

School plan 2018-2020

St Marys South Public School 4279



School background 2018–2020

School vision statement

To develop outstanding citizens who:

- are creative
- are innovative
- are critical thinkers
- can communicate and collaborate effectively.

School context

St Marys South Public School is located 40 kilometres west of the Sydney CBD on the fringe of the Penrith Valley. The school provides a wide range of teaching and learning programs and opportunities for students within spacious, well maintained grounds and comprehensive facilities. Our school has a current enrolment of 298 students.

Our school community celebrates its rich diversity of students deriving from cultural backgrounds such as Aboriginal and Torres Straight Islanders, Arabic, Bengali, Dari, Filipino, Greek, Gujarati, Hindi, Kurdish, Macedonian, Maori, Portuguese, Punjabi and Samoan. More than 90% of our students were born in Australia.

Our school community is supportive of school initiatives. The school community places a high priority on ensuring that our children receive the best possible education for their future success.

The school staff consists of a strong mixture of experienced teachers and some new scheme teachers within their first five years of teaching. The majority of the teaching staff is permanent with five teachers on temporary contracts due to leave arrangements or permanent teachers fulfilling other duties.

The school has very a strong relationship with the Colyton Learning Community where collaboration and innovative learning practices are shared, developed and celebrated.

School planning process

In the development of this School Plan, the following processes were followed:

Discussion and consultation with staff, students and parents.

Collection and analysis of school data. Data gathered included:

- NAPLAN data 2015 – 2017
- Internal school data
- Best Start data
- Years 3 – 6 student surveys –Literacy/Numeracy
- Staff surveys Literacy /Numeracy
- Reading Recovery data
- Professional Learning survey data
- Community/Parent Survey
- Aboriginal Education survey
- Expert Teacher survey
- Effective School survey
- Document/program analysis

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Effective learning and teaching

Purpose:

To ensure effective learning and teaching through stimulating and engaging learning environments underpinned by high expectations, reflective and collaborative practices and differentiation.

STRATEGIC DIRECTION 2

Effective student engagement

Purpose:

To ensure that every student is empowered with the social, emotional and physical skills to succeed in school life and beyond. Students will be engaged in meaningful, challenging and innovative learning experiences that significantly improve educational outcomes.

STRATEGIC DIRECTION 3

Effective community
partnerships

Purpose:

To build a strong community connection with outside agencies and increase community and parent participation in school life. Allowing our students the opportunity to succeed and become highly confident and empowered citizens.

Strategic Direction 1: Effective learning and teaching

Purpose	People	Processes	Practices and Products
To ensure effective learning and teaching through stimulating and engaging learning environments underpinned by high expectations, reflective and collaborative practices and differentiation.	Students Engage in authentic learning and teaching programs, are encouraged to take risks and confidently know what they are learning and how well they are expected to achieve this to exceed their potential.	Establishment and sustaining of whole school systems for performance and development through the Professional Learning Community model with a collective formative assessment focus underpinned by Instructional Leadership.	Practices Teachers trained in the Revised Best Start Kindergarten Assessment and PLAN 2 Software Management to effectively track and monitor student progress mapped to the NSW English and Mathematics syllabus.
Improvement Measures · Increase in the percentage of students achieving and exceeding expected growth in NAPLAN reading from 56% to 64% by 2020	Students Develop skills and strategies to use feedback, set learning goals and reflect on their own learning to meet their learning needs.	All K–2 teachers engage in L3 (Language, Learning and Literacy) professional development, forming part of our commitment and engagement in the Early Action for Success (EAfS) initiative.	Staff engage in regular professional development to increase their knowledge of formative assessment practices to improve student performance through a professional learning community.
· 65% of students in K–2 meeting or exceeding expected reading levels, with a 2% increase each year after.	Staff Enhance their ability to embed sophisticated formative assessment strategies to improve the learning outcomes of students using visible learning.	Students identified at not reaching minimum benchmarks in Numeracy are targeted for individual support through the Targeted Numeracy Support Program.	Focus on Reading strategies are embedded into teaching and learning practices.
· PLAN 2 data monitoring and tracking indicates a shift in at least one level across literacy and numeracy for a year's learning for all students.	Staff Confidently and competently use the NSW Syllabus when implementing the teaching and learning cycle.	Personalised Learning Plans are devised to deliver adjusted learning and teaching to meet individual student needs.	School leaders support the implementation of effective teaching and learning strategies to improve student reading and comprehension outcomes.
· Increase in the overall number of students performing in the top 2 bands in	Staff Develop their knowledge and skills to effectively embed evidence-based practices by engaging in mentoring, coaching and tailored professional learning.	Tailored and ongoing professional development opportunities provided to increase teacher understanding of the NSW English and Mathematics Syllabus.	Teaching and learning programs are developed with evidence of adjustments to address individual student needs, ensuring that all students are challenged to improve learning.
Year 5 Reading – 25% Year 5 Numeracy –15% Year 3 Reading – 32% Year 3 Numeracy – 25%	Parents/Carers Enhance learning alliances through family-school partnerships by building the capacity of our school community to be active contributors to the educative process.	All teachers, K–6, administer formal assessment practices through the Fountas & Pinnell Benchmarking systems and Words Their Way Spelling inventory each semester.	Daily Literacy and Numeracy blocks are delivered to ensure sequential, coherent and meaningful learning experiences aligned to NSW Syllabus are implemented.
Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.		Evidence-based practices are embedded K–6 to support student performance in spelling through Word Study (K–2) and Words Their Way (3–6).	All teachers increase their understanding of the NSW English and Mathematics Syllabus content, their intent and standards.
		All teachers contribute to the development, compilation and implementation of active school wide Data Walls	Products Students performing at or above state average in external assessments such as
		Evaluation Plan	

