School plan 2018-2020

Putney Public School 2913

School background 2018–2020

School vision statement

We empower students to be responsible citizens who are innovative learners and collaborative problem solvers. We immerse students in an engaging learning environment in partnership with the school community.

School context

Putney Public School is situated close to the Parramatta River in Ryde and provides quality education in a supportive and stimulating learning environment .Educational programs are well resourced.

Air–conditioned classrooms are equipped with the latest technology to enrich student learning. Students have access to IWBs, computer laboratory, and video conferencing. iPads and laptops feature in all classrooms. Students are supported in their learning by a dedicated, caring staff.

Teacher professional learning initiatives focus on school and Departmental priorities and promote a culture of close collaboration through shared planning processes and a whole school commitment to continual reflection and improvement.

The school and community has high expectations of students and values the wide variety of curricular and extra–curricular opportunities offered to students on the sporting field, in the arena of creative and performing arts as well as for key learning areas.

The school environment is welcoming, offering a five day a week before and after school care centre on site as well as a four day a week canteen service, coordinated through the Putney P&C Association. The school serves an interested and committed parent body who are actively engaged in the daily life of the school.

School planning process

During 2017 the school sought the opinions of students, staff and parents about the opportunities currently offered to students and the desirable future directions of Putney Public School.

Every parent in the school was provided with the opportunity to complete a survey indicating their satisfaction level regarding the school. This survey covered all aspects of school practices. A comment section at the bottom of the survey allowed parents to expand their ideas and make suggestions regarding future plans.

Twenty–four parents also participated in small group forums, identifying areas of school strength and areas which require further focus.

Student representatives from Years 2–6 participated in 2 student forums which focussed on student satisfaction levels about the school as well as identifying suggestions regarding future progress.

The focus areas for the forums included: *What I like about school, What helps me to learn, Teaching and Learning, The Playground and Extra–Curricular opportunities.*

Following the student forums, the school captains met, collated and prioritised the student satisfaction levels and suggestions.

Whole staff consultation involved substantive three hour workshops during which the staff worked in stage teams and then cross grade teams to identify areas of school strength and areas requiring focus.

A detailed analysis of school–based and external assessment data further informed the staff of futurefocus areas.

During the school planning process, the school captains identified a common element in the responses fromstudents, staff and the community. The element of 'Making Connections" was identified as an integral part of the future school strategic directions : Teachers Making

School vision statement

School context

School planning process

Connections with Students, Students Making Connections with their Learning, The School Making Connections with the Community.
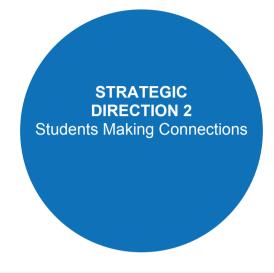
School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Teachers Making Connections

STRATEGIC DIRECTION 2
Students Making Connections

STRATEGIC DIRECTION 3
School Connects with Community

Purpose:

Creation of processes and practices that support staff to make changes which enhance a culture of innovation and future thinking for effective teaching and learning.

Enhance personalised professional learning for staff, which reflects on current learning pedagogy and utilise NSW Professional Teaching Standards aligned with the school's Strategic Directions.

Purpose:

Increase student engagement and enhance student capacity to be critical thinkers, problem solvers and be able to implement their learning in different context.

Students develop a greater capacity for independent learning, self–regulation and self–reflection.

Students are able to discuss their learning, take risks, set learning goals and track their own progress to become successful learners.

Students to develop an ethos that 'School Is For Me."

Purpose:

Enhance ongoing and respectful relationships betweenstaff, students, parents and carers and community members in order to achievethe best outcomes for our students.

Enhancepartnerships through innovative parent and community learning.

Enhance an ongoing relationship between neighbouring schools, developing a Community of Schools based on common needs and interest.

Strategic Direction 1: Teachers Making Connections

Purpose

Creation of processes and practices that support staff to make changes which enhance a culture of innovation and future thinking for effective teaching and learning.

Enhance personalised professional learning for staff, which reflects on current learning pedagogy and utilise NSW Professional Teaching Standards aligned with the school's Strategic Directions.

Improvement Measures

All teaching staff trained in STEM pedagogies by the end of 2018.

100% of students involved in STEM initiatives by the end of 2018.

