

School plan 2018-2020

Penrith Public School 2859



School background 2018–2020

School vision statement

Penrith Public School strives to promote our core values of respect, cooperation, learning and environment. We promote excellence and equity by working to engage all students to become successful learners, confident, creative, and informed citizens of the 21st century.

We provide educational experiences and opportunities that engage and motivate all students to learn, discover and critically analyse their knowledge.

A culture of inclusivity, respect and acceptance of individuality is fostered across all levels of the school community.

School context

Penrith Public School, with a rich 150 year history, has a current enrolment of 422 students. 29 of these students are in the Hearing and Multi-categorical support classes. Enrolments are predominantly of English-speaking background with an increasing number of students from other backgrounds (43 nationalities), with largest representation from Asian and Arabic speaking countries; there is a significant Aboriginal enrolment (35 students). Enrolment numbers are steadily increasing due to housing developments in the school intake area. There is a turnover of approximately 75 students annually. There are significant socio-economic variations within the Penrith drawing area.

The placing of students in learning stages, the integration of some support class students and the provision of an enrichment class successfully caters for our student needs and promotes the development of highly creative, literate and numerate students. A strong social skills program teaches students to make appropriate choices in behaviour and focuses on values for life.

The school motto 'Forward with Pride' reflects our emphasis on positive self esteem and resilience. Students are provided with the opportunity to develop their interests and abilities and to succeed at their personal best through extra programs in academic, sporting, cultural and performing arts areas.

The school has strong community links through a small but active P&C, playgroup, Saturday School and cooperation with the neighbouring church.

School planning process

The planning process included input from all major stakeholders: parents, staff, students.

Parents:

Collaboration with the school community via P&C meeting, information sessions and planning workshops occurred. Ongoing dialogue during P&C meetings provided up to date feedback during the consultation process. Partners in Learning surveys provided broader community feedback

Staff:


Staff consultation took place throughout staff meetings, staff workshops, stage meetings, staff development days and Learning Support Team meetings. Key requirements of the Melbourne Declaration were investigated and adopted as essential elements of this document.

Students:

Tell Them From Me surveys and anecdotal information from SRC meetings were considered.

Collation and analysis of Best Start, SMART and PLAN data also informed decision making.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 QUALITY TEACHING & LEARNING

Purpose:

To provide quality teaching and learning through an inclusive and challenging curriculum, where students are able to articulate their own learning. By using internal tracking systems, teachers will ensure all students are provided with differentiated learning experiences.



STRATEGIC DIRECTION 2 WELLBEING AND LEADERSHIP

Purpose:

To ensure the 'Wellbeing Framework' is embedded throughout the school and students are provided with strategies to support positive behaviour. The school will develop authentic leadership experiences across the school and community for both the teachers and students.



STRATEGIC DIRECTION 3 COMMUNITY PARTNERSHIPS AND SUSTAINABILITY

Purpose:

To develop a culture of inclusive, collaboration within the school and the wider community. Teachers will provide students with the opportunity to engage with the environment and foster a notion of sustainability. Ensure parents and community members are provided with opportunities to engage with the school in an authentic way.

Strategic Direction 1: QUALITY TEACHING & LEARNING

Purpose

To provide quality teaching and learning through an inclusive and challenging curriculum, where students are able to articulate their own learning. By using internal tracking systems, teachers will ensure all students are provided with differentiated learning experiences.

Improvement Measures

75%of students are able to verbalise what they are learning in the classroom.

100%teachers are using learning goals across all Key learning Areas

100%of teachers will use the literacy and numeracy progressions to monitor student academic achievement.

30%of ATSI students in the top 2 bands of Literacy and Numeracy (**Premier's Priority**)

Literacy and Numeracy (NAPLAN) by 8% by 2019 (**Premier's Priority**)

People

Students

Develop their understanding of learning goals and how to use feedback effectively to build on current knowledge and understanding.

Staff

Training using the literacy and numeracy progressions to track student progress. Ongoing professional learning around learning goals.

Parents/Carers

Provide opportunities for parents to engage in focus groups and learning experiences to enhance their understanding of curriculum and learning.

Leaders

Develop leadership capabilities of staff and facilitate opportunities for professional dialogue, peer mentoring, 'teacher expert' and professional learning. Create student 'tech group' to support teachers in class.

Processes

Implementation of literacy and numeracy progressions across K–6

Implementation of learning goals across all key learning areas.

Targeted programs to improve educational outcomes for ATSI students.

Evaluation Plan

Observational rounds

Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones

Analysis of school-based and external assessment data.

Practices and Products

Practices

- Every teacher uses external and internal data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.
- Every classroom displays learning goals clearly and articulates the goals with the students.
- Parents and community members are provided with opportunities to be involved in authentic teaching and learning experience across the school.
- Ongoing management of SLSO's to accommodate tiered interventions for ATSI students.

