School plan 2018-2020

Claymore Public School 4510

School background 2018–2020

School vision statement

VISION

Claymore Public School endeavours to be a dynamic learning hub that:

- provides excellence in education through a rich curriculum that is engaging, innovative and challenging;
- fosters a spirit of inclusiveness where diversity is valued and celebrated;
- supports the development of the whole child, where self–worth and self–belief is nurtured;
- fosters a culture of mutual respect and shared partnerships in education;
- creates a positive, safe and supportive school environment;
- is a school of continuous improvement and a source of pride; and
- equips students with the skills to become life–long learners who contribute positively to society.

MISSION

To create a vibrant learning community that is inspiring, engaging and supportive, empowering students to be confident, creative and informed individuals who contribute positively to our world.

School context

Claymore Public School is situated in South Western Sydney, and is part of the Campbelltown Network of schools for the Department of Education and Communities. The school has an enrolment of 329 students P–6, including 54 students in the support unit (consisting of IM, IO, Autism and Early Intervention classes). There are 56% of students from a Language Background other than English and 13% of students identify as Aboriginal and Torres Strait Islander. The school has an ICSEA (Index of Community Socio–Educational Advantage) of 888 and FOEI (Family Occupation Employment Index) of 167.

The school successfully caters for students from diverse language, cultural and socio–economic backgrounds, and aims to develop the whole child and cater for individual differences, providing many programs to support specific needs.

Claymore Public School is currently participating in the Early Action For Success strategy (commenced T4, 2012).

The school continues to build on quality teaching, learning and leadership practices, with a focus on improving student results in literacy and numeracy. The school implements a dynamic, innovative and differentiated professional learning model to enhance teaching, learning and leadership practices across the school.

School planning process

The planning process involved students, staff and community members. The community and student body were engaged in consultation through surveys and focus group discussions including a parent consultation evening held during term 4. School staff were also surveyed, and took part in an extensive whole staff and focus group process, involving workshops, reviews and discussions. Further, the school's evaluation and feedback from the External Validation process held during term 4, provided directions to support the school planning process. Analysis and feedback from all stakeholders was used to create a shared school vision and inform the development of the three strategic directions. Staff collaboratively developed the products and practices required to achieve the identified key improvement measures. Staff teams were then formed to develop strategies to support the achievement of the processes identified. Final consultation occurred with the whole school community through staff, P&C and student body (SRC) meetings.

Milestone planning for 2018 was based on extensive whole school evaluation practices including the school's self–assessment of the updated School Excellence Framework.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Teaching and Learning

STRATEGIC DIRECTION 2
Strong Community Partnerships

STRATEGIC DIRECTION 3
Enriched Opportunities

Purpose:

It is essential that every student has access to quality teaching and learning to equip them with knowledge, skills and understandings to become confident and proactive citizens who embrace opportunities, contribute positively to society and lead successful lives. It is essential that every teacher is supported to implement quality teaching and learning which is underpinned by moral purpose and rich pedagogy, through the provision of quality focused professional learning that is evidenced–based, differentiated and highly supported.

Purpose:

Strong community partnerships are a cornerstone to building schools of excellence, where there is a thriving culture of learning and improvement to the benefit of all members of the school community. It is essential to foster engagement, developing positive and respectful relationships across the school community, promoting shared ownership and partnerships towards common goals. Educating the community, equips them with skills, builds confidence and empowers them to engage positively and successfully with society, and in turn, supports students' development of strong identities as aspirational learners.

Purpose:

It is vital that students, staff and community members are given the opportunities to develop their strengths and interests in order to build capacity, nurture passions, meet individual needs and foster potential, in order to equip them with skills and support them towards leading an active, purposeful and fulfilling life.. It is imperative to build and strengthen the leadership capacity of all individuals to benefit the school, the education system and society as a whole.

Strategic Direction 1: Quality Teaching and Learning

Purpose

It is essential that every student has access to quality teaching and learning to equip them with knowledge, skills and understandings to become confident and proactive citizens who embrace opportunities, contribute positively to society and lead successful lives. It is essential that every teacher is supported to implement quality teaching and learning which is underpinned by moral purpose and rich pedagogy, through the provision of quality focused professional learning that is evidenced–based, differentiated and highly supported.

Improvement Measures

10% improvement of students attaining expected levels on Literacy and Numeracy benchmarks (Reading, Writing and Number) as evidenced by school based and external data (NAPLAN – decrease in lower and increase in the higher 3 bands in years 3 & 5).

10% improvement of students meeting EAfS benchmarks in Reading, Writing and Number.

An improvement in the authentic use of a range of technologies to enhance student learning.

Increase the percentage of Aboriginal students achieving and/or exceeding expected grade level benchmarks in Reading, Writing and Number.

An improvement in the daily teaching practice of critical reflection, informing intentional teaching to effectively cater for children's needs (within the Preschool).

People

Students

Students who actively and collaboratively engage in learning, take risks and utilise feedback to develop as self–directed learners.

Staff

Staff who:

Provide a 21st century learning environment for students through the provision of engaging teaching and learning programs that are differentiated to cater for individual learning needs, authentically embedding technology as tools for learning.

Use formative assessment data to ensure that student needs are identified and used to drive teaching and learning, and the provision of feedback to students.

Actively engage in professional learning, collaborative planning and reflective practice to enable the delivery of quality teaching and learning.

Parents/Carers

Parents who have high educational aspirations for students and work collaboratively and positively with the school to maximise success for students.

Leaders

Leaders who:

