meet a broad range of student learning interests and needs.

Aboriginal students performing at or above the level of indigenous students, as evidenced by school and state-wide data.

Performance for equity groups across the state is comparable to the performance of equity groups within the school.

People

Students

Engage students with differentiated and innovative learning strategies, and empower students to respond to their learning through effective feedback.

Parents/Carers

Promote awareness of student learning and performance through data driven communication and empower parents to actively contribute to the learning process.

Community Partners

Collaborate with community partners to enhance the schools' capacity to support student learning needs both inside and outside the school grounds.

Utilise the collective knowledge, skills and resources from COS to enhance teaching and learning at Prestons PS.

Staff

Engage staff in ongoing professional learning and dialogue to promote best practice and enhance teacher/student performance.

Leaders

Lead quality professional learning and dialogue to promote best practice and enhance teacher/student performance.

Strategically allocate school resources to enhance staff performance and facilitate whole school improvement.

Processes

Curriculum implementation and evidence based practices. Professionally develop staff in the implementation of quality teaching strategies in literacy teaching K-6.

Formative assessment. Implement the effective use of evidence based assessment strategies and the utilisation of PLAN data to measure and drive differentiated planning.

21st Century Learning. Implement effective ICT practice in order to trial, implement and lead the effective utilisation of 21st Century learning principles to enhance student learning outcomes.

Provide targeted support and effective intervention strategies for students with identified needs by implementing targeted intervention programs (EALD, LaST, Speech, SLSO programs)

Evaluation Plan

Internal – Teacher surveys

Internal – PLAN and other school assessment data.

Internal – LST records.

Internal – Executive walk throughs.

External – NAPLAN data.

Practices and Products

Practices

Teachers demonstrate confidence and efficacy in their implementation of the NSW Syllabus documents.

Teachers implement quality literacy programs which are reflective of evidence based practices.

Visible learning practices are evident in all classrooms.

Student assessment data is used to inform differentiated planning.

Students are engaged in learning through quality learning environments and the effective utilisation of technology.

Targeted support is provide for identified students.

Products

Teaching practices in literacy reflect enhanced teacher knowledge, use of assessment data and evidence based strategies to develop the knowledge, skills and understanding of students. (L:CL L:AR, T:ECP, T:DSU, T:CP, T:LD)

Growth in student performance data in NAPLAN, PLAN and School assessment data. (L:SPM)

Technology is effectively utilised to promote student engagement, collaborative learning and achievement. (L:CL)

Physical learning spaces are used flexibly and creatively to meet a broad range of student learning interests and needs. (LD: SR, L:CL)

Strategic Direction 1: Teaching and learning: Outstanding education for all students

Improvement Measures

People

Processes

Practices and Products

Aboriginal students performing at or above the state norm, as evidenced by school and state-wide data. (L:SPM)

Performance for equity groups across the state is comparable to the performance of equity groups within the school. (L:SC, L:CL, L:SPM)

Individual learning is supported by the effective use of school systems and community expertise and resources. (L:W, LD:SPIR)

Strategic Direction 2: Professional Development and Leadership: Embedding strategic, effective and proactive leadership to achieve school excellence

Purpose

Establish and showcase a school ethos that is focused and measured on excellence, commitment, inclusivity, creativity and collaboration. An evolving leadership strategy will be responsive to the needs of the whole school community, providing strategic, innovative and accountable leadership across all levels of the school. Within this environment, the students and community will be effectively engaged and actively sharing in the leadership responsibilities, to propagate a school culture built on a shared focus for continual improvement, accountability, sustainability and excellence.

Improvement Measures

Professional learning surveys and MyPL data reflects increased staff participation in professional learning and dialogue to enhance teaching practice.

The school has clear systems in place for collaboration to evaluate teaching practice and drive ongoing improvement.

All staff engage in the development and implementation of professional learning plans (PDPs) which support professional growth and are aligned with the school plan.

People

Students

Empower students to take ownership of their learning to drive improvement and growth.

Parents/Carers

Enhance communication structures to ensure that parents are involved in consultation processes to enable school improvement.

Community Partners

Collaborate with community partners to enhance the schools' capacity to support student learning needs.

Initiate effective programs to enhance the teaching and learning and enhance the combined reputation of the school across the broader community.

Staff

Enhance staff leadership capacity through the provision of whole school project and team leadership opportunities.

Leaders

Develop higher order leadership skills through the mentoring, coaching and management of other staff undertaking leadership roles and responsibilities.

Establish Professional Development Plans (PDPs) with staff and provide mentoring opportunities to enhance staff teaching/leadership capacity.

Processes

Spirals of Inquiry – implement structured and highly supported professional conversations with the purpose of analysing student data and providing teaching responses using evidence based teaching strategies/pedagogies.

Establish reciprocal classroom visits within and beyond the school (lesson studies) to refine and implement evidence based teaching strategies.

Staff engage in **teacher mentor programs** to build capacity of staff, support Early Career Teachers and provide leadership opportunities for aspiring leaders.