Products

- Teachers are using learning progressions to support their delivery of quality literacy and numeracy programs across the school.
- Teachers are successfully embedding learning goals into their everyday teaching and students can competently articulate their own learning.
- ATSI students will be participating in targeted interventions to support their ongoing academic success.

Strategic Direction 2: WELLBEING AND LEADERSHIP

Purpose

To ensure the 'Wellbeing Framework' is embedded throughout the school and students are provided with strategies to support positive behaviour. The school will develop authentic leadership experiences across the school and community for both the teachers and students.

Improvement Measures

Reduction in number of students attending 'discussion'.

100% of teachers effectively using classroom behaviour management system.

100% of teachers are using SENTRAL to track and monitor student behaviour and academic achievement.

80% teachers and students are provided with meaningful leadership experiences

People

Students

Develop an understanding of behaviour expectations across the school. Active participation in school-based programs that promote leadership and resilience.

Staff

Professional learning on the 'Wellbeing Framework' and collegial discussion around developing an effective 'Wellbeing' policy. Targeted professional learning on the use of SENTRAL to monitor behaviour across the school. Development of tailored teaching and learning programs to develop students' social and emotional wellbeing.

Parents/Carers

Parents are provided with opportunities to discuss and offer feedback on current social/emotional programs and school welfare policies. Parents continue to be provided with opportunities to have input into PLP's.

Leaders

Implementation of social and emotional programs across the school and a collaborative approach to the development of the 'Wellbeing' policy.

Processes

Implementation of consistent classroom and playground behaviour management system.

SENTRAL is utilised to track student achievement and behaviour, attendance.

Meaningful opportunities to develop students and teachers leadership qualities.

Evaluation Plan

Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones.

Action team meetings

Practices and Products

Practices

- Every teacher will embed the classroom behaviour system. They will use SENTRAL to monitor student behaviour and implement school based programs to encourage positive behaviour.
- Core rules and behaviour expectations are revised with students on a weekly basis with reference to the 'Wellbeing Framework'.
- Students running structured play (play leader program) and participating in authentic leadership activities on routinely basis
- Professional learning being run by staff to develop expertise and knowledge around curriculum

Products

- Clear and explicit understanding across the school for both staff and students of appropriate and acceptable behaviour within and outside the classroom.
- SENTRAL is utilised by all staff to track and monitor student attendance, academic achievement and behaviour.
- Non-executive staff developing leadership skills by assuming responsibility for a curriculum area/LST/H&S/etc
- School executive developing own skill set which is aligned to the higher levels of accreditation

Strategic Direction 3: COMMUNITY PARTNERSHIPS AND SUSTAINABILITY

Purpose	People	Processes	Practices and Products
<p>To develop a culture of inclusive, collaboration within the school and the wider community. Teachers will provide students with the opportunity to engage with the environment and foster a notion of sustainability. Ensure parents and community members are provided with opportunities to engage with the school in an authentic way.</p>	<p>Students</p> <p>Understanding that learning occurs within and outside of the classroom in both formal and informal ways.</p> <p>Staff</p> <p>Embrace the various student learning styles and adapt teaching and learning programs to accommodate for this. Participate in ongoing professional learning to enhance their understanding of student engagement and ways to promote higher engagement levels.</p> <p>Parents/Carers</p> <p>Actively participate in school activities and provide feedback on programs run through the school. Run workshops that develop their awareness of student engagement and creating life-long opportunities.</p> <p>Leaders</p> <p>The school executive and team leaders adopt a consistent approach towards student engagement and provide ongoing opportunities for teachers to reflect on their teaching practice.</p>	<p>Quality educational partnerships with High school and tertiary education systems</p> <p>Effective sustainability programs integrated into everyday teaching practices</p> <p>Ongoing workshops to build parent/carer understanding of the school priorities and learning strategies to support learning at home.</p> <p>Evaluation Plan</p> <p>Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones</p> <p>Student Surveys</p> <p>Observational rounds</p> <p>Stage meetings</p>	<p>Practices</p> <ul style="list-style-type: none"> • High levels of community connectedness, participation, satisfaction and trust in the school. • Student will be engaged in rich learning opportunities throughout the school • Active parent and community participation across all aspect of the school. <p>Products</p> <ul style="list-style-type: none"> • Enhanced enrichment opportunities provided to students to further excel in their academic achievements • Teaching and learning programs are evidence-based and focus on student engagement and allow students to be immersed within their school environment. • Strengthened home-school partnerships and increased parental confidence in supporting their children with their learning.
Improvement Measures			
At least 80% of students will be engaged in their learning.			
Ongoing community involvement in developing rich learning experiences for the students			
Increased participation of parents in school activities			
100% of PLP's have parent involvement			
100% of teachers provide students with the opportunity to provide feedback on their teaching practice			