

School plan 2018-2020

St Marys Public School 3031



School background 2018–2020

School vision statement

Every child is excited to learn and grow every day.

School context

St Marys Public School is a friendly, caring school situated in the heart of St Marys where student success and collaborative practice are highly valued. Our school is situated in the commercial centre of St Marys and has historical significance as one of the oldest schools in the district with a history dating back to 1861. There are currently 277 children in classes from Kindergarten to Year 6 and we have a preschool on site which is an integral part of our school community. St Marys Public School has a culturally diverse community with 40% of students from a language background other than English which represents 41 language groups. There are forty two Aboriginal children currently enrolled at St Marys Public School.

We believe that families are learning partners in the education of our students. Family and community participation in the life of the school enriches the experience of all and positively affects student learning. Our school provides high quality, targeted instruction and relevant resources to all students in a stimulating future focused learning environment which is centred on engaging students in deep learning and catering for individual student needs.

St Marys Public School continues to be an Early Action for Success School (EAfS) with an Instructional Leader appointed to deliver the State's Literacy and Numeracy Strategy 2017–2020. The Instructional Leader will maintain a focus on diagnostic assessment, differentiated learning and tiered interventions.

St Marys Public School strives to provide a rich and challenging education that supports all students, encompassing the values of Public Education and our three core rules of being safe and sensible, being respectful and being active learners.

School planning process

The school has used a variety of tools and data to evaluate its performance over the last several years and to determine the school's future strategic directions. These include: staff evaluations of teaching practices in English and Mathematics, evaluation of NAPLAN results, PLAN data and teacher developed assessments, staff, parent and student satisfaction surveys. In determining the school's future strategic directions these tools and the data gathered by them were used in conjunction with community and staff consultation to develop this current school plan through student, community and staff discussions. The result is a plan that reflects our school context, student and staff need and community expectations for the education of students at St Marys Public School. The plan remains open to change as a result of ongoing and regular evaluation and is a document that will drive educational management in the school from 2018 to 2020.

School strategic directions 2018–2020



Purpose:

Within a strong sense of belonging, children will develop and know their own learning track, leading to engagement in deep and broad learning experiences with an emphasis on growth from Preschool to Year 6.

Purpose:

To develop the collaborative practice of staff in an atmosphere of professional trust and collective responsibility to drive a future focused pedagogy responsive to the needs of children and informed by current and relevant educational research.

Purpose:

To develop an exciting and engaging school where a student centred vision, policies and procedures are in place and owned by the whole school community which reflects on, refines and contributes to a positive and innovative school culture.

Strategic Direction 1: Deep Learning

Purpose	People	Processes	Practices and Products
Within a strong sense of belonging, children will develop and know their own learning track, leading to engagement in deep and broad learning experiences with an emphasis on growth from Preschool to Year 6.	Staff All staff trained in the use of the St Marys Personalised Learning Pathway process. Students Students will be taught skills to articulate relevant learning goals and reflect on their own growth.	Implement a whole school approach to student engagement ensuring continuous data and student voices are able to articulate goals to help drive learning programs that are relevant and significant to the children of St Marys Public School. Teachers will use consistent processes to know their students learning achievements and will be able to co-create learning sequences to target specific learning needs.	Practices All learning tracks will have clearly defined learning intentions and success criteria understood by students. PLPs are in place and used by all students, staff and families to develop learning goals.
Improvement Measures All children know their learning goals and how to achieve them. Aboriginal and Torres Strait Islander children reaching the target of 92% attendance at school. Halve the number of students from 2017 (15%) who have less than 85% attendance rates. All students engaged in learning that is targeted to their need within a growth mindset framework.	Parents/Carers Parents and carers will develop an understanding of the link between attendance at school with their child's learning growth and achievement. Staff Teachers will develop skills to identify student need and differentiate learning tasks to meet that need. Leaders Highly skilled teacher leaders will develop clear identification tools and processes to ensure G&T students are catered for. Staff All staff will use timely data and drive a relentless pursuit of improved attendance for students who require support to improve.	Evaluation Plan Improved attendance rates for Aboriginal and Torres Strait Islander students, as well as students with attendance concerns. Analysis of numbers of students achieving at least expected growth using Progressions data, NAPLAN data and class based continuous assessments. Student ability to articulate their own learning goals through the PLP process as well as targeted discussions with students by school leaders. Evidence of students and staff using a growth mindset through their language and observations of learning behaviours.	Differentiated learning programs will be in place to cater for all levels of potential. LST will create transparent action plans responsive to the needs of children.
	Parents/Carers Parents and families will engage with their child's learning goals in partnership with their children and teachers.		Products All children have co-created learning goals and are attending to and engaged in achieving them. Aboriginal and Torres Strait Islander students have improved attendance and are engaged in learning activities that are informed by their PLPs. Clear action plans are developed by the Learning Support Team and are responsive to student need. G&T students are identified and involved in activities that support and nurture their talents.