Processes are established to support staff in the development and implementation of **professional learning plans (PDPs)** which are linked to the School Plan and are in line with DoE guidelines to promote continual and accountable staff improvement.

Evaluation Plan

Internal – PLAN data

Internal – School records, timetables and planning documents.

External – MyPL records

External – NAPLAN

Practices and Products

Practices

Increased staff participation in professional learning and dialogue to enhance teaching practice.

Professional dialogue focussed on collaboration and evidence based best practice becomes the norm.

Teachers demonstrating highly effective leadership capabilities to successfully plan, manage and implement programs.

Products

The school has clear systems in place for collaboration to evaluate teaching practice and drive ongoing improvement. (L:AR, T:ECP, T:DSU, T:CP, T:LD, T:PS, LD:SPIR, LD:SR, LD:MPP)

Student performance data gathered from PLAN, school based assessments and other school based data evidences highly effective implementation of quality teaching practices. (L:AR, T:ECP, T:DSU, T:CP, T:LD)

Teachers work beyond their classrooms to contribute to broader school programs. (L:CL, T:CP, T:LD, T:PS, LD:MPP)

The school leadership team demonstrates instructional leadership, promoting and modelling effective evidence based practice. (T:CP, T:LD, T:PS, LD:L, LD:SR, LD:MPP)

Effective processes are in place to support teachers in their professional growth. (T:LD, T:PS, LD:SPIR, LD:SR, LD:MPP)

Strategic Direction 2: Professional Development and Leadership: Embedding strategic, effective and proactive leadership to achieve school excellence

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 3: Engagement: Establishing a school culture where all stakeholders are committed to achieving excellence

Purpose

Establish as the norm, a school wide culture that is committed to a shared responsibility for ongoing school improvement and student achievement. Highly effective communication systems will facilitate the leveraging of expertise and resources within the wider community to enhance the learning experiences of the students and provide 'value added' education for all. Stakeholders will be empowered and engaged to take a proactive approach towards ensuring that they are a vital and active contributor to the learning process in all its facets.

Improvement Measures

The school has in place a comprehensive and inclusive framework to support the emotional, social, physical and spiritual wellbeing of students.

The school actively supports successful transitions for key transition points within the school.

Significant increase in parental and community engagement, as evidenced by attendance at school events, engagement in student learning programs and participation in school consultation and decision making.

Data gathered through surveys, interviews and focus groups indicates that: The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community.

Increased student participation rates in sport and extra curricular activities.

People

Students

Instill a culture where all students are aware of and actively strive to achieve their personal best – academically, physically, socially and culturally.

Parents/Carers

Parents effectively communicate with staff and students to promote student learning and development,.

Community Partners

Engage with community groups to support and enhance student learning opportunities.

Expand the professional network links across all schools within the COS to leverage the collective skills/knowledge within the varied educational environments.

Staff

Effectively implement the Performance Development Framework (PDF) to support the ongoing improvement of all students through enhanced staff efficacy.

Leaders

Programs and structures are continually reviewed, refined, enhanced and communicated to ensure that all stakeholders are effectively engaged and empowered to achieve excellence.

Access and utilise resources within the local and broader community to facilitate the effective delivery of high quality educational programs for all stakeholders.

Processes

Wellbeing program – Review and evaluate the Positive Behaviour for Learning (PBL) strategies across the whole school environment and continue to refine whole school wellbeing programs.

Transition programs – Enhance established whole school transition programs, to promote student and community engagement and facilitate a smooth transition process for all stakeholders.

Community engagement – Enhance established 'value added' programs to build community engagement.

Extra Curricular – Promote and facilitate maximum student participation in extra curricular and co curricular activities through the continued implementation of highly effective whole school programs.

Evaluation Plan

Internal – School records of participation of extra curricular activities.

Internal – School records of participation in parent programs.

Internal – Sentral records

External – Tell Them From Me Survey.

Practices and Products

Practices

Improved wellbeing of students with a focus on successful support structures.

Transition programs provide effective prior to school experiences for incoming Kindergarten students.

Effective links are established with local high schools to ensure sharing of evidence based strategies and an enhanced transition process for Year 6 students.

Enhanced parental participation, empowering parents to assist students with their learning.

Enhanced student engagement evidenced by increased participation in extra curricular activities.

Products

The school has in place a comprehensive and inclusive framework to support the emotional, social, physical and spiritual wellbeing of students. (T:ECP, L:LC, L:W)

The school actively collects and uses information to support successful transitions. (L:CL, LD:L)

School practices are responsive to community needs and there is collective responsibility for student learning in line with the school plan. (L:LC, LD:L, LD:SPIR, LD:MPP)

The school provides a range of extra-curricular offerings that support student development and are aligned with the vision, values and priorities of the school. (L:CL, LD:SPIR, LD:SR, LD:MPP)

Strategic Direction 3: Engagement: Establishing a school culture where all stakeholders are committed to achieving excellence

Improvement Measures

People

Processes

Practices and Products