

School plan 2018-2020

Parkview Public School 4413



School background 2018–2020

School vision statement

Parkview Public School aims to produce civic minded, life-long learners and problem solvers. An inclusive, dynamic and engaging environment, underpinned by best practise quality teaching and learning, will ensure success.

School context

Parkview Public School is located in the vibrant, rural town of Leeton and services an increasingly diverse community.

The school has experienced an extended period of growth and has established a strong foundation of innovative teaching and learning programs. Ongoing professional learning has focused on building the capacity of staff to provide experiences necessary for students to become effective, caring global citizens.

The school works tirelessly to strengthen community connections through a broad range of initiatives.

Parkview Public School has a school leadership team comprising of the Principal, Instructional Leader for Literacy and Numeracy and three Assistant Principals. There is approximately 45 full-time and part-time staff, working collaboratively in the best interests of all students.

The school's staff prides itself on an innovative and contemporary approach to curriculum implementation, founded on the principle that all individuals, students, staff and community members are life-long learners.

For more information linked to our community please refer to our School Website, follow us on Facebook or download our School App.

School planning process

This School Plan is an aspirational plan for the long term development of the students, staff and community members of Parkview Public School, hence the goal of all staff and students to achieve excellence throughout our practices and products.

The school planning process has involved an exhaustive survey that garnered open ended responses to various stimulus questions. These responses were elicited from all stakeholders.

In addition, a series of consultative meetings embracing all key groups within the Parkview school community were conducted (and will continue to be held) to define and evaluate school directions.

Pivotal to the success of this analysis has been discussions at P&C Meetings and with P&C Executive, Whole Staff and Executive Meetings shaping School Plan focus, based upon community feedback as well as discussions with the Director of Schools and multiple sessions with Principal, School Leadership.

Data sourced to help inform the process was also pivotal in the establishment of directions, processes, products and practises within the plan.

In addition to survey feedback, academic data centred around NAPLAN and PLAN data, combined with reflection upon attendance, suspension and student reward system data was used to inform the planning process.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Curriculum: With emphasis on
English & Mathematics

Purpose:

English and Maths have been identified as the core subject areas which are necessary to ensure life-long success for learners.

We strive to raise the level of achievement for all students, with focus on closing the gap for ATSI and Low SES students as well as maintaining and value adding to students who are proficient.

STRATEGIC DIRECTION 2

Staff Capacity: Building
Professional Leadership and
Dynamic Learning

Purpose:

Building capacity in staff is paramount for the continual transformation of leadership, teaching and learning in our school.

A culture of self-improvement and dynamic learning ensures that staff set high expectations for practice, learning and achievement.

STRATEGIC DIRECTION 3

Community Connections:
Engaging our richly diverse
community

Purpose:

The continual strengthening of community connections is vital for the sustainability of positive schooling experiences.

Strong partnerships between all stakeholders, linked to the holistic development of our children, promotes the value of education and benefits the community as a whole.

Strategic Direction 1: Curriculum: With emphasis on English & Mathematics

Purpose

English and Maths have been identified as the core subject areas which are necessary to ensure life-long success for learners.

We strive to raise the level of achievement for all students, with focus on closing the gap for ATSI and Low SES students as well as maintaining and value adding to students who are proficient.

Improvement Measures

Increase number of students achieving in the top 2 bands of NAPLAN.

Increase number of students who achieve at proficiency and beyond in NAPLAN across Literacy and Numeracy.

Increase the proportion of NSW students in the top two NAPLAN bands by 8%

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy.

People

Students

Engage students in being a quality learner in English and Mathematics in the school and home environment.

Staff

Deliver quality best practice English and Mathematics sessions that have structures to differentiate for all student abilities.(EAFS)

Parents/Carers

Continue to foster and expand a collaborative learning community for parents and teachers.

Leaders

Plan, lead, deliver and monitor high quality pedagogical Professional Learning.

Processes

Implement a comprehensive program of Professional Learning related to the delivery of Mathematics where students work mathematically to develop deep understanding of content and application. Also in English focusing upon the development of students capacity in Writing and Comprehension.

Enhance current effective assessment, tracking and student analysis systems to ensure consistent teacher judgement, dynamic classroom practice, effective programming and meaningful reporting to parents alongside students who develop and monitor their own learning goals.

Expand three tiered intervention model which will enable interventionists to provide integrated and intensive support for students 'at risk' in English and Mathematics across the school.

Evaluation Plan

Data linked to our progress will be analysed collaboratively linked to:

*Ongoing review of NAPLAN and PLAN 2 Data (inclusive of equity funding groups).

*Classroom observations linked to pedagogical practises and student engagement.

*Personalised learning data (e.g. SMART Goals, PLPs and IEPs).

*Tell Them From Me Surveying (Staff, Student and Community).

Practices and Products

Practices

Ongoing conversations linked to formative assessment between staff and students.

Further develop staff understanding and pedagogy in the delivery of quality English and Mathematics learning experiences.

Products

Student centred learning environment exists with differentiation provided for all students in English and Mathematics.

Development of students who display a capacity to apply English and Mathematics skills and knowledge to participate effectively in modern society.

