

# School plan 2018-2020

## Padstow North Public School 4088



# School background 2018–2020

## School vision statement

### Our Vision

Padstow North Public School is a learning community aspiring for excellence where individuals are

*Collaborative*

*Actively engaged*

*Resilient*

*Encouraged*

Our purpose is to provide a school of excellence, where students are respected, valued and supported. The inclusive, multicultural environment delivers a future focussed, quality education within a safe and caring community. Through innovative and flexible teaching and learning experiences, staff are committed to preparing students to be critical, creative and confident learners.

## School context

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. It is a small primary school with an enrolment of 372. The school grounds, including expansive playgrounds, cover a large area. Padstow North Public School is a welcoming, friendly and supportive environment where students are provided with a range of experiences that promote excellence in literacy and numeracy. We also have strong creative and performing arts, sporting and technology programs. Current technologies have allowed our staff to provide extended learning opportunities for students. Our students use educational technologies to engage, apply knowledge to new situations, analyse information, collaborate and problem solve. Our P&C, families and community are actively involved in all aspects of school life. The school has an increasing number of children from language backgrounds other than English; 66% are from a Language Background Other Than English (LBOTE) and 57% speak a Language Other Than English (LOTE). The school has two classes for students with a primary diagnosis of Autism.

## School planning process

### Phase 1:

- The principal and executive team attended a two day conference in Term 4 2018 to analyse our 2015–2017 School Plan and the impact on school improvement, to then determine future planning and strategic directions for the 2018–2020 School Plan. A Planning to Plan timeline of events was drafted at the conference.
- Two consecutive staff meetings were held in Term 4 2018 for staff to review our school's Tell Them From Me survey data and responses, consider what worked best at our school 2015–2017, and to consider where we wanted our school to be by the end of 2020. Staff also revisited the school's vision, and decided to rework our 2015–2017 vision considering the current educational landscape and new directions for our school.
- Staff then completed a whole school evaluation using the the SEF v 2.
- The executive team considered the data gathered from the SEF v 2 to finalise directions for 2018–2020, and create strategic direction teams.
- Staff attended meetings to re–work the vision and three final drafts were presented to parents during a consultation meeting about community expectations for our school with regard to the excellence statements in the SEF v 2 and our strategic directions.
- We considered parent feedback and finalised our vision; and shared the parent feedback with our strategic direction teams.

### Phase 2:

- 100% of teaching staff, in strategic direction teams, wrote the school plan by defining improvement measures for each strategic direction
- We developed the Purpose, People, Processes, Products and Practices (the 5Ps) for each strategic

# School background 2018–2020

## School vision statement

## School context

## School planning process

- direction – including strategies for evaluation
- Developed implementation milestones
  - Developed evaluation measures
  - Principal and executive team finalised all aspects of school plan, and published, following endorsement by the Director of Public Schools NSW

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning for the future

### Purpose:

To develop vital literacy and numeracy skills for now and in the future, to enhance students ability to learn, adapt and be responsible citizens. This will be done by teachers making best practice common practice through creating rich learning experiences, and by planning for differentiated learning in partnership with families.

## STRATEGIC DIRECTION 2 Leading with a growth mindset

### Purpose:

Our leaders understand that the abilities of all staff and students can be developed through dedication and hard work. They are committed to making best practice common practice, fostering a shared sense of responsibility for student engagement, learning and development.

## STRATEGIC DIRECTION 3 Teaching for tomorrow

### Purpose:

Our teachers are committed to making best practice common practice. Comprehensive knowledge of the curriculum and high levels of professionalism enable teachers to implement the most effective evidence based teaching strategies. Teachers reflect on their practice and evaluate data when planning for ongoing learning.

# Strategic Direction 1: Learning for the future

## Purpose

To develop vital literacy and numeracy skills for now and in the future, to enhance students ability to learn, adapt and be responsible citizens. This will be done by teachers making best practice common practice through creating rich learning experiences, and by planning for differentiated learning in partnership with families.