Teachers (Years2–6) to implement 1 PBL in 2018, 2 initiatives in 2019/2020 Formative assessment and data analysis embedded in the teaching and learning cycle with100% (increase of 30%) of staff using these to monitor progress and inform teaching practices. 100% of Stage 2 teachers to complete Big History training and implement the initiative in their class. InstructionalRounds (on Visible Learning.).Improvement Data: Surveys indicate 20% increase(up to 95%) in students provided with opportunities to use learning criteria and learning intentions to discuss the learning taking place.

People

Students

Supported to become successful learners, demonstrating critical thinking and problem solving skills.

Engage in authentic learning experiences, knowing that the learning is purposeful because they are involved in creating ideas, products and services for themselves and others.

Connect with their learning; knowing what learning looks like and can confidently talk about what and how they are learning, and how they are progressing.

Staff

Engage in individual, personalised and collaborative professional learning based on personal needs and interests (PDP), school strategic directions.

Implement teaching and learning initiatives that best suit the needs of the students.

Leaders

Engage in high quality mentoring, supervision and coaching experiences to enhance professional learning and development for staff.

Parents/Carers

Understand how important engagement is to student success.

Parents support the school and participate in learning activities and reflection throughout the year.

Processes

Develop and implement staffProfessional Learning Plans and engage in personalised, team and shared professional learning.

Create systems, internal and external, to share best practice and collaborate to enhance innovative classroom practice and improve student outcomes.

Develop and implement evidence–based teaching practices through Action Research

Building staff capacity in Project Based Learning, STEM, Literacy, Numeracy, Science and History/HSIE by designing and implementing targeted professional learning programs

Instructional Rounds implemented to reinforce data regarding the implementation of **Visible Learning**.

Engage parents in learning sessions focussing on pedagogy implemented, content taught and assessment procedures followed.

Evaluation Plan

Practices and Products

Practices

Teachers program and plan learning experiences and group students based on data collected and collated using the Literacy Continuum and Australian Curriculum.

Students are provided with succinct learning intentions and success criteria during lessons to successfully meet their differentiated learning goals.

Products

Planned classroom/ teacher observations and evaluations undertaken by 100% of staff to share and develop expertise across the whole school.

Regular classroom observations and collaborative reflection is an integral part of staff Professional Development Plans.

100% of staff engage ineffective professional learning to implement new curriculum as is evidenced by programs and action research.

CoS Professional Learning initiatives.

People

Community Partners

Establish effective learning partnerships with other schools and organisations to deliver innovative educational programs.

Strategic Direction 2: Students Making Connections

Purpose

Increase student engagement and enhance student capacity to be critical thinkers, problem solvers and be able to implement their learning in different context.

Students develop a greater capacity for independent learning, self–regulation and self–reflection.

Students are able to discuss their learning, take risks, set learning goals and track their own progress to become successful learners.

Students to develop an ethos that 'School Is For Me."

Improvement Measures

Student attendance target – 97% (increase of 2% in 2018)

20% increase of students performing in top 2 bands on NAPLAN over 3 years.

9% increase ingrowth greater than expected growth in Year 3 – Year 5 NAPLAN Reading from 81%to 90% of students.

10% increase ingrowth greater than expected growth in Year 3 – Year 5 NAPLAN Reading from 81%to 90% of students.

Student learning is demonstrated through the enhance ability to discuss their learning – 100% of students provided with opportunities to discuss their learning.

>All T/L programs contain evidence of planned differentiation and formative assessment.

People

Students

Develop the ability to set and discuss their goals and the learning which takes place: *before, during and after* the learning experiences.

Engage in authentic learning experiences, knowing that the learning is purposeful because they are involved in creating ideas, products and services for themselves/others.

Connect with their learning; knowing what learning looks like and can confidently talk about what and how they are learning.

Staff

Embed an in–depth understanding of student engaged assessment and student personal goal setting and success criteria.

Promote and **implement** authentic and personalised learning opportunities.

Leaders

Use the evidence of engagement and student engaged assessment in future decisions.

Parents/Carers

Enhanced capacity to support their child's learning through an increased awareness of syllabus content and classroom practices.

Community Partners

Connect in partnerships to share student learning and success. Working

Processes

Ensure the implementation of Project Based Learning and STEM to enhance student engagement with learning opportunities extending student critical thinking and problem solving.

Planned collaboration between teachers to support consistency of curriculum delivery and strategies for differentiation.

Utilise assessment in which students are asked to perform real–world tasks that demonstrate meaningful application of essential knowledge and skills.

