

School plan 2018-2020

Crown Street Public School 3935



School background 2018–2020

School vision statement

Our school will continue to provide quality educational policies and practices, to promote students to be:

- Successful Learners & Participants – articulate, confident learners with a good grasp of fundamental literacy and numeracy skills.
- Well–rounded, creative & healthy individuals with a rich set of experiences, who are able to make connections locally and understand their place in the community.
- Critical thinkers able to understand their place in a global community and with a solid grasp on the Arts & Technology (STEM) and its role in a global society.
- Active, informed citizens with a solid sense of responsibility for sustaining our planet.

Goals for our children

- Successful learners
- Confident individuals
- Active and informed citizens

Core Focus

- Quality Teaching & Learning
- 21st Century delivery of curriculum
- Technology

Core Priorities

- Literacy & Numeracy
- Global and Local Connections
- Student Wellbeing

School context

CSPS has a current student enrolment of 301 students. At present, the student population is comprised of: 54% who were from a language background other than English, in K to Yr 6; 28% who identify their language background as 'Chinese Languages'; Other language backgrounds identified to be spoken in family homes are Greek, Italian, Thai and Indonesian; 54 students accessed additional support for their learning through the school's English as a Second Language (EALD) program; 28% accessed additional support for their learning through the school's Community Language Program – Assisting Chinese / Mandarin speaking students and families.

Through school improvement initiatives in the 2015–2017 planning cycle, CSPS has achieved steady academic growth as demonstrated in large value added measures in the school's NAPLAN results. Working to achieve excellence in Literacy and Numeracy, remain key focus areas for our 2018–2020 School Plan.

The community has continued to see Crown Street Public School operates in a highly successful and effective manner and in doing so, maintain its position as the local school of choice for the families of this community.

Our longstanding reputation for providing a curriculum which is broad and well balanced has again been enhanced, as our students have consistently displayed exceptional standards of achievement across each of the academic, sporting, cultural and social fields.

School planning process

All staff actively participated in workshops that included a school development day which focused on:

- Skills for the 21st Century & The Melbourne Declaration;
- An evaluation of the 2012–2014
- Strategic Plan & the Public Schools NSW Strategic Directions 2015–2020;
- Identifying targets – where to next including evaluation of current programs and initiatives;
- Writing of the school's vision statement.

The school conducted evaluations to support the effective implementation of the current school plan. The processes used include:

- Forums with staff, students and school families and On–line and written surveys
- Data gathered by school leadership team and curriculum committees.
- Attendance at P&C meetings, staff & communication meetings and conversations with students.

From this rich set of information came the development of the school's vision and the consolidation of the three strategic directions. The school plan will form the basis of what we do, our daily work, our school's priorities.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

High Quality Teaching and
Learning

Purpose:

To foster a learning culture underpinned by high expectations and quality teaching where explicit feedback and rigorous assessment strategies drive student growth in literacy and numeracy across the school.

STRATEGIC DIRECTION 2

Future Focused Classrooms
and School

Purpose:

Develop, design and deliver innovative classroom spaces that promote student engagement, wellbeing and connectedness by fostering future focused learning experiences and enhanced opportunities for student collaboration, creativity and critical thinking.

STRATEGIC DIRECTION 3

Empowered Learners

Purpose:

To embed a high quality STEM pedagogy and curriculum across Kindergarten (Early Stage 1) to Year 6 (Stage 3) to develop students' knowledge and understandings, skills and problem-solving in Science, Technology, Engineering and Mathematics ensuring learners are ready for future lifelong learning and success.

Strategic Direction 1: High Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
To foster a learning culture underpinned by high expectations and quality teaching where explicit feedback and rigorous assessment strategies drive student growth in literacy and numeracy across the school.	Students Students share a mindset of high expectations for the learning and are able to articulate their individual learning goals and how they can be achieved, leading to student improvement.	Implement a whole school approach to support students to develop skills in literacy. Implement a whole school approach to support students to develop skills in numeracy. implement a whole school approach to data collection, student reporting and measurement. Implement a whole school approach to formative assessment strategies and enhanced feedback to students.	Practices Teacher capacity to deliver quality, explicit feedback to student learning increases greater reflection in teaching and learning by students and teachers. Teachers embed high quality, high impact assessment strategies in day to day teaching and learning to drive student achievement and growth. Data collections practises allow staff to accurately track student learning progress across and between each school year. school leaders promote a culture of high expectations for student learning and engagement
Improvement Measures		Evaluation Plan	Products
Increase the percentage of students demonstrating and exceeding expected growth in literacy.	Staff Teachers better understand high impact assessment strategies and how the effective delivery of formative assessment builds a 'reflective' learning culture.	<ul style="list-style-type: none"> • NAPLAN • PLAN data • Diagnostic and internal assessment • Teacher observations • Tell them from me survey findings • DoE literacy and numeracy progressions charting 	Shared culture of high expectations for student achievement is evident at all levels of the school community. Student learning reflects expected or better than expected growth across each semester and school year. Students are able to reflect on quality feedback and articulate what they need to do to improve. Literacy and numeracy progression tracking displays evidence of student achievement and progress.
Increase the percentage of students demonstrating and exceeding expected growth in numeracy.	Staff Teachers increase their skill as in the delivery of meaningful, timely and explicit feedback of student learning.		
'Learning progressions' data indicates student 1 year growth for 1 year learning.	Leaders School leaders promote a culture of high expectations at all levels of the school community.		
Teachers utilising high quality formative assessment strategies in literacy and numeracy learning sessions.	Leaders School leaders adopt a coordinated approach to providing teachers with sustained professional learning in data driven feedback		
Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy.			

