

School plan 2018-2020

Pagewood Public School 3905



School background 2018–2020

School vision statement

Pagewood Public School's vision is to work in active partnership with its community to maintain an inviting and nurturing learning environment. Students will be prepared to take personal responsibility and to embrace future challenges, striving for excellence in all 'endeavours'.

A lifelong interest in learning will be fostered to ensure students become productive, confident, responsible and successful members of Australian society. This vision will be achieved by:

- Sharing responsibility for learning with students, teachers, parents, grandparents, carers and the wider community.
- Maintaining an open and inviting environment that values parental involvement.
- Implementing an engaging curriculum that addresses the academic, emotional, social and physical needs of students.
- Addressing the individual needs of students by incorporating quality teaching standards whilst encouraging them to achieve their personal best.
- Explicit teaching of the core values of the Department of Education.
- Incorporating individual staff expertise into the teaching of the curriculum and the ongoing professional development of staff.
- Providing opportunities for students to represent the school in the wider community, preparing them to become successful members of society.

School context

Pagewood Public School was established in 1950. The school is surrounded by a mix of industry commercial complexes, golf courses and low density housing.

School infrastructure has benefited from a number of building and maintenance programs in the last few years. The school has an extensive grass playing field, shaded areas with seats, trees and gardens.

The current enrolment has increased from 234 in 2014 to 287 in 2018. This is an 18% increase.

There is a strong sense of community identity and there is pride in the friendly, family atmosphere that has developed within our community. The school's index of Family Occupation and Employment (FOEI) is among the lowest 20% of FOEI values across NSW public schools. (Higher FOEI values indicate greater disadvantage.)

Opportunities are provided for students to explore and extend their learning experiences so that they can achieve in a wide range of academic, social, sporting and cultural activities in a safe and tolerant learning environment. Success is celebrated by the school community.

School planning process

The school plan is the result of an extensive process of whole school consultation and collection of data. There is only one member of the executive who was involved in the planning and implementation of the last and new School Plan.

Processes used included:

- Review and evaluation of the School Plan 2015–2017 utilising P&C meetings, parent forums and through a survey of staff. This led to the addition of 'Wellbeing' to Strategic Direction 1 and 'Leading' to Strategic Direction 2 for the next iteration of the plan.
- Identification of strategic directions by a survey of all families, determining school strengths and areas for improvement. Additional opportunities for gathering data included staff meetings, a series of parent forums and a survey of the Student Representative Council.
- Data from Best Start, NAPLAN and class assessments was also considered when determining strategic directions.
- Teachers gave feedback on School Plan 2015–2017. They identified the delivery of the new Australian Curriculum, use of technology in classrooms, student reports, Wellbeing and professional learning as areas to be improved over the next 3 years.
- Consultation on development of the 5P planning pages involved discussion at P&C and staff meetings prior to formulation and review before ratification.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Learning and Wellbeing

Purpose:

A child-centred approach to learning and wellbeing that is informed and purposeful in order to prepare students for citizenship and learning for a productive future.



**STRATEGIC
DIRECTION 2**
Teaching and Leading

Purpose:

To build and strengthen teacher and leadership capacity across the school through engagement in quality professional learning.



**STRATEGIC
DIRECTION 3**
Community Engagement

Purpose:

Continued improvement of a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students, parents, grandparents, carers and the wider community so that learning and wellbeing outcomes for students are enhanced.

Strategic Direction 1: Learning and Wellbeing

Purpose

A child-centred approach to learning and wellbeing that is informed and purposeful in order to prepare students for citizenship and learning for a productive future.

Improvement Measures

We aim to achieve an increased proportion of students achieving and demonstrating growth in writing.

We aim to achieve an increased proportion of students achieving and demonstrating growth in number.

We aim to establish a consistent whole school approach to wellbeing.

People

Staff

Teachers undertake and implement professional learning in writing, number, wellbeing and STEM.

Teachers have the skill set to embed technology in their practice

Students

Learners have the skill set to utilise technology in their learning.

Learners demonstrate the 5R's of the wellbeing system – respect, responsibility, resilience, reflection and self-regulation.

Parents/Carers

Parents are informed about the school's learning and wellbeing values and practices in order to assist with consistency between home and school.

Processes

Establish a wellbeing system which aims to provide a consistent approach and positive school environment.

A whole school approach to the teaching and learning of specific writing skills and strategies indicated by formative assessment, feedback and data.

A whole school approach to the teaching and learning of specific numeracy skills and strategies indicated by formative assessment, feedback and data.