Strategic Direction 2: Staff Capacity: Building Professional Leadership and Dynamic Learning

Purpose	People	Processes	Practices and Products
<p>Building capacity in staff is paramount for the continual transformation of leadership, teaching and learning in our school.</p> <p>A culture of self-improvement and dynamic learning ensures that staff set high expectations for practice, learning and achievement.</p>	<p>Students</p> <p>Work collaboratively with staff to set goals and monitor and assess learning in relation to targets</p> <p>Staff</p> <p>Engage in professional learning to allow them to enhance problem solving capability, direct learning, meet stage outcomes, develop ICT capabilities and develop students who are critical and creative thinkers, risk takers and problem solvers.</p> <p>Leaders</p> <p>Facilitate and lead dynamic, meaningful and current best practise professional learning experiences which in turn enhances whole staff capacity to deliver high quality teaching and learning experiences for our children.</p> <p>Community Partners</p> <p>Establish meaningful linkages with Leeton Community of Public Schools partners to forge purposeful relationships that explore innovation for change that ensures success for students in Stage 4 and beyond.</p>	<p>The school executive implement a system where staff engage in executive led opportunities that allow for development of leadership, reflection and evaluation of innovative learning that fosters best practice learning experiences for children.</p> <p>Implementation of a professional learning framework where teachers are actively supported with professional learning opportunities guided by 'Australian Professional Standards for Teachers' with student data the driver for strategies to improve teaching and learning.</p> <p>Develop with Leeton Community of Public Schools colleagues systems to deliver quality professional learning opportunities for our staff.</p>	<p>Practices</p> <p>Adopting and maintaining a clear and sequential Professional Development process, facilitating an on-going cycle of professional improvement, where staff constantly refine and reflect upon teaching practice and pedagogy.</p> <p>Students are provided with opportunities to foster independent and self-guided learning and reflection</p> <p>Integral to the PDP process, the school identifies and collaboratively pursues goals to improve literacy and numeracy in keeping with school systems and policies.</p> <p>Products</p> <p>Staff modelling best practise quality teaching, facilitating dynamic, collaborative, well planned and reflective 21st century learning.</p> <p>Executive at the forefront of self-improvement within the staff, providing outstanding leadership for staff linked to planning, practise, collaboration, reflection and evaluation.</p> <p>Students demonstrate well developed skills in self-guided, independent learning strategies that facilitate 21st century learners who self-regulate, reflect and engage.</p>
Improvement Measures		Evaluation Plan	
<p>The leadership team collaboratively maintains the focus on capacity building in staff ensuring current best practise is identified in PDPs with an explicit literacy and numeracy focus.</p> <p>Improved SMART/ Progressions Data identifies an increase in the number of students achieving proficiency in literacy and numeracy.</p> <p>Students co-construct learning experiences and learning goals in collaboration with staff to ensure dynamic, cooperative and relevant learning experiences occur in all learning environments.</p>		<p>Classroom observations</p> <p>PDP monitoring</p> <p>Student learning goal setting and monitoring</p> <p>Whole School Professional Learning Plans and Stage Learning Plans</p>	

Strategic Direction 3: Community Connections: Engaging our richly diverse community

Purpose

The continual strengthening of community connections is vital for the sustainability of positive schooling experiences.

Strong partnerships between all stakeholders, linked to the holistic development of our children, promotes the value of education and benefits the community as a whole.

Improvement Measures

School community members (staff, students, parents and broader community) will know the school's strategic directions and practises to achieve educational priorities.

An increase in the number of students who can identify and successfully engage in community organisations and activities that provide positive and relevant experiences that contribute to personal well-being and civic mindedness.

Staff will consistently facilitate opportunities for community members and organisations to engage in the educational process.

People

Students

Will engage in opportunities and learning experiences that encourage them to become community minded citizens

Staff

Will develop understanding of the emotional, cultural and social needs of today's students, while creating a nurturing and supportive environment.

Parents/Carers

Will increase their engagement and involvement in all aspects of the educational process, focusing upon the ideal of a well-rounded education and enhancing the wellbeing of the whole child.

Community Partners

Strategically engage and embrace diverse community members and organisations to invest in enhanced and sustainable partnerships linked to the educational process.

Processes

Initiate school wide and community programs that promote positive choices in relation to attendance that will focus students to connect, thrive and succeed..

Implement a school wide approach where staff establish and maintain relationships with families, community and multi-media organisations that highlights the value and need of meaningful community interaction for students.

Evaluation Plan

TTFM surveys

Surveys of outside of school involvement

Tally of community organisations who interact with and in our school.

Practices and Products

Practices

Staff work in partnership with community organisations to increase the number of opportunities to deliver socially and culturally inclusive curriculum, with increased student involvement.

Establishment of skills and experiences that provide students with life-long skills that can be applied in all community settings.

Engage and direct students through structured early childhood experiences and encourage engagement with formalised pre-school experiences.

Products

All staff will consistently facilitate opportunities for community members and organisations to engage in the educational process.

Increase in the number of students who can identify and successfully engage in community organisations and activities that provide positive and relevant experiences that contribute to personal well-being and civic mindedness.