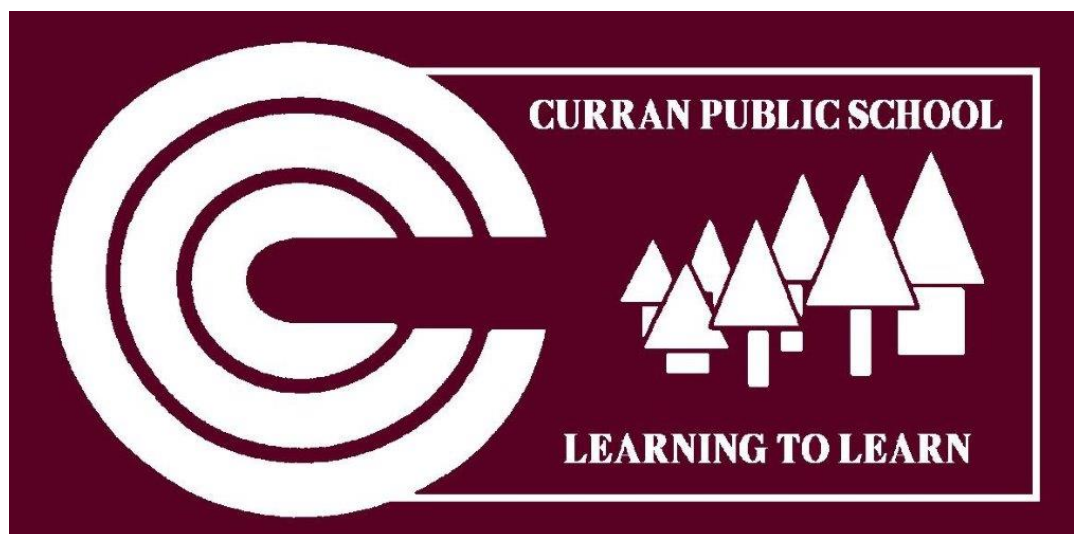


School plan 2018-2020

Curran Public School 4460



School background 2018–2020

School vision statement

At Curran Public School, we ensure every member of our school learning community is an aspirational lifelong learner who is confident, creative, active and informed.

- We treat everyone with dignity.
- We create opportunities and options.
- We inspire purposeful connections.
- We build curiosity in the world.

School context

Curran Public School is situated in the Macquarie Fields Public Housing Estate, south west of Sydney. Students come from a low socio-economic background and diverse cultural experiences which bring strength to the school. The school has a population of 270 students. 18% Aboriginal students and 38% of students from language backgrounds other than English make up this population, with Samoan and Pacific Islander decent being the largest cultural background. The school has a strong focus on preparing young students for their future. There is a Support Unit with four classes. These classes are comprised of three Autism classes and an IO class. Programs to promote diverse student achievement and to develop student leadership are an important aspect to the school curriculum. The parent community highly values education and are increasingly involved in school programs. Curran has a Schools as a Community Centre program and has strong early transition programs for students entering kindergarten and high school. Curran Public School is a focus school for the Early Action for Success initiative and is part of a community of schools which include Guise Public School and James Meehan High School.

School planning process

The school's consultation process was thorough and detailed and followed a spiral of inquiry model, where all stakeholders were given opportunities to contribute, analyse and help form directions for the future. The analysis of collected data was supported throughout the school community by effective facilitation and leadership of conversations, surveys and focus groups. A developing shared vision emerged which will drive the school forward. Strategic directions will continue over the next 3 years. As we move into implementation we will focus on the learning that needs to take place to provide the necessary skills to take action and move forward. This is outlined in the specific areas of the following plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Curriculum for Opportunity

Purpose:

To ensure exemplary teaching practice in all KLA's, especially English and Mathematics, is guided by context specific, K–6 frameworks which incorporate essential skills and modern future focussed learning. Authentic assessment and reporting processes are employed which promote parent involvement and engagement in the learning process.

STRATEGIC DIRECTION 2

Engagement for Learning

Purpose:

To create confident, self aware students who build positive relationships, are supported in making successful transitions and actively contribute to school, community and society. Executive functioning skills are used consistently to set goals, monitor emotions and regulate behaviour across all settings of school.