Regular collaborative monitoring of student progress. This includes PLAN, Data Walls, formative assessment, tracking sheets, providing targeted support and effective intervention strategies for students with identified needs by implementing targeted intervention programs.

Classroom implementation of pedagogy embedding problem solving, formative assessment andstudent self–regulation.

Instructional Rounds implemented to reinforce data regarding the implementation of Visible Learning.

Utilise and develop digitalmethods to capture and showcase students' learning journey.

Community presentations to showcase student achievement.

Weekly attendace monitoring.

Evaluation Plan

Practices and Products

Practices

Learning in classrooms is student centred.All students are provided with explicit, specific and timely formative feedback on how they can improve.

All learning programs provide opportunities for students to confidently use critical skills and technologies, to ensure they are active, flexible, successful learners.

The curriculum is implemented and differentiated to cater for all learning requirements.

Student forums to ascertain areas of concern as well as areas os satisfactions – Student Voice.

Products

Project Based Learning and STEM experiences and can demonstrate the ability to interact with others and communicate for authentic learning purposes.

Students know they are learning for a purpose because they create ideas, products or services for themselves and others.

100% of students utilise learning intentions, success criteria and self–regulation to reflect on personal learning and guide future focus areas.

Strategic Direction 2: Students Making Connections

Improvement Measures

Student surveys indicate an increase in student engaged assessment and meaningful feedback (60% in 2018, 80% in 2019 and 85% in 2020)

People

collaboratively to improve the learning environment/opportunities for students.

Strategic Direction 3: School Connects with Community

Purpose

Enhance ongoing and respectful relationships betweenstaff, students, parents and carers and community members in order to achievethe best outcomes for our students.

Enhancepartnerships through innovative parent and community learning.

Enhance an ongoing relationship between neighbouring schools, developing a Community of Schools based on common needs and interest.

Improvement Measures

100% of students receiving 'You Can Do It !'achievement recognition each year (2018–20).
Increase number of students receiving Bronze Award 1from 85% to 95% in 2018 (sustained 2019–2020)Increase the number of families involved in the school, tracking data on the participation level of families in school events. Increase level by 20% (2018–2020)Feedback from families, in surveys and focus group discussions indicate an increase of 5%in levels of school satisfaction from 90% to 95%100% of Beginning Teachers will be provided with opportunities to participate in CoS professional development in 2018.Parent attendance at community learning sessions is at 30% of the school community.

People

Students

Students will actively participate in school well–being programs, developing a sense of social cohesion and proactive leadership behaviours.

Students develop relationships and engage with the community to improve their confidence and increase their empathy and understanding of the broader community.

Staff

Develop and enhance partnerships with the community.

Develop and sustain effective forms of communication with parents.

Leaders

School leaders develop and sustain active partnerships within and beyond the school community.

Parents/Carers

Enhance the capacity to support their child's learning through an increased awareness of the school's pedagogy implemented, syllabus content taught and assessment procedures followed.

Community Partners

Strengthen networks with Community of Schools to develop shared expertise, knowledge and understanding.

Processes

Provide a range of extra–curricular activities to ensure the entire community has opportunities which enhance cultural, social, emotional, physical and academic wellbeing.

Develop and improve the modes of communication between the school and the community, including the use of social media.

Engage parents in learning sessions focussing on pedagogy implemented, content taught and assessment procedures followed.

Timetabled parent feedback opportunities.

Promote an active and cohesive school environment.

Creation of a **Community of Schools**:

- Timetabled professional development sessions,

- School visits where staff from participating schools model, guide and support each other to ensure best practice is aligned with the professional teaching standards and the School Excellence Framework,

- IBeginning Teacher network meetings,

- Extension opportunities timetabled for students in targeted areas.

Evaluation Plan

Practices and Products

Practices

A variety of modes of communication are utilised.

Teachers and school leadersare available to consult with parents and carers in person, through the school email, written notes or via phone calls and will provide a timely response.

The importance of making connections with other schools is embedded in teacher and whole school practices.

Student achievement is clearly communicated to parents through reports and parent/teacher interviews.

Products

Students build relationships and actively contribute to the school and wider community.

Parents build their capacity to support student learning and increase their understanding of syllabus content and pedagogy.

Specific feedback from parents and students on engagement, wellbeing, effective teaching practices and satisfaction.

Developing relationships with other schools in order to share expertise and resources.