

School plan 2018-2020

St Peters Public School 3032

ST PETERS
PUBLIC SCHOOL



School background 2018–2020

School vision statement

StPeters Public school is a community driven by learning through creativity, collaboration, communication and critical thinking.

- Our students are confident, engaged leaders of their learning who are determined to be outstanding citizens.
- Our teachers are committed professionals who uphold the values of public education to deliver an exciting educational environment, focused on high expectations and maximum achievement for all students.

School context

St Peters Public School is an inner–city school situated between Newtown and Tempe. The school has a friendly family atmosphere and strong sense of community. St Peters Public School's teaching and learning programs aim to provide the best educational experiences possible for each child.

St Peters Public School size allows it to better offer its students a more personalised curriculum with high levels of access to technology, a strong social network and a wide range of leadership opportunities.

Students at St Peters Public School enjoy its caring, supportive environment and its spacious well–maintained grounds. Its combination of heritage buildings and modern architecture houses high technology classrooms equipped with interactive technology and secure wireless networking.

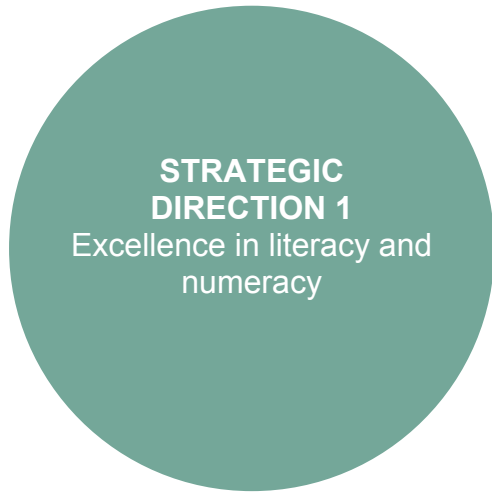
School planning process

The school entered the planning and consultation process through discussion with the teachers parents and community.

The staff and students provided input on existing school programs and what areas of the school they considered to be important into the future. Time at a number of school meetings was set aside to discuss projects for our strategic directions.

Further consultation approaching the publishing of the plan draft was conducted with the school community through the school P&C and with staff through professional meetings.

School strategic directions 2018–2020



Purpose:

To develop the confidence and skills and talents of all learners through high expectations in areas of literacy and numeracy across the curriculum. In particular those students whose performance in reading and Mathematics is in the middle bands of NAPLAN.

Purpose:

To develop a climate of student wellbeing through a positive growth mindset approach to student wellbeing to maximise learning.

Purpose:

To grow the school enrolment through enhanced communication of quality education and to offer increasing opportunity to its community for diverse learning.

Strategic Direction 1: Excellence in literacy and numeracy

Purpose

To develop the confidence and skills and talents of all learners through high expectations in areas of literacy and numeracy across the curriculum. In particular those students whose performance in reading and Mathematics is in the middle bands of NAPLAN.

Improvement Measures

Year on year increase in the capability, competence and expertise in the use of the ACARA Literacy and Numeracy progressions and other formative assessment practices is indicated by 'Tell Them from Me' surveys of staff and professional learning evaluations.

Year on year increase in capability and expertise in literacy and numeracy is maintained or raised, as evidenced by focused *Tell Them From Me* surveys to year 4–6 and student self assessment at a school level.

An increasing proportion of students are in the upper two bands of NAPLAN indicating increasing individual students growth from internal and external measures in literacy and numeracy.

People

Students

Are active participants in their learning as peer and self activated learners and who act on channels of feedback to act on evidence of their learning so they can improve.

Staff

Set clear intentions and criteria for success in learning and utilise effective strategies to provide quality feedback to, and elicit evidence of learning from students. Become activity participants in their own learning to improve their practice.

Parents/Carers

Are active participants in their child's learning by monitoring and acting on teachers and students feedback to maximise learning.

Community Partners

Work with students, teachers and parent/carers to maximise learning opportunities where specific learning needs are indicated.

Processes

Formative Assessment

Plan implement and support a whole school approach to utilising best practice in the use of formative assessment in learning. Plan implement and support a whole school approach to programming using the NSW NESA curriculum and planning for learning through the ACARA literacy and numeracy progressions.

Professional Learning Community

Develop a professional learning community using quality professional learning and supported by an online collaborative learning environment developed in Microsoft Teams.

Evaluation Plan

Information will be provided for evaluation from the data sources:

- Student voice
- Surveys of competence and expertise
- Feedback that feeds forwards
- Tell then From Me via CESE
- PAT ACER tests
- NAPLAN
- PLAN2 and SENA
- Rubricised Assessment
- Observations
- Evaluation of professional learning

Practices and Products

Practices

Teaching and learning programs across the school are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Students and parents are involved in planning to support learning, and share expected outcomes.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. A full range of assessment and feedback strategies – assessment for learning, assessment as learning and assessment of learning – is used in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Products

A professional teachers learning community is present at the school to empower teachers to integrate professional learning into their teaching and learning programs and enable excelling practices at the school to be sustained.