STRATEGIC DIRECTION 3

Leadership for Success

Purpose:

To create a growth mindset culture where strategic partners in education are developed to enhance collective efficacy. This is underpinned by innovation, positive interpersonal relationships and collaborative problem solving. Evidence of practice is visible throughout the school and is used by the learning community to inform decisions. Instructional leadership is modelled to support the culture of high expectations and continual improvement.

Strategic Direction 1: Curriculum for Opportunity

Purpose

To ensure exemplary teaching practice in all KLA's, especially English and Mathematics, is guided by context specific, K-6 frameworks which incorporate essential skills and modern future focussed learning. Authentic assessment and reporting processes are employed which promote parent involvement and engagement in the learning process.

Improvement Measures

Increased % of students performing in top 3 bands of NAPLAN in Numeracy, Writing and Reading.

Increased number of students showing equivalent or better than 1 year academic growth in 1 calendar year in Literacy and Numeracy.

Increased number of students who can identify their progress along the Curran P.S. Learning to Learn framework and can articulate where to next in learning.

Increased % of parents engaging in educational conversations around formative, summative and future focussed learning directions for their children.

People

Students

Increased capacity and capabilities to self and peer assess.

Greater understanding of the learning process in a modern context.

Increased use of evidence to prove understanding of learning.

Staff

Increased capacity and capability in using a wide range of assessment practices to inform teaching and learning.

Greater understanding of future focussed learning and the learning process.

Enhanced relationships with the community

Parents/Carers

Greater understanding of future focussed learning.

Increased understanding of the learning process

Improved engagement in providing learning for students outside of school.

Processes

Align Spirals of Inquiry focus for each stage.

Implement a whole school horizontal and vertical framework which measures essential future focussed skills

Cross-pollination is used by all Staff with the aim of developing skills and expanding teaching practices.

Engage with outside partners to support learning.

Goals/Success Criteria/Learning Intentions as defined by the developed Learning to Learn framework.

Establish a new evaluation and reporting strategy which involves parents as partners in the learning process.

Establish a body of evidence for each student which reflects a range of whole school data and reporting.

Effective implementation and use of the Learning progressions in Literacy and Numeracy across the school.

Evaluation Plan

Progress towards improvement measures will be evaluated at regular intervals through: evaluation of NAPLAN, whole school data tracking, Staff collective self reports, SEF surveys, Parent Surveys, Literacy and Numeracy Progressions, School Learning to Learn framework, photos and videos.

Practices and Products

Practices

Future focussed innovative curriculum delivery occurs across the school.

Every teacher uses data to inform and differentiate and track student progress on the learning progressions to cater for individual learning needs.

Teachers work collaboratively within and across stages to ensure consistency of teacher judgement and continuity of curriculum delivery.

Outstanding reporting processes is evident and inclusive of the school community.

Products

Enhanced shared, collective responsibility for student learning and success, with high levels of engagement.

High level quality teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

Highly skilled students able to identify their own learning and transfer these skills to other situations to become successful life long learners.

Quality reporting processes utilise a variety of sources effectively.

Parents work collaboratively with their child and staff to achieve learning goals.

