

# School plan 2018-2020

## St Johns Park Public School 3029



# School background 2018–2020

## School vision statement

We, the St Johns Park School Community, strive to provide a supportive educational environment in which our children will become:

- Motivated lifelong learners who value and respect education
- Critical thinkers who creatively and collaboratively solve problems
- Active and informed citizens who positively contribute to society
- Respectful individuals who demonstrate acceptance of others.

## School context

St Johns Park Public School opened in 1891. The school culture is enriched by 95% of students coming from a Language Background other than English. The educational mission of the school is to have high expectations of and provide quality, inclusive education to all students. We promote excellence, choice and equity in all school endeavours. Students are at the very centre of all decision-making.

At St Johns Park Public School we look to today's students to determine the world of tomorrow. We teach, model and ensure that students: value all people; pursue excellence; are compassionate; are aware and proud of their diverse heritage; are empowered by the democratic process; value public education; reject violence, harassment and negative forms of discrimination; support peaceful resolution of conflict and are honest and trustworthy.

An ongoing focus of the school is teacher professional learning and working collaboratively with the whole school community to improve both teaching practice and student learning outcomes. This has a positive impact on quality teaching and learning.

The school is implementing Positive Behaviour for Learning and establishing school-wide processes to promote positivity and kindness. The support of the school community in all activities enhances the educational outcomes of the school. The loyal, supportive parents work as partners in the educative process. The school is true to its motto 'Always Our Best'.

## School planning process

When there are strong partnerships between the school, its teachers, parents/carers and community, this has a positive impact on student learning. As a part of the school planning approach, our school leaders have endeavoured to facilitate authentic, inclusive opportunities for whole school consultation. The leadership team undertook professional learning for the development of the new school plan led by the Centre for Education Statistics and Evaluation (CESE), Director Public Schools NSW and Principal School Leadership (PSL).

Staff were actively involved in reviewing and evaluating the previous school plan and contributed to the strategic directions of the new plan. They reviewed the school's vision and made the decision to maintain the school vision statement for the new plan. Staff have a shared understanding of their important role in improving student learning in our school context.

All staff were invited to be a part of the School Plan Committee. This smaller team of 12 were an essential part of developing and reviewing the 5Ps – purposes, products, practices, people and processes. The senior executive worked with the Principal School Leadership to further review and refine the new plan.

Further community consultation took place with parents/carers and our Community of Schools through the school's P&C Meetings, newsletter and focus groups. This approach proved valuable in developing and understanding of the why, how and what of the new strategic directions.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Future Focused Learners

### Purpose:

To ensure students are engaged with their learning and provide them with the necessary skills and capabilities so that they can thrive and contribute to a rapidly changing and interconnected world.



## STRATEGIC DIRECTION 2

Excellence in Teaching and Leading

### Purpose:

To strengthen collaborative teaching and leadership practices for the benefit of all students.



## STRATEGIC DIRECTION 3

Thriving Community

### Purpose:

To maximise partnerships to engage with the school, families and community so that students, teachers and parents develop a greater sense of community, promoting positivity, kindness, belonging and resilience.

# Strategic Direction 1: Future Focused Learners

## Purpose

To ensure students are engaged with their learning and provide them with the necessary skills and capabilities so that they can thrive and contribute to a rapidly changing and interconnected world.

## Improvement Measures

Increase the proportion of students achieving at or above proficiency in literacy, in line with the Premier's Priorities.

Increase the proportion of students achieving at or above proficiency in numeracy, in line with the Premier's Priorities.

Increase the proportion of students demonstrating active engagement with their learning.

## People

### Students

Students will become active and independent learners, equipped with a range of skills so that they can achieve their full potential.

### Staff

Staff will provide varied learning opportunities that are engaging and employ strategies that are evidence-based.

### Leaders

Leaders will foster a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

### Parents/Carers

Parents/carers will have a greater understanding of future focused learning and of the changes in pedagogy.

## Processes

Develop and implement programs where students are engaged in differentiated and authentic learning experiences that foster creative and critical thinking, communication, collaboration and visible learning intentions, success criteria and feedback.