Evaluation Plan

NAPLAN

PLAN

ICAS

Observation of student learning in classrooms

Essential Assessment data

Internal student performance data

Tell Them From Me and other surveys

Practices and Products

Practices

Monitoring teaching and learning programs and student data in writing, number, wellbeing and STEM.

Teachers embed technology in their programs to utilise data, feedback, formative assessment, and differentiation in their practice.

Learners articulate goals for learning and wellbeing (respect, responsibility, resilience, reflection and self-regulation).

Products

Evidence of '7 Steps of Writing' are embedded in learner's writing

Learners identify and reflect on self selected wellbeing goals.

Learners individually and collaboratively develop and share ideas and work using technology.

Teaching and learning programs are differentiated using formative assessment to ensure students are being given opportunities to grow, be challenged and supported.

Strategic Direction 2: Teaching and Leading

Purpose

To build and strengthen teacher and leadership capacity across the school through engagement in quality professional learning.

Improvement Measures

Enhanced teacher confidence. Teachers and leaders are engaging regularly (fortnightly) in professional learning with evidence of this knowledge being transferred into classroom and leadership practice.

Collaborative development of scope and sequenced documents and quality teaching programs across the KLAs K–6.

Increased use of formative assessment strategies, learning intentions and success criteria to guide teaching and learning.

People

Staff

The executive team will monitor and evaluate a coherent professional development schedule to facilitate teacher development.

Teaching staff are upskilled, empowered and engaged in developing their teaching practice.

Teachers collaboratively plan and reflect on their teaching practices.

Parents/Carers

Parents are informed about quality teaching and leading practices.

Parents are informed about professional learning that teachers are undertaking.

Students

Learners feel supported to take risks, think critically and set learning goals to guide their learning.

Processes

Purposeful data collection processes are effectively utilised to inform teaching and leading. Teachers and leaders use feedback to assess their impact and identify where they will head next.

Enhanced learning culture amongst staff with engaging professional learning experiences.

Engaging teaching and learning programs that reflect Scope and Sequence documents and professional learning experiences

Evaluation Plan

NAPLAN

PLAN

ICAS

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Teaching and Learning programs

Essential Assessment data

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Evaluation of professional learning

Practices and Products

Practices

Staff utilise formative assessment, learning intentions and success criteria to inform their teaching.

Timely, specific and effective feedback is given to learners.

Active engagement in professional sessions scheduled fortnightly.

Teachers and leaders will transfer their knowledge and skills from professional learning into their classroom and leadership practices.

Products

Refined data collection system and protocols.

Whole school K–6 Scope & Sequence documents.

Enhanced collaboratively planned teaching and learning programs across the KLAs.

Practical whole school Scope and Sequence documents are developed collaboratively and reviewed annually.

Strategic Direction 3: Community Engagement

Purpose

Continued improvement of a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students, parents, grandparents, carers and the wider community so that learning and wellbeing outcomes for students are enhanced.

Improvement Measures

Enhanced engagement of parent community in volunteer roles, school events and P&C meetings.

Effective communication practices are consistently used between school and home.

Results from the parent TTFM survey are enhanced in relation to supporting learning at home and parents are informed.

People

Staff

Executive team and aspiring leaders are engaged with professional development to build leadership capacity.

Teachers regularly communicate formally and informally with parents, grandparents and carers in regards to learner progress and wellbeing.

Parents/Carers

Parents, grandparents, carers and community engaged in supporting their children's learning.

Parents, grandparents, carers and community working in partnership with the school to support the school's goals and aspirations.

Processes

Use of communication and community engagement to share learning and wellbeing strategies which are consistent with school and home.

Implementation of a user-friendly platform to record attendance, wellbeing and financial systems.

Evaluation Plan

NAPLAN

PLAN

Observation

Essential Assessment data

Internal student performance data

Tell Them From Me and other surveys

Practices and Products

Practices

Information sessions for parents, grandparents and carers that precede open classrooms focussed on whole school curriculum lessons.

Consistent and regular use of school technology and email to communicate information to parents.

Executive team involved in the Three Rivers Leadership Program to develop leadership capacity and promote visible learning and formative assessment school wide.

Products

Student goals, PLAN and language specific school reports to be sent home to parents and carers to inform them of their child's learning and wellbeing progress and achievements.

Twice yearly three way interviews between teachers, parents, carers and students.

Strong working relationships with other schools in our 'community of schools' and local High Schools.

Adjustment of words in the school song.

Streamlined homework to include grid options for homework which is student centred and extra-curricular focused.