Strategic Direction 2: Engagement for Learning

Purpose	People	Processes	Practices and Products
<p>To create confident, self aware students who build positive relationships, are supported in making successful transitions and actively contribute to school, community and society. Executive functioning skills are used consistently to set goals, monitor emotions and regulate behaviour across all settings of school.</p>	<p>Students</p> <p>Increased capacity to articulate learning and emotions which impact on learning.</p> <p>Greater confidence and curiosity in the world around them.</p> <p>Improved self regulation skills.</p> <p>Increased capacity to build positive relationships.</p> <p>Staff</p> <p>Continued development of questioning and inquiry skills.</p> <p>Greater understanding of executive functioning and the impact it has on learning.</p> <p>Enhanced understanding and skill in measuring and setting goals for learning.</p> <p>Parents/Carers</p> <p>Increased positive relationships with the school.</p> <p>Greater confidence in their understanding of the learning process and executive functioning skills.</p> <p>Enhanced skills and understanding of goal setting.</p> <p>Greater understanding of the connections within the local community to support learning in and out of the school.</p>	<p>Implement a framework of learning based on emotional regulation, executive functioning which focusses on clearly defined skills needed to connect, succeed and thrive at each stage of schooling.</p> <p>Implement a whole school strategy to ensure students are supported to make successful transitions at each stage of schooling and beyond.</p> <p>Develop strategies to increase community understanding and engagement with the school to enhance partnerships in learning.</p> <p>Create an environment that facilitates positive interactions with staff, community and students to enhance positive relationships</p> <p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated at regular intervals through: Whole school data tracking and reporting, Staff collective self reports, SEF surveys, Parent Surveys, Focus Groups, Tell Them From Me surveys, School Learning to Learn framework, EBS4 management of student behaviour data, including student Help Desk data, photos, videos and annotations. START WELL, Deloitte program logic.</p>	<p>Practices</p> <p>Every staff member utilises a school wide behaviour management strategy incorporating executive functioning skills.</p> <p>The learning community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes across a number of environments.</p> <p>Shared school wide decision making incorporates community involvement.</p> <p>Students actively contribute to the wellbeing of others in the school.</p> <p>School wide social relationships are strengthened through use of creative social spaces for connection to build student and the learning community capacity for life long learning..</p> <p>Products</p> <p>There are comprehensive frameworks used to ensure consistency and to support the cognitive, emotional and social wellbeing of students. Student voice is evident within curriculum design.</p> <p>There are explicit systems for collaboration and feedback to sustain quality practice in the school.</p> <p>There are established structures within the school which facilitate connections to the school and within the wider community.</p> <p>Students are self-aware, they set goals, monitor and regulate their emotions and actions, build positive relationships and actively contribute to school wellbeing.</p>
Improvement Measures			
<p>Increase in the number of students who display improved skills in being able to self regulate and set personal goals.</p>			
<p>Continued improvement in the areas of social engagement, institutional engagement, intellectual engagement and drivers of student engagement.</p>			
<p>Improved community partnerships in learning and involvement to support successful students.</p>			

Strategic Direction 3: Leadership for Success

Purpose

To create a growth mindset culture where strategic partners in education are developed to enhance collective efficacy. This is underpinned by innovation, positive interpersonal relationships and collaborative problem solving. Evidence of practice is visible throughout the school and is used by the learning community to inform decisions. Instructional leadership is modelled to support the culture of high expectations and continual improvement.

Improvement Measures

Improved staff capacity to track and analyse academic and wellbeing data to strengthen leadership inform teaching and learning.

Increased % of staff demonstrate leadership skills and capabilities.

Increased % of community members have developed stronger interpersonal relationships with the school and staff in order to strive for continual educational and wellbeing improvement for their children.

People

Students

Improved skills in using evidence in learning.

Enhanced understanding of growth mindset and innovation.

Greater focus on delivering on high expectations of learning.

Staff

Improved growth mindset to innovate and solve problems collaboratively.

Increased collective efficacy for the entire community.

Greater use of evidence for learning and instructional leadership.

Parents/Carers

Increased engagement in the partnerships in the learning process.

Greater understanding of growth mindset, innovation and decision making within the school.

Community Partners

Increased strategic partners in education to deliver innovative, collaborative programs which support student success.

Processes

The school uses collaboration, evidence-based strategy and innovative thinking in designing activities that delivers ongoing improvements in staff leadership.

Established processes that build the capacity of the learning community to use data and evidence for strategic school improvement and promote instructional leadership.

Build on current growth mindset to enhance engagement in solutions focussed thinking to improve.

Evaluation Plan

Progress towards improvement measures will be evaluated at regular intervals through: whole school data tracking and reporting, Staff collective self reports, SEF surveys, Parent Surveys, Focus Groups, PDP analysis, School Learning to Learn framework, Leadership profiles, photos, videos and annotations, Curran conversation.

Practices and Products

Practices

Aspiring leadership team lead and manage strategic directions within the school.

Staff utilise a wide range of leadership opportunities to engage and share with other leaders from within NSW, across Australia and Internationally.

Enhanced opportunities for collaborative conversations using visible and accessible plans to ensure school improvement.

Shared school responsibility to ensure all staff have meaningful leadership roles within the school.

Staff support learning of each other to facilitate instructional leadership for all.

Products

The school uses collaboration, evidence-based strategy and innovative thinking in designing activities that delivers ongoing improvements in staff and student leadership.

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

Staff have purposeful leadership and greater understanding on how to deliver innovative transformational and instructional activities.

The school is recognised as the centre of the community and is responsive to its community needs. There is effective partnerships to improve the standing of the learning community.