Strategic Direction 2: Future Focused Classrooms and School

Purpose	People	Processes	Practices and Products
Develop, design and deliver innovative classroom spaces that promote student engagement, wellbeing and connectedness by fostering future focused learning experiences and enhanced opportunities for student collaboration, creativity and critical thinking.	Students Demonstrate pride in their learning environments and are able to articulate how these enhanced spaces assist them to learn better.	engage the school and wider education community in the consultation, development and delivery of innovative learning spaces. Implement a whole school approach to embedding active, competency based student centred ways of working.	Practices Teacher capacity to deliver active competency based student centred learning increases, fostering / promoting higher levels of student engagement. Students demonstrate pride in their learning environments and are actively engaged in student centred learning experiences. School Leaders promote community consultation and engagement in the planning, design and delivery of innovative classroom spaces.
Improvement Measures		Evaluation Plan	Products
Classrooms spaces are redesigned to create learning labs that reflect a future focused learning environment.	Staff Increase their skills in the development of teaching and learning experiences that support active, competency based student centred learning.	<ul style="list-style-type: none"> • Delivery of classroom spaces • Student, staff and community surveys • Tell them from me survey findings • Teacher observations • Teaching and learning program reviews • Student work samples 	Teaching and learning programs reflect increased skills in teacher planning and programming for student centred learning experiences. Students are active participants in learning experiences that facilitate opportunities for collaborative and creative learning. Reported student, staff and community ownership of learning environments reflect their deep engagement in the planning, design and delivery of innovative classroom spaces.
Increase the proportion of students demonstrating active engagement in collaborative and creative learning.	Leaders Work with students, staff and school community to better share their expertise and knowledge of effective design principles that maximise student learning opportunities and engagement.		
Demonstrated increase in student's sense of pride in and connectedness to their learning environments.	Leaders Adopt a coordinated approach to providing teachers with sustained professional learning in active competency based learning strategies.		

Strategic Direction 3: Empowered Learners

Purpose

To embed a high quality STEM pedagogy and curriculum across Kindergarten (Early Stage 1) to Year 6 (Stage 3) to develop students' knowledge and understandings, skills and problem-solving in Science, Technology, Engineering and Mathematics ensuring learners are ready for future lifelong learning and success.

Improvement Measures

School wide delivery of a K–6 STEM program centred on student participation in Science, Technology, Engineering and Mathematics.

Increased in student problem solving and computational thinking skills across a variety of key learning areas.

Improvement in teacher efficacy in developing and delivering a school wide STEM curriculum.

People

Students

Students develop problem solving and computational thinking and are able to apply these STEM skills in authentic and challenging learning experiences.

Staff

Staff increase their skills in the design and delivery of quality STEM programming and learning experiences that promote active, life long learning that prepares students for the future.

Leaders

School leaders promote authentic engagement in STEM education programs that promote learning opportunities that engage students and teachers as co-creator of their learning.

Parents/Carers

the school community values STEM learning as an essential aspect of preparing students for the future.

Processes

Implement a whole school approach to STEM education that supports students to develop computational thinking and problem solving skills.

Implement a school wide STEM curriculum that best caters for the needs of the students now and into the future.

Implement a coordinated approach to professional learning that develops teacher skills in STEM education.

Whole school participation in the Sydney University STEM Teacher Enrichment Academy. The academy offers knowledge, skills, resources and support to enable teachers to make real change in their classroom teaching of science, technology, engineering and mathematics (STEM) subjects.

Evaluation Plan

- Classroom and teacher observations
- Teaching and learning program reviews
- Internal assessment data
- Student work samples and projects
- Tell them from me survey findings
- Student, staff and community surveys

Practices and Products

Practices

Teachers use design thinking methods to develop learning opportunities that engage students as co-creator of their learning.

Teacher capacity to deliver authentic and challenging STEM learning experiences increases, encouraging greater levels of student engagement in STEM.

School leaders promote the creation and delivery of high quality STEM curriculum.