

School plan 2018-2020

Padstow Heights Public School 3958



School background 2018–2020

School vision statement

At Padstow Heights Public School, staff, students and the community work together to maximise learning and personal development for each child. The school provides diverse educational programs delivered by highly qualified, dedicated teachers in a caring environment. We aim to develop resilient students who confidently strive for challenging goals in every endeavour.

School context

Padstow Heights Public School is a P2 level school with 380 students and 15 classes. 53% of students come from homes with language backgrounds other than English.

Our students live in an area characterised by established separate dwellings within close proximity to the Georges River. As older, simple dwellings are demolished, they are increasingly being replaced by townhouses and duplexes. The demography is changing as the area is impacted by above average affordability of real estate.

The school provides diverse opportunities for students with extra-curricular activities in dance, band, chess and sport. All students take part in Drama lessons with a specialist teacher and sport programs delivered by external providers through the Sporting Schools Program. A whole-school focus on building resilience and a growth mindset is supported by opportunities for students and teachers to work collaboratively in STEM projects, building skills in creative and critical thinking and problem-solving.

School planning process

1. Collection and analysis of performance data at the end of 2017 from NAPLAN, PLAN, PAT testing; parent / staff/ students Tell Them From Me Surveys; School Excellence Framework
2. Staff Development Day session Term 3 2017, Staff meeting inclusive of parents during term 3; twilight session with staff Term 4; discussion sessions with parents– a morning and an evening session provided; executive meetings to pull the feedback together.
3. Executive and principal undertake training in refining the school plan (Feb 2018)
4. After consultation with staff on final draft copy Plan is presented to the P & C week 10 Term 1. Invitation for further feedback on the plan
5. Fine-tuning of the Plan after feedback from staff and community.
6. Plan sent for feedback and approval by Director, Jan Green then uploaded to the website
7. Executive team develop milestones to monitor progress ready for sharing with staff.
8. Milestones sent to Director
9. All staff and P & C members receive a copy of Plan
10. Revisited each November for adjusting for coming school year where necessary

School strategic directions 2018–2020




STRATEGIC DIRECTION 1

Excellence in Learning

Purpose:

The purpose is to provide a whole school approach for our students to meet or exceed national benchmarks in literacy and numeracy as self-directed and reflective learners.




STRATEGIC DIRECTION 2

Excellence in Teaching & Leading

Purpose:

The purpose is for teachers and leaders to set explicit professional goals, work collegially and adapt teaching and learning styles to improve student performance.



STRATEGIC DIRECTION 3

Excellence in Student and Community Engagement

Purpose:

The purpose is for students to build engagement through developing resilience and adaptability. It is also to create a well-informed, engaged community through establishing meaningful connections.

Strategic Direction 1: Excellence in Learning

Purpose

The purpose is to provide a whole school approach for our students to meet or exceed national benchmarks in literacy and numeracy as self-directed and reflective learners.

Improvement Measures

1. Increased percentage of students exceeding national benchmarks NAPLAN*– top 2 bands

*NAPLAN – National Assessment Program Literacy and Numeracy

2. Increased percentage of students meeting or exceeding expected growth as shown by NAPLAN and PAT* data

**PAT– Progressive Achievement Tests – standardised tests Yrs 1–6*

3. Increased number of students reporting High Skills/High Challenge in Tell Them From Me survey

People

Students

- Explicit instruction in goal-setting
- Student knowledge of their assessment results
- Teach students to reflect on their progress.

Staff

- * Provide opportunities to share, observe & collaborate
- * In-school Professional Learning (PL) for improving the quality of group work
- * PL for teaching effective goal-setting
- PL for Learning Progressions

Leaders

- * Develop deep understanding of quality group work to ensure effective differentiation
- Develop understanding of Learning Progressions

Community Partners

- Teacher reference to student goals during interview sessions
- After hours information sessions on goal-setting, self-evaluation and group work

Processes

- Continued development of school-wide practices in goal setting and self-evaluation for students and staff
- Professional learning project about improving and refining group work
- Professional learning project about implementing Learning Progressions and tracking student growth. 2019 focus

Evaluation Plan

- * PAT testing June and Nov to track growth (Reading, Maths, Gramm.)
- * NAPLAN –analyse results Sept/Oct
- * ILPs – term reviews **ILP– Individualised Learning Plan*
- * Supervisors monitor term programs for differentiation
- * Teachers use *I Can* booklets for tracking min 1 X per term
- * PLAN data (Planning Lit and Num) entered and reviewed each term (2018)
- * PLAT data (Writing assessment) entered and reviewed each term (2018)
- * Visual Goal displays are evaluated (min 5 weekly)
- * Tell Them From Me Survey (TTFM) May, Oct
- * Students reflect and evaluate their work on completion of projects
- 5-weekly review of student growth aligned with Learning Progressions.

Practices and Products

Practices

- * Providing reflection time after all key concept lessons (self-evaluation)*
- Classroom visual depicting current, individual goals. (goal-setting)
- * "I Can" tracking booklets in Lit/Num used daily (self-evaluation & goal setting) 2018 – connected to continuum; 2019 – connected to Learning Progressions.
- Use of exemplars (self-direction)
- Celebration of success eg. WOW walls, SeeSaw app (self-direction)
- STEM# collaborative teaching & learning groups (group work)

IEPs for Gifted & talented students

Year 1 open classroom– team teaching 2019

Products

Students are self-evaluating, reflecting and they are planning the next steps in their learning

A higher percentage of students are meeting or exceeding expected growth

Students are challenged and are meeting high expectations

Improved student performance in literacy & numeracy and improved TTFM survey results for challenge

Strategic Direction 2: Excellence in Teaching & Leading

Purpose

The purpose is for teachers and leaders to set explicit professional goals, work collegially and adapt teaching and learning styles to improve student performance.