Develop and implement formative assessment, planning and programming and teaching models that inform and improve student learning outcomes.

Implement 'Theories of Action' as a part of developing curiosity and powerful learning across the whole school community.

## Evaluation Plan

Evaluation Plans may include the following:

- Literacy and Numeracy data
- NAPLAN data
- Teaching and Learning Programs
- Focus groups
- Curiosity and Powerful Learning matrix
- Student behaviour and engagement data

## Practices and Products

### Practices

Every student is actively and consistently engaged in learning that is meaningful and relevant.

Every student can collaborate, is creative, critical and communicate in a variety of settings to demonstrate their learning.

Students are actively involved in goal setting, formative assessment and reporting processes.

### Products

Every student can state what they are learning about and why, identifying learning intentions and success criteria.

Teaching and learning programs are designed to meet the needs of every student, with opportunities to collaborate, communicate, be critical and creative.

Students give and receive feedback about their learning and set goals for further improvement.

# Strategic Direction 2: Excellence in Teaching and Leading

## Purpose

To strengthen collaborative teaching and leadership practices for the benefit of all students.

## Improvement Measures

100% of teachers and leaders share their knowledge and skills both in school and across a Community of Schools.

Quality practices are evidenced by the impact on student learning progress.

## People

### Students

Students will provide feedback to teachers and leaders about their satisfaction and learning experiences.

### Staff

Staff will facilitate professional dialogue, collaboration, classroom observation and provide specific and timely feedback to one another.

### Leaders

Leaders will focus on instructional leadership to sustain a culture of effective, evidence-based teaching practice.

### Parents/Carers

Parents/carers will have a greater understanding of collaborative teaching practices and provide feedback on school improvement measures.

### Community Partners

Community will recognise the school as excellent because it uses best practice and effectively caters for all learners.

## Processes

Implement a targeted, school-wide approach to the use of evidence-based data to inform teaching practice.

Implement high quality professional learning strategies to impact on and improve teaching practice.

Instructional leaders develop and support opportunities for instructional collaboration across the whole school community.

## Evaluation Plan

Evaluation Plans may include the following:

- Instructional Rounds
- Lesson Study
- Case management outcomes
- Curiosity and Powerful Learning
- Accreditation at the Highly Accomplished and Lead levels
- Consistency in teacher judgement
- Tell Them From Me
- Learning Sprints

## Practices and Products

### Practices

Teachers and leaders demonstrate and share their expertise within the school and with other schools for the promotion of student engagement and responsibility for learning.

Teachers and leaders collaborate with staff in other schools to share and embed best practice.

Teachers are committed to understanding and implementing the most effective and explicit evidence-based teaching strategies.

### Products

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

A school-wide approach to implementing the most effective evidence-based teaching methods.

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

# Strategic Direction 3: Thriving Community

## Purpose

To maximise partnerships to engage with the school, families and community so that students, teachers and parents develop a greater sense of community, promoting positivity, kindness, belonging and resilience.

## Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased proportion of parents/carers participating in whole school decision making processes.

## People

### Students

Students will become confident and resilient learners with positive self-esteem, perseverance and a sense of belonging.

### Staff

Staff will promote and provide learning opportunities and experiences that develop and shape the character and wellbeing of students.

### Parents/Carers

Parent/carers will actively participate in the school and in helping students to develop positive connections.

### Community Partners

Community partners will feel welcome and valued as contributors to the whole school community.

## Processes

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Focus on giving student voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively.

## Evaluation Plan

Evaluation Plans may include the following:

- Tell Them From Me surveys
- Wellbeing self-assessment tool
- Positive Behaviour for Learning data
- Kindness Klub
- Community Liaison Officer data
- Volunteering Project
- SeeSaw data

## Practices and Products

### Practices

All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to reach their potential.

School-wide wellbeing processes support the wellbeing of all students.

Quality teaching and professional practice are evident in every learning environment.

### Products

Positive, respectful relationships are evident among students, staff and parents, ensuring optimum conditions for learning.

School-wide practices result in measurable improvements in wellbeing and engagement to support learning.

Collaborative partnerships are built and improved across the whole school community.