## Improvement Measures

An increased proportion of students achieving through the schools literacy and numeracy programs. This may be measured by:

- 35% or more of students consistently achieving top two bands in NAPLAN – band 5 and 6 for Year 3, and band 7 and 8 for Year 5; as per sustaining and growing in Student Performance Measures Learning Domain.
- Yearly % increase in student achievements in annual PAT testing; one years worth of growth or better for one years worth of teaching.

Improved teacher knowledge on how to plan and program with a focus on student engagement, high expectations and building student ability to adapt and become responsible citizens. This may be measured by:

- Teaching and learning programs that purposefully incorporate future focussed skills as determined by the Department
- Improved student outcomes in literacy and numeracy in relation to the Learning Progressions
- Movement to sustaining and growing

## People

### Students

To develop vital literacy and numeracy skills, students will know how to reflect on what they are learning, how they are learning and why they are learning. As part of this reflection process, students will understand what they need to do to improve and achieve individual learning goals.

### Staff

Teachers will collaboratively plan and program to provide rich learning experiences in literacy and numeracy, supporting a whole school approach to wellbeing and a positive learning culture. Programs will focus on students using critical thinking, creativity, communication and collaboration – driving a school-wide culture of high expectations and shared responsibility for student improvement.

### Parents/Carers

To strengthen partnerships with the school, families will take an active role in their child's learning. Families will work alongside staff to foster student achievement and be active contributors to the school community.

## Processes

### Wellbeing for Learning

Strengthening literacy and numeracy achievements through building educational aspiration for all learners. The focus will be on wellbeing for learning and future focused skills. Teachers, students and families will work in partnership to foster a strategic and planned approach, creating a whole school learning culture that nurtures the wellbeing of staff and students.

### Making Best Practice Common Practice

Consistently improving student outcomes in literacy and numeracy by making best practice common practice. An integrated approach to curriculum planning and programming, quality teaching and lesson delivery will be achieved by working collaboratively to build shared language, beliefs and a whole school ethos. Teachers will mutually reinforce explicit teaching values and high expectations, with joint accountability and responsibility to drive student outcomes.

## Evaluation Plan

- Project team evaluations twice per term in accordance to planned milestones
- SEF2 analysis
- NAPLAN and PAT data
- Review of teaching and learning programs through the school's PDP process
- Regular review of products as per milestones.
- Surveys

## Practices and Products

### Practices

Teachers use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measureable improvement.

All teachers competently plan, implement and adjust quality literacy and numeracy programs, with a focus on student engagement, high expectations and building student ability to adapt and become responsible citizens.

Students will be able to reflect on their learning and identify:

- What they have learnt
- How they have learnt it
- What they need to do to improve

Families will play an active role in their child's education where they know:

- What their child has been learning in school
- How they can support their child's learning at home in partnership with the school

### Products

An increased proportion of students achieving through the schools literacy and numeracy programs.

Improved teacher knowledge on how to plan and program with a focus on student engagement, high expectations and building student ability to adapt and become responsible citizens.

# Strategic Direction 1: Learning for the future

## Improvement Measures

within the Curriculum Learning Domain as per The School Excellence Framework.

- Milestones achieved in our EALD Strategy Implementation Plan
- Milestones achieved in our LaST Strategy Implementation Plan

Strengthened partnerships between school and families with a focus on increased student achievement in literacy and numeracy. This may be measured by:

- Movement to sustaining and growing within the Wellbeing Learning Domain as per The School Excellence Framework.
- Movement to excelling within the Learning Culture Domain as per The School Excellence Framework.
- Movement to sustaining and growing within the Assessment Learning domain as per The School Excellence Framework.

## Practices and Products

Strengthened partnerships between school and families with a focus on increased student achievement in literacy and numeracy.

