

School plan 2018-2020

Clemton Park Public School 1566



School background 2018–2020

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 to become future focused learners. Clemton Park Public School, is committed to providing quality education in a nurturing, innovative learning environment is that all students can be active, confident participants within our ever changing, challenging world. The school will implement teaching and learning and change pedagogy resulting in a growth mindset to best prepare students for the future. 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 588, 85% of whom are from LBOTE. Our school has a strong 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 Assistance, maths mentor initiative, English as an Additional Language or Dialect, enrichment writing program, 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 2018, 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 School Report using the Targets that were defined in the 2015–2017 School Plan, School Excellence Framework, Tell Them From Me and People Matter 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 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Learning

Purpose:

To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.



**STRATEGIC
DIRECTION 2**
Quality Teaching

Purpose:

To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas through collaboration with all stake holders.



**STRATEGIC
DIRECTION 3**
Quality Leading

Purpose:

To ensure authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.

Strategic Direction 1: Quality Learning

Purpose

To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning in the area of Literacy and Numeracy.

Increase the proportion of students engaged with the wellbeing initiatives of the school.

Increase the knowledge and understanding of staff with current curriculum programs that inform and inspire students and staff.

People

Students

To engage students in being a quality learner of literacy and numeracy in the class and home environments. Utilising 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 differentiation and future-focused learning with skills and capabilities to thrive in a rapidly changing and interconnected world.

Staff

Develop capabilities through training and school-wide systems and structures to support and extend all 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.

Parents/Carers

To provide opportunities to inform and engage parents/carers in both the growth of their children's learning, their own learning and the educational priorities of the school.

Leaders

Leaders are empowered to be reflective in learning through future focused skills and capabilities; plan, support and lead the professional learning policies and programs that will enhance professional learning

Processes

Visible Learning

Establish high expectations for student learning by investigating visible learning strategies and the Growth Mindset.

Wellbeing

Implement a K-2, 3-6 and staff wellbeing programs that supports the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.

Curriculum

Through collective teacher efficacy, plan and implement teaching and learning programs that meet the needs of all students.

Evaluation Plan

Milestones are reviewed at the end of each term.

Practices and Products

Practices

Visible Learning

Whole school commitment to the pursuit of excellence through student feedback and visible learning to raise standards and improve student learning outcomes.

Wellbeing

Whole school embeds wellbeing practices into programs where value is placed upon the growth and development of the spiritual, emotional, social, physical and academic domains.

Curriculum

Teaching and learning programs are dynamic, and support learning that will prepare our students for tomorrow's world.

Products

Visible Learning

Whole school community is committed to the pursuit of excellence and displays aspiring expectations of learning progress and achievement for all students.

Wellbeing

Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for learning across the whole school.

Curriculum

School takes an active approach to quality teaching, curriculum planning and delivery.

Strategic Direction 1: Quality Learning

People

knowledge of their peers.

Community Partners

Through the delivery of collaborative and professional opportunities, the school will engage with community members to develop the confidence in their ability to contribute to the school community.

Practices and Products

This approach is evident in all programs.

Strategic Direction 2: Quality Teaching

Purpose

To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas through collaboration with all stake holders.

Improvement Measures

Classroom programs outline differentiated activities that are registered by staff and reported against in classroom reviews in Terms 1 and 3.

Develop teaching and learning programs that authentically integrates ICT across curriculums.

Increase student growth in school- based assessments and standardised samples such as ACARA.

People

Students

To engage students in being a quality learner of literacy and numeracy in the class and home environments. Students 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 differentiated, integrated and future focused student learning.

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 differentiated 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.

Parents/Carers

To establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of

Processes

Differentiation

Review whole school structures that allow for student differentiation in order to optimise their learning and meet the full range of their abilities across a variety of KLAs.

Authentic Integration

Investigate embedding ICT teaching and learning strategies across a variety of KLAs to integrate curriculum expectations and enrich the learning environment and potential of students.