The number of children in the top two bands of NAPLAN for reading, writing and numeracy is 50% or greater.

Year on year increase in the confidence in the use of the new Literacy and Numeracy progressions and other formative assessment practices is indicated by Tell Them from Me Surveys of staff and professional learning evaluations.

Strategic Direction 2: Healthy school

Purpose

To develop a climate of student wellbeing through a positive growth mindset approach to student wellbeing to maximise learning.

Improvement Measures

A reduction in recorded negative behaviours relative to a two year baseline of incident reports.

An increase in demonstrated capacity of students in their ability to manage their behaviour using safe, respectful and positive approaches to learning as evidenced through the Tell Them From Me Survey results.

Teachers are effective in their ability to manage specific learning needs of students in their classes through the guidelines of the learning support team as evidenced by school based evaluation and Tell Them from Me Teachers survey.

People

Students

- Understand and model positive learning expectation to be safe, respectful learners.

Staff

- Engage with the learning support team and its policy and guidelines to provide the best support environment for all learners.
- Model and teach safe, respectful and learning positive behaviours through lessons, pre prompts, post-promos and reinforce it through positive rewards.
- Works with the learning support team, students and parent/carers to support specific learning needs.

Parents/Carers

- Understand the positive learning rules and expectations and look to reinforce these behaviours in the home environment.

Community Partners

- Work through the school and/or parents to provide support needs that support specific learning needs.

Processes

Positive Behaviour for Learning

For all staff to be part of the positive behaviour for learning team to reboot, implement and support positive behaviour for learning across all learning and play areas at the school. It implements a growth mindset approach to learning in the classroom to empower learning.

Learning Support Team

Plan and develop a rigorous policy and set of procedures for the team based management of learning and support that meets the needs of all learners and includes decision trees, plan development guidelines Work with internal agencies of the department and external private and community support services to ensure that the specific wellbeing and learning needs of all learners are met.

Evaluation Plan

Information will be provided for evaluation from the data sources:

- Tell them From Me data.
- Sentral data from wellbeing
- Sentral data from Attendance
- School based evaluation of learning support team effectiveness

Practices and Products

Practices

All learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Positive, respectful relationships are developed between students and staff to promote student wellbeing and to ensure the optimum conditions for student learning across the whole school is maintained.

Products

Improved safe respectful student behaviour is present amongst all students, evidenced by a baseline reduction in detentions and incident reports.

A rigorous and structured approach to learning support at the school follows Department of Education policy on child protection and well-being to empower teachers to support every child so that every child is known, valued and cared for.

Strategic Direction 3: Growing school – thriving community

Purpose

To grow the school enrolment through enhanced communication of quality education and to offer increasing opportunity to its community for diverse learning.

Improvement Measures

The school numbers and satisfaction amongst parents grows, as evidenced through increased enrolment numbers and positive parent 'Tell Them From Me' surveys.

The school develops and grows its own music program and the range of extracurricular activities provided by external community and commercial providers.

The school evidences its facility and success through outstanding communication and promotion to its community and beyond as evidenced by parent interest in the school and the numbers of channels of communication

People

Students

Increase in numbers and participate in a greater range of learning, sporting, creative arts and extracurricular activities.

Staff

Contribute to enhanced and timely communication with its community.

Parents/Carers

Are increasingly attracted to the school as its function and facility are further enhanced and publicised.

Community Partners

Work with the school to provide additional opportunities for its community.

Processes

Music and extracurricular activities

The school seeds the development of a band ensemble and continues to support its relationship with the 2044 training band as well as its involvement in debating and public speaking competitions to enhance its performing arts programs.

The school enhances its ability to offer its own self sustaining camp, sporting carnivals and the diversity of sporting programs through the sporting schools program. The school works with external community and commercial providers to provide greater extracurricular opportunities at the school.

Communication

The school leadership team develops a new more flexible school website utilising Adobe Experience Manager platform and enhances its communication function through enhancing its parent portal and other channels of communication. Enhances its school environment by utilising grants and school and community funding.

Evaluation Plan

Tell them From Me surveys – Parent and students

Parent evaluation surveys

School enrolment statistics

Practices and Products

Practices

As a culture of high expectations, and effectively caters for the range of equity issues in the school. The school is recognised as excellent and responsive by its community because it uses best practice.

The school interactively develops and improves its facility to offer diverse programs that enhance learning at the school as its capabilities grow.

Products

The school interactively develops and improves its facility to offer diverse programs that enhance learning at the school as its capabilities grow.

The schools environment is enhanced through additional facility focussed on serving the needs of a growing school community.

The school has its own band program and range of extracurricular activities provided by external community and commercial providers.

The school evidences its facility and success through outstanding communication and promotion to its community and beyond as evidenced by parent interest in the school and the numbers of channels of communication.