# Strategic Direction 2: Leading with a growth mindset

## Purpose

Our leaders understand that the abilities of all staff and students can be developed through dedication and hard work. They are committed to making best practice common practice, fostering a shared sense of responsibility for student engagement, learning and development.

## Improvement Measures

Percentage increase (literacy and numeracy) in the number of students who realise 1 years worth of learning growth or better in one year of teaching. This may be measured using:

- PAT
- Sound Waves
- SENA

In the School Excellence Framework, the school will move from working towards delivering to sustaining and growing in Performance Management and Development, Delivering to Sustaining and Growing in Technology, and Delivering to Excelling in Instructional Leadership. This may be measured using:

- School evaluation according to SEF v 2 analysis
- Staff surveys regarding confidence and use of technology in all key learning areas
- % increase of students reporting the use of a device for school work at school 'every day or almost every day' in the Tell Them From Me survey.

Improve the school mean in the Tell Them From Me Survey to be at or above the state mean in the following areas:

## People

### Students

Students need to know what a growth mindset is. They need to develop skills and understanding so they can use learning intentions and success criteria to meet the lesson objectives and outcomes. This will enable students to reflect on their progress and set relevant personal goals for their learning.

### Staff

Develop a growth mindset and constantly seek to improve their teaching by demonstrating a commitment to making best practice common practice. Participate in professional learning to become experts in providing future focus learning opportunities.

### Leaders

Develop their understanding of Instructional Leadership and its benefits in line with the Departments' School Leadership Strategy. School leaders are constantly seeking to improve teacher quality and student learning by modelling best practice in the delivery of explicit teaching and learning programs.

### Parents/Carers

Families in our local catchment area choose Padstow North Public School for their child's education.

## Processes

### Instructional Leadership

Draw on research to develop and implement high quality instructional practices to improve teacher quality and student outcomes in literacy and numeracy.

### Performance Management and Development

All teaching and non-teaching staff undertake a Performance and Development process, proactively seeking to improve their performance.

### Digital Technologies

Staff further develop expertise in utilising a wide variety of innovative technology, increasing future focused learning opportunities for students.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Tell Them From Me survey
- Observational rounds
- Regular collection of data for analysis, reflection and reporting
- Surveys with students and staff
- School analysis using the School Excellence Framework

## Practices and Products

### Practices

With the principal as the Instructional Leader, the school leadership team model instructional leadership and support a culture of high expectations through evidence based practice resulting in whole school improvement.

All teaching and non teaching staff participate in differentiated, focussed and informed learning through our whole school Professional Learning Plan and their Performance and Development Plans. Technology is effectively used to enhance learning and service delivery.

All students are engaged in relevant and purposeful learning in a positive learning climate, increasing student interest and motivation (engagement, learning and development).

### Products

Percentage increase in the number of students who realise 1 years worth of learning growth or better in one year of teaching.

In the School Excellence Framework, the school will move from Working Towards Delivering to Delivering in Performance Management and Development, Delivering to Sustaining and Growing in Technology and Delivering to Excelling in Instructional Leadership.

Improve the school mean in the Tell Them From Me Survey to be at or above the state mean in the areas of student motivation, relevance, rigour and effective learning time.

## Strategic Direction 2: Leading with a growth mindset

### Improvement Measures

- 'Students who are interested and motivated'
- Relevance – 'Students find classroom instruction relevant to their everyday lives'
- Rigour – Students feel classroom instruction is well organised with a clear purpose and with immediate feedback that helps them learn
- Effective Learning time – Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives
- Positive Learning Climate – Students understand there are clear rules and expectations for classroom behaviour



# Strategic Direction 3: Teaching for tomorrow

## Purpose

Our teachers are committed to making best practice common practice. Comprehensive knowledge of the curriculum and high levels of professionalism enable teachers to implement the most effective evidence based teaching strategies. Teachers reflect on their practice and evaluate data when planning for ongoing learning.