Strategic Direction 2: Inspired Teaching

Purpose	People	Processes	Practices and Products
To develop the collaborative practice of staff in an atmosphere of professional trust and collective responsibility to drive a future focused pedagogy responsive to the needs of children and informed by current and relevant educational research.	Staff Staff will be known and be committed to the school goals and vision and will be able to identify their own professional learning needs and collaborate to build impactful professional learning sequences.	Implement a whole school, differentiated professional learning system that increases staff engagement in professional learning and positively impacts teaching practice and student growth.	Practices Teachers will use; assessment for learning, assessment as learning and assessment of learning.
Improvement Measures Staff indicate improved satisfaction in professional learning systems with evidence of impact on pedagogy and student growth. Systematic and reliable practices are in place to evaluate student learning over time that will drive changes to teaching programs leading to improved student growth. All teachers involved in collaborative planning based on syllabus outcomes and the needs of children.	Leaders School leaders will communicate whole school goals and use these goals to identify relevant professional learning opportunities. Staff Teachers use a full range of assessment strategies to determine teaching directions and to collaboratively reflect on the effectiveness of practices and learning programs. Parents/Carers Parents and families work with staff and students to help identify learning goals based on shared data. Staff Teachers collaborate, sharing curriculum knowledge and student achievement data to inform the development of evidence based programs and lessons.	Teachers and leaders will collaboratively develop teaching and learning programs that are based on syllabus outcomes, informed by consistently understood ways to cater for student need with cohesion across all classes from Preschool to Year 6. Evaluation Plan Staff surveys to indicate satisfaction and impact of Professional Learning Data, including Plan2, NAPLAN, and ongoing classroom assessment related to student growth analysed. Ongoing assessment in place and documented informing discussions with colleagues and school leaders. Stage meetings and whole school meetings including collaborative programming and planning times. Whole school programming audit to evaluate cohesion of learning sequences.	Teachers will use syllabus documents and the progressions as a tool to target teaching to student need. Staff will drive their own professional learning using their PDPs effectively to identify their professional learning needs and to assess the impact of it. Products Professional learning will be driven by the needs of staff and will allow for differentiated PL activities. Clear processes will be in place to ensure assessment of growth is ongoing and consistent across classes. All programs are developed collaboratively based on syllabus outcomes and focused on student need.

Strategic Direction 3: Visionary Leading

Purpose	People	Processes	Practices and Products
To develop an exciting and engaging school where a student centred vision, policies and procedures are in place and owned by the whole school community which reflects on, refines and contributes to a positive and innovative school culture.	Leaders School leaders consult with staff, parents and students and use evaluative thinking in revising and creating school policy documents.	All school policies and procedures will be reviewed, ensuring all policies and procedures are relevant to the changing contexts within the school. Through consultation with relevant stakeholders, important policies and procedures that are not in place will be identified, created and used in the school.	Practices Policies communicated to all staff and implemented by staff.
Improvement Measures Clearly defined policies and procedures are identified, evaluated, created, communicated and used. Parents and community members are active partners, contributing to student growth and learning. Staff work collaboratively and professionally to reach our common goals.	Staff Staff demonstrate commitment to school goals and follow school policies as guidance and direction tools.	Parents and community members will have many opportunities to work as partners with the school through different degrees of involvement and engagement. Through consultation, feedback and communication of school plans, the wider school community will help build the school as a cohesive educational community.	School leadership seeking feedback from parents and responsive to such feedback.
	Parents/Carers Parents and community provide feedback to assist with planning community events and involvement.	Staff will be supported to develop and implement strategies for collaborative practices that result in high quality learning programs.	Clear communication processes used to ensure parents and community are aware of opportunities to contribute to the school.
	Parents/Carers Parents and community members work together with staff and students as partners in achieving the school vision.	Evaluation Plan Parent surveys.	Staff working collaboratively and professionally in planning, programming and assessing for student growth.
	Staff Staff use collaborative practices to plan learning programs, ensuring learning plans are informed by whole school directions and student need.	Attendance of parents at an increasing number events designed to build community participation.	Products Policy and procedure documents are reviewed, updated and created.
	Leaders School leaders collaboratively plan and clearly communicate opportunities for parent and community involvement in the school.	Policy documents created, used and regularly reviewed.	Minutes of staff meetings indicate newly reviewed policies are communicated to staff.
			Induction process for new staff is in place and being used.
			Increased opportunities for parent and community involvement in the school.
			Increased attendance of parents and community as classroom helpers and at school events.
			Learning programs and assessments built collaboratively and impacting on student growth.