

# School plan 2015-2017

## Pagewood Public School 3905



# School background 2015–2017

## School vision statement

Pagewood Public School's vision is to work in active partnership with its community to maintain an inviting and nurturing learning environment. Students will be prepared to take personal responsibility and to embrace future challenges, striving for excellence in all 'endeavours'.

A lifelong interest in learning will be fostered to ensure students become productive, confident, responsible and successful members of Australian society. This vision will be achieved by:

- Sharing responsibility for learning with students, teachers, parents and the wider community.
- Maintaining an open and inviting environment that values parental involvement.
- Implementing an engaging curriculum that addresses the academic, emotional, social and physical needs of students.
- Addressing the individual needs of students by incorporating quality teaching standards and supporting and encouraging them to achieve their personal best.
- Explicit teaching of the core values of the Department of Education.
- Incorporating individual staff expertise into the teaching of the curriculum and the ongoing professional development of staff.
- Providing opportunities for students to represent the school in the wider community, preparing them to become successful members of society.

## School context

Pagewood Public School was established in 1950. The school is surrounded by a mix of heavy chemical industries, commercial complexes, golf courses, and low density housing.

School infrastructure has benefitted from a number of building and maintenance programs in the last few years. The school has large grounds for its current enrolment levels, with extensive grass playing fields and shaded areas with seats, trees and gardens.

The current enrolment has 51% of students living in the area zoned for Pagewood PS. Enrolments increased from 182 in 2012 to 291 in 2016.

There is a strong sense of community identity and there is pride in the friendly, family atmosphere that has developed within our community. The school's index of Family Occupation and Employment (FOEI) is among the lowest 20% of FOEI values across NSW public schools. (Higher FOEI values indicate greater disadvantage.)

Opportunities are provided for students to explore and extend their learning experiences so that they can achieve in a wide range of academic, social, sporting and cultural activities in a safe and tolerant learning environment. Success is celebrated by the school community.

## School planning process

The school plan is the result of an extensive process of whole school consultation and collection of data.

Processes used included:

- Review of the school vision statement at Parents & Citizens meetings, parent forums and through a survey of staff;
- Identification of strategic directions by a survey of all families, determining school strengths and areas for improvement. Additional opportunities for gathering data included staff meetings, a series of parent forums and a survey of the Student Representative Council.
- Data from Best Start, NAPLAN and class assessments was also considered when determining strategic directions.
- Teachers gave input into how the delivery of the new Australian curricula could be improved over the next 3 years, particularly in relation to 21st century learning.
- Consultation on development of the 5P planning pages involved discussion at P&C and staff meetings prior to formulation and review before ratification.


# School strategic directions 2015–2017



## STRATEGIC DIRECTION 1 Quality Learning

**Purpose:**

Learning that is informed, purposeful and reflective of the current Australian curriculum will be stimulated and supported. There will be clarity about what students are to learn within a culture of high expectations for all.



## STRATEGIC DIRECTION 2 Quality Teaching

**Purpose:**

Effective performance and development processes and culture are critical to improving the quality of teaching, which in turn is a pivotal factor in influencing student engagement and achievement.



## STRATEGIC DIRECTION 3 Quality Relationships

**Purpose:**

In a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students and parents so that learning outcomes are enhanced and disengagement is minimised.

# Strategic Direction 1: Quality Learning

## Purpose

Learning that is informed, purposeful and reflective of the current Australian curriculum will be stimulated and supported. There will be clarity about what students are to learn within a culture of high expectations for all.

## Improvement Measures

From 2015–2017, increase by an average of 5%, the percentage of students achieving state average growth in NAPLAN reading and numeracy tests from Year 3 to Year 5, compared to 2012–2014.

Increase to a 3 year average of 85%, the percentage of students achieving the minimum standard clusters set for each grade on the literacy and numeracy continuums, with 25% achieving the aspirational targets which have been set.

Multiple sources will evidence implementation of Australian curriculum which meets given timelines.

## People

### Students

Students need to be equipped with the general capabilities needed to engage with 21st century education and life beyond school.

### Staff

Teachers will need to enhance capabilities in leveraging technology to enhance student learning.

### Parents/Carers

Parents who are better informed about curriculum changes will be better equipped to assist their children.

### Leaders

Improved application of resources in a targeted manner will better meet the learning and well-being needs of all students.

## Processes

### Australian Curriculum

All teachers continue professional learning in implementing the Australian curriculum. Structures will be embedded to ensure planning is undertaken collegially, that it involves backward mapping and team development of assessment rubrics, and that curriculum changes are highlighted.

### Pedagogy

Continued targeted professional learning will strengthen differentiation of curriculum delivery. In addition, teachers will be introduced to the key messages of Visible Learning and begin to make links between these messages and their classroom practices.

## Evaluation Plan

Progress towards attainment of improvement measures will be monitored by:

- analysis of data from testing and achievement continuums;
- meeting minutes;
- team teaching and peer observation; feedback from families and colleagues.

## Practices and Products

### Practices

By reviewing and modifying existing practices, the culture of high expectations for all students will be enhanced as teachers set challenging learning goals and choose skilfully from strategies which promote achievement at all levels.

Teachers monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

An integrated approach to curriculum planning, teaching and assessment promotes excellence in all learning areas.