## Improvement Measures

Teachers consistently demonstrate explicit teaching techniques and knowledge of the curriculum leading to improved student outcomes. This may be measured by:

- Consistent improvement in Spelling results across K–6
- An increase of students in the top two bands using Sound Waves diagnostic testing
- Using PAT data to show percentage of students achieving a minimum 1 year growth in learning with 1 year's worth of teaching
- Increase of students in Bands 5 and 6 for Year 3 and Bands 7 and 8 for Year 5 in NAPLAN (top two bands)
- Improved consistent teacher judgement of common assessment tasks through increased use of rubrics and standardised criteria

Teachers confidently use explicit, specific and timely feedback to improve learning outcomes for students. This may be measured by:

- Increase of student feedback showing an understanding of success criteria and how feedback assists their learning

## People

### Students

Students will have a deep understanding about the purpose of success criteria, and use teacher and peer feedback to monitor and evaluate their learning. They will understand that feedback helps them progress to the next level. Students will use rubrics and self and peer assessment to review their own work aligned to success criteria.

### Staff

Teachers provide students with quality learning opportunities. They demonstrate a culture of growth, and review current research about future focussed teaching and learning practices. Teachers confidently deliver explicit and timely feedback to students. They regularly and confidently use syllabus documents to plan, assess and review teaching and learning.

### Parents/Carers

Parents/Carers will seek and receive consistent and relevant data as evidence of student growth. They will develop a clear understanding of the performance of their child and how they can improve. Parents/Carers, through information sharing, will develop knowledge of the current best practice and evidence that highlights the importance of explicit success criteria and feedback.

### Leaders

School leaders are committed to providing a professional environment where teachers can thrive and create better educational outcomes for students, focussing on

## Processes

### Comprehensive Curriculum Knowledge

Ensure best practice through a comprehensive knowledge of the NSW English and Mathematics syllabuses and the learning progressions; and an understanding of the relationship between them to drive teaching, learning and assessment. Students and teachers will be given time to engage with the learning process, ask questions and receive clear feedback. Effective practice will allow students to know what is expected of them and what they need to learn from tasks.

### Data Informs Practice

Drive best practice by strengthening teachers' ability to use data to inform effective teaching practice. This includes teachers having a deep understanding of the English and Mathematics syllabuses and the ability to respond constructively to what the data is telling them, changing their practice where required. Best systems use quality assessment tasks and data to drive school improvement. Teachers will design classroom assessments that are frequent, high quality and have clear consistent scoring criteria. Systems cannot improve what they cannot measure.

## Evaluation Plan

- Project team evaluation twice per term in accordance to planned milestones in our action plan
- NAPLAN and PAT data
- Analysis of Sound Waves diagnostic

## Practices and Products

### Practices

Teachers will use evidence based literacy and numeracy progressions and syllabus documents to map students development. They have the expertise to design classroom assessments that are frequent, high quality and have clear consistent scoring criteria.

Teachers open classrooms to each other and discuss and provide feedback on the effectiveness of teaching strategies in English and Mathematics.

Students use feedback relating to success criteria to improve and monitor their learning.

Teachers will use quality online literacy and numeracy assessments to support students needs and plan for future learning.

Students reflect on their strengths and show an awareness of how to improve their learning outcomes.

### Products

Teachers consistently demonstrate explicit teaching techniques and knowledge of the curriculum leading to improved student outcomes.

Teachers confidently use explicit, specific and timely feedback to improve learning outcomes for students.

# Strategic Direction 3: Teaching for tomorrow

## Improvement Measures

- Achieving Sustaining and Growing in *Explicit Teaching and Feedback* in Effective Classroom Practice within the School Excellence Framework (SEF)
- Achieving Sustaining and Growing in *Data use in Teaching* with the SEF

## People

continuous improvement of teaching and learning.

## Processes

- data
- Review of teaching practice through the schools PDP process
- Surveys – students, staff, parents/carers, leaders
- Whole school evaluation using the SEF v 2