Assessment and Data

Review the school-wide assessment and reporting processes that are used to drive continuous improvement.

Evaluation Plan

Milestone meetings are held each term.

Practices and Products

Practices

Differentiation

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Authentic Integration

Every teacher will cater for future focused learning and authentically integrate ICT into a variety of curriculum areas through clearly defined learning goals that enable critical and creative thinking opportunities.

Assessment and Data

Every teacher will demonstrate commitment to employing effective assessment and reporting processes that deliver continuous improvement.

Products

Differentiation

All staff will differentiate their teaching and learning programs to deliver high level practices that cater for the full range of abilities and optimise the educational opportunities of all students.

Authentic Integration

All staff authentically integrates ICT teaching and learning strategies to meet curriculum expectations and enrich learning environments.

Assessment and Data

All staff will use genuine and reliable data

Strategic Direction 2: Quality Teaching

People
educational programs in the school. This will include providing community learning sessions on Literacy, Numeracy and new NSW NESA syllabus documents. Families will engage with children's learning and new and innovative programs will continue to build expectations of parents.
Community Partners
Engage other research practices and experts to support the implementation and evaluation of pedagogical practice.
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.

Practices and Products
to track and inform their teaching and learning practices.

Strategic Direction 3: Quality Leading

Purpose

To ensure authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.

Improvement Measures

Increase the number of students, staff and parents that fulfill a leadership role.

Increase collaboration with staff and the local community, where appropriate, on decisions about, and access to, school resources, delivering benefit to all stakeholders.

Increase the understanding of students, staff and community in the processes involved with the review and evaluation of whole school plans and policies.

People

Students

Students are provided with the skills to partake in shared student leadership, which are valued and implemented at all levels at CPPS. Students are encouraged to develop leadership qualities and are inspired to become self-directed knowledgeable, thoughtful global citizens as lifelong learners.

Staff

To develop a culture a continuous professional improvement, collegial practice and professional respect for all staff as leaders in our school.

Develop capacity of staff through the processes involved in the Performance and Development Framework and the School Excellence Framework.

Staff will develop a deep understanding of the Australian Professional Standards for Teachers, and are actively engaged in refining their skills and be accountable for their own accreditation.

Parents/Carers

To engage Parents/Carers in their child's learning and encourage them to undertake leadership opportunities, through the P&C, fundraising and classroom helpers. Parents/Carers will work together with staff to support and build the capacity of every student to become a confident and successful leader.

Community Partners

Promote and build upon learning alliances

Processes

Building Leadership Capacity

Enhance the school culture in which all members take responsibility for their leadership and ongoing learning.

School Resources

Review the physical, financial and staff resources to provide a shared sense of responsibility for engagement, learning, development and success.

School Planning, Implementation and Reporting

Develop a clearer understanding of the strengths and areas to develop of the school.

Evaluation Plan

Milestone meetings are held at the end of each term.

Practices and Products

Practices

Building Leadership Capacity

Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning, and community engagement.

School Resources

CPPS collaborates with local community, where appropriate, on decisions about, and access to, school assets and resources, delivering benefit to all stakeholders.

School Planning, Implementation and Reporting

Leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be reviewed and evaluated.

Products

Building Leadership Capacity

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

School Resources

CPPS resources are purposefully used to achieve improved student outcomes and high quality delivery.

School Planning, Implementation and Reporting

CPPS is acknowledged as a leader for its

Strategic Direction 3: Quality Leading

People

which allow for the leadership of students, staff and community beyond the school in exploring innovative practice. (Community of Schools working together for the benefit of all students, parents/carers and staff within the community.)

Leaders

Build leadership capacity of school executives and aspiring leaders through professional learning goals aligned to National Standards for leadership and mentoring. Share best practice through innovative, dynamic pedagogical practice and the continued development of future based pedagogies.

Practices and Products

impact on learning progress, its effective practices and continuous improvement, and its active support of other schools.