### Products

Increase by an average of 5%, students achieving state average growth in NAPLAN reading and numeracy tests from Year 3 to Year 5, compared to 2012–2014. In line with the Premier's target to increase the proportion of all students in the top two bands in the NAPLAN by 8 per cent by 2019, the improvement measure at Pagewood Public School will be to have 65% of students placed in the top two bands of the Literacy strands and 58% in Numeracy.

Increase to a 3 year average of 80%, the percentage of students achieving the standard clusters set for each grade/stage on the literacy and numeracy continuums, with 25% assessed as having thorough knowledge and understanding of the content and a high level of competence in the processes and skills.

Multiple sources will evidence implementation of Australian curriculum.

# Strategic Direction 2: Quality Teaching

## Purpose

Effective performance and development processes and culture are critical to improving the quality of teaching, which in turn is a pivotal factor in influencing student engagement and achievement.

## Improvement Measures

Pedagogical practices used by all teachers have been enhanced by Performance and Development Plans which document professional goals aligned with school plan priorities and guide teacher development.

Staff and parent focus groups, meeting records, classroom observations and student work samples demonstrate that teachers continually update and use comprehensive knowledge of content and teaching strategies to develop and implement engaging teaching and learning programs.

In 2017, at least 90% of teachers will rate their delivery of curriculum as being significantly enhanced from 2014, by the use of an extended range of digital devices and applications to deliver curriculum.

## People

### Students

Protocols for student interaction with observers will need clarification.

### Staff

Professional learning support will be needed for teachers and supervisors in developing goals, identifying appropriate evidence, observing teaching, giving and receiving effective feedback.

### Parents/Carers

Through regular communication channels, parents will be made aware of the increased emphasis on staff performance and development.

### Leaders

The school leadership team, driving the improvement agenda, will need enhanced skills in observing teaching and giving and receiving feedback.

## Processes

### Performance and Development Framework

Embed structures for teachers to participate in an annual cycle of planning professional goals aligned to school priorities, implementation and review of progress based on evidence, self-reflection and feedback from the previous cycle.

### Career development

Structure school-wide resources and relationships to provide mentoring and coaching support to ensure the ongoing development of staff at all career stages.

### Digital technologies

In conjunction with school ICT resources being updated and extended, teachers develop expertise in designing and implementing quality multi-modal programs based on the Australian curriculum.

## Evaluation Plan

- The annual Performance and Development Plan feedback process will include evidence of the teacher's progress towards achieving their professional goals.
- Document identified support and development structures for staff.
- Teachers will be surveyed annually on impact of digital technologies and applications.

## Practices and Products

### Practices

There is a school-wide, shared responsibility for student learning and success, built on a culture of continuous professional improvement.

Workforce planning supports provision of high quality educational experiences by all teachers.

There is a whole school approach to curriculum planning that integrates the meaningful use of a range of digital devices and applications for improved student learning.

### Products

Pedagogical practices used by all teachers have been enhanced by Performance and Development Plans which document professional goals aligned with school plan priorities and guide teacher development.

Multiple sources will demonstrate enhanced pedagogy by teachers at all career stages.

In 2017, at least 90% of teachers will rate their delivery of curriculum as being significantly enhanced from 2014, by the use of an extended range of digital devices and applications to deliver curriculum.

# Strategic Direction 3: Quality Relationships

## Purpose

In a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students and parents so that learning outcomes are enhanced and disengagement is minimised.

## Improvement Measures

The rate of parents engaging with one or more school community activities each year will increase by 4% each year from 25% in 2014 to an average of 33% from 2015–2017.

90% of parents/caregivers attend parent–teacher interviews each year to discuss student reports.

Results of the student "Tell Them From Me" surveys show that for 100% of elements surveyed, students at Pagewood Public School rate their well-being as exceeding state average results.

## People

### Staff

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

### Students:

Protocols for student interaction with observers will need clarification.

### Staff:

Professional learning support will be needed for teachers and supervisors in developing goals, identifying appropriate evidence, observing teaching, giving and receiving effective feedback.

### Parents:

Through regular communication channels, parents will be made aware of the increased emphasis on staff performance and development.

### Leaders:

The school leadership team, driving the improvement agenda, will need enhanced skills in observing teaching and giving and receiving feedback.

## Processes

### Parent Involvement

Increase the range of opportunities available for parents to be involved in the school and thereby strengthen relationships with school staff.

### Parent Engagement in Learning

Extend the range of strategies used to inform parents about student learning, current curriculum and school priorities.

### Student Welfare

Undertake a comprehensive review of all aspects of the Student Welfare Policy. Associated with this review, consider opportunities for extending roles for students in leadership and responsibility.

## Evaluation Plan

### Quantitative evidence:

- Maintenance of or increase in school enrolment levels.
- Data gathered from attendance at parent–teacher interviews, Information Nights and other school functions.

### Qualitative evidence:

- Staff and community feedback (P&C, forums, surveys, formal and informal conversations).

## Practices and Products

### Practices

The culture of mutual trust and support among school staff and the community is strengthened.

All staff members will build on opportunities that engage parent/carers in both the progress of their child's learning and the educational priorities of the school.

Our students build positive relationships and contribute to the school and the community in which they live.

### Products

The rate of parents engaging with one or more school community activities will increase by 4% each year from 25% in 2014 to an average of 33% from 2015–2017.

90% of parents/caregivers meet with teachers at least once each year to discuss student reports.

Opportunities for leadership and/or responsibility are extended K–6, with every Year 5 student having a specific role, in preparation for election to the following year's leadership team.