Improvement Measures

- Increased percentage of students exceeding national benchmarks NAPLAN–top 2 bands
- Increased percentage of students meeting or exceeding expected growth (PAT & NAPLAN)
- Improved ratings in student and teacher Tell Them from Me surveys

People

Students

- Provide reflection time
- Reduced teacher talk– teachers more frequently guide from the side when appropriate
- Increased opportunities for students to articulate their learning

Staff

- Professional Learning (PL) about the changes in pedagogy for future focused needs and the impact of wellbeing on effectiveness of learning
- Scheduled time to collaborate, share & reflect
- PL on analysing then applying data as a planning tool
- PL on effective ICT (technology) use in school
- Support & mentoring Early Career Teachers

Leaders

- Time together as executive team to develop common language of learning and uniform approach to developing staff skills and efficacy

Processes

Whole school project to develop a common language of learning and behaviour

Developing meaningful staff collaboration to contribute to collective teacher efficacy

Evaluation Plan

- * PAT testing June and Nov to track growth (Reading, Maths, Gramm.)
- * NAPLAN –analyse results Sept/Oct
- * Running records x semester
- * PLAN data (Planning Lit & Num) entered and reviewed each term (2018 – continuum; 2019 onwards – PLAN2)
- * PLAT data (Writing assessment) entered and reviewed each term (2018 – continuum; 2019 onwards – PLAN2)
- * Visual Goal displays are evaluated * Tell Them From Me Survey May, Oct (students), Oct (teachers)
- * Quality of student reflections and self-evaluation is assessed using matrix at completion of units of work
- * School–devised wellbeing & learning surveys June, repeated in Nov

Practices and Products

Practices

- Consistent use of the language of learning powers and growth mindset (adapt T & L styles)
- Weekly assemblies include focus on learning powers and good manners (adapt T & L styles, collegial approach)
- Differentiated professional learning for teachers (Professional goals)
- Allocation of collegial planning time(work collegially)

Products

- * Improved student performance as students are taught to be self-aware learners.
Students who can consistently articulate their learning process; improved student academic results
- * Socially well-adjusted students who contribute to positive learning culture
Respectful school culture; positive improvements in TTFM student survey and school-based wellbeing & learning surveys
- * Increased teacher efficacy leading to improved student performance and well-being
Improved student academic performance, improved results in TTFM teacher survey–all areas

Strategic Direction 3: Excellence in Student and Community Engagement

Purpose

The purpose is for students to build engagement through developing resilience and adaptability. It is also to create a well-informed, engaged community through establishing meaningful

Improvement Measures

- Improved results in Tell Them From Me Surveys in all areas for parents and for Engagement in student survey
- School-designed student survey shows 100% (by 2020) of students can identify the learning power characters and the learning dispositions they represent
- An increase in the number of parents attending information events and connecting with the school through social media

People

Students

- Consistent and explicit exposure to the language of the learning powers project
- Opportunities for student-centred sharing of learning

Staff

- * Professional Learning on growth mindset, learning powers and Learning pit (Nottingham)
- * Professional Learning on common language of learning
- * Professional Learning on SeeSaw and other technology to use to transfer information to parents

Leaders

- Time to collaborate as a leadership team to ensure consistency of the PL

Parents/Carers

- * Parent sessions about Learning Powers, growth mindset and learning pit and how they help students to be self-aware learners
- * Increased information sharing about future-focused learning and school-wide teaching practices

Processes

- * Building opportunities for community consultation, information transferral and parent education about future-focused learning and school-wide teaching practices
- Whole school project to develop a growth mindset and to foster the qualities needed to be a successful learner.

Evaluation Plan

- TTFM survey Students Apr and Oct, parents and teachers Oct
- School-designed questions to add to the TTFM surveys (esp. growth mindset and learning powers)
- School-designed learning and wellbeing survey for students May and Nov
- Data collection and analysis of parent attendance numbers at parent forums
- Data collection and analysis of visits to website and social media
- Teacher monitoring of numbers of parents reached through classroom SeeSaw posts
- Surveys/exit slips from parent forums collected & analysed
- Schoolzine surveys to gauge parent satisfaction in different areas – 1x term

Practices and Products

Practices

- * Using SeeSaw app to share student work is part of every classroom's practice (*information sharing with parents*)
- * Stage statements for the term ahead are posted to website each term (*info sharing*)
- * School Facebook site is developed and maintained; Instagram site used to promote school culture (*info sharing*)
- * Regular community forums (*future-focused learning, teaching practices and consultation*)
- * Learning Powers are used to discuss learning progress (*nurturing successful learners*)

Products

- * Higher levels of student and parent engagement
- Improved results in TTFM parent, teacher and student surveys; Increased visits to webpage, social media and SeeSaw views*
- * Students understand how they learn and how to progress
- Students can identify the learning power characters; the learning dispositions they represent and can articulate learning needs*
- * Parents are partners in student learning and can participate in parent-teacher meetings using the learning powers language