Strategic Direction 1: Effective learning and teaching

Improvement Measures

All teachers embed explicit, systematic and balanced pedagogies engage students in modelled, guided and independent learning.

100% of teaching and learning programs show evidence of data-driven practices to support students achieve individual learning goals.

People

Community Partners

Collaborate with the school to strengthen knowledge and understanding of evidence-based practices and the Australian Professional Standards for Teachers including Western Sydney University, Colyton Learning Community initiatives and Learning Links.

Leaders

Share a collective understanding of evidence-based practice and model, coach and mentor colleagues to build the capacity of teachers and aspiring leaders.

Staff

School Learning and Support Officers facilitate systems to improve student learning outcomes in collaboration with school leaders and teachers.

Processes

Progress toward improvement measures will be evaluated through monitoring and evaluating the effectiveness of learning, teaching, curriculum, assessment and reporting implementation.

- Student assessment data is regularly monitored every five weeks using rigorous internal assessment, PLAN 2 data and formative assessment to track and monitor student progress.

- Data management conferences demonstrate individual student learning needs met through devising learning goals.

- All classrooms show evidence of visible learning strategies with effective learning intentions and success criterion in lessons.

- Enhanced teacher capacity exhibited through staff capability surveys, observations of practice and mentoring and coaching sessions in using effective literacy and numeracy strategies for teaching, learning, curriculum, assessment and reporting.

- All teachers are working towards or maintaining active Accreditation with the NSW Education Standards Authority.

Practices and Products

NAPLAN.

Students achieving above expected state and Similar School Group growth in NAPLAN.

Students exceeding school targets in benchmark testing in literacy and numeracy.

Increased parent/carer involvement in the educative process through delivery of the Targeted Numeracy Support Program.

Flexible and fluid groupings are established and evident to support students at their point of need.

Improved teacher capacity through effective pedagogies through mentoring and coaching.

Strategic Direction 2: Effective student engagement

Purpose	People	Processes	Practices and Products
<p>To ensure that every student is empowered with the social, emotional and physical skills to succeed in school life and beyond. Students will be engaged in meaningful, challenging and innovative learning experiences that significantly improve educational outcomes.</p>	<p>Staff</p> <p>Maintain data days. Staff to present synopsis of what data tells them at data analysis days and planning. Staff to be up skilled in the analysis of student data to plan teaching and learning aligned to Learning Progressions and Syllabus.</p>	<p>Engage a range of innovative technologies to increase student's ability to collaborate, reflect and share their learning journey with their peers and the community.</p> <p>Implement a coding club to engage students with technology and improve their educational outcomes.</p>	<p>Practices</p> <p>Students are engaged in their learning resulting in an improvement in their educational outcomes.</p> <p>Promote and Increase community awareness of the importance and benefits of regular school attendance.</p> <p>Improvement in student resilience, confidence and a reduction in teacher intervention for unsocial incidents.</p> <p>Students, teachers and the community have a clear understanding of the school's behaviour expectations.</p> <p>Students are given the opportunity to develop and refine a range of creative and physical educational outcomes not limited to the classroom.</p>
Improvement Measures	<p>Students</p> <p>Students will be aware of where they lie on the learning progressions, what skills the data says they have mastered, what skills they have yet to master and how they will work towards mastery.</p>	<p>Introduce regular positive incentives for attendance.</p> <p>Work with all stakeholders to increase early identification of students with attendance of concern by developing clearly defined referral systems.</p>	
<p>80% of staff, students and parents able to communicate the core school rules.</p>	<p>Staff</p> <p>Staff will be upskilled in their understanding and ability to use the Learning Progressions in company with class data and syllabus to plan effective teaching cycles and track student progress.</p>	<p>Develop a variety of communicational platforms to increase the community's understanding of the importance and benefits of regular attendance.</p>	
<p>Increase in student attendance to 93%</p>	<p>Parents/Carers</p> <p>Families will engage with child(ren)'s learning and new and innovative programs will continue to build expectations of parents.</p>	<p>Implement and support a school wide positive program that develops student's social and emotional skills.</p> <p>Develop a growth mindset philosophy within all stakeholders of our school community to strengthen and develop the confidence of our students when exploring new educational concepts.</p> <p>Utilise the student wellbeing framework to make informed school decisions.</p> <p>Promote and support data driven PBL expectations across the school. Communicate the school wellbeing policy to all stake holders within the community.</p> <p>Continue to refine the school's performing</p>	<p>Products</p> <p>An innovative, engaging educational environment where learning is not limited to the classroom resulting in improvements in student engagement to support learning.</p> <p>There is school-wide, collective responsibility for student learning and success, in which student attendance is highly valued.</p> <p>Whole-school approach to wellbeing with clearly defined behavioural expectations to ensure optimum conditions for student learning across the whole school.</p> <p>A range of highly engaging extra curricula activities are actioned and supported by the school community.</p>
<p>100% of staff and students use Growth Mindset strategies to enhance learning.</p>			

Strategic Direction 2: Effective student engagement

Processes

arts groups.

Implement a new sports program where students are highly engaged and participation is maximised. The program will specifically target the student's fundamental movement skills in modified games and skill sessions.

Access professional coaches to support the skill development of students.

Students demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic classroom environment.

Evaluation Plan

Analysis of:

- Observation of practice
- Staff sharing sessions
- Assessment and tracking evidence
- School attendance data
- Tell Them From Me Surveys (Students, Teacher, Parents)
- Focus group feedback

Practices and Products

A supportive student centred school environment where student's utilise their social and emotional intelligence to explore new educational and social concepts with confidence and enthusiasm.

Strategic Direction 3: Effective community partnerships

Purpose	People	Processes	Practices and Products
To build a strong community connection with outside agencies and increase community and parent participation in school life. Allowing our students the opportunity to succeed and become highly confident and empowered citizens.	Parents/Carers Parents and carers engage in a positive and responsive environment about educational programs and wellbeing. Opportunities are provided for constructive feedback to promote ongoing improvement.	Engage parents and carers in developing a deeper understanding of their child's education by participating in regular activities: * Meet the teacher sessions * Review Meetings * Parent teacher interviews * P&C activities * School activities * Information sessions	Practices The school promotes a collaborative and collective responsibility for student learning delivering high quality teaching and high student and parent/carer expectations. The school acknowledges, embraces and celebrates a diversity of student, staff and cultural community events. Partnership established with the Western Sydney University. Strategic partnerships established with outside agencies/commercial organisation to enhance learning opportunities for students and teachers.
Improvement Measures	Community Partners Explore and establish opportunities with local/non local business to facilitate support of school programs. i.e. professional learning for teachers, authentic experiences for students, financial or in kind support for the school.	Communicate information and student achievements with school community using electronic media such as Facebook and the school website as well as through the school newsletter, noticeboard and notes. Establish a school self-evaluation survey for students, staff and parents that allows for informed assessment of school programs. Continue to build relationships with outside agencies such as Mission Australia, WSU to improve student outcomes and support our families. Work across the school community to embed a positive culture and promote diverse cultures and to enhance understanding of indigenous perspectives.	Products Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. Teachers involve students and parents in planning to support students in their learning. The school community are supportive of school initiatives and contribute to improvements in developing a productive learning environment, and support students' learning. The school community is well informed about school activities and contribute to strengthen and deliver on school priorities. The school is actively engaged in facilitating the delivery of community programs such as parenting programs, information sessions about school
Increase parents understanding of how students learn and the importance of student development through school/parent relationship. Increased effectiveness of community partnership and its effect on student engagement through qualitative and quantitative data. Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect.	Staff Staff are committed to the school's strategic directions and practices to achieve educational priorities. The school uses collaborative feedback and reflection to promote learning and encourages and develops knowledge and capabilities of parents to contribute to student learning and school planning.	Evaluation Plan · Analysis of "Tell Them from Me" survey data for students, teacher and parents. · Community satisfaction surveys	

Strategic Direction 3: Effective community partnerships

Processes

- Focus group discussion

Practices and Products

programs and student learning, as well as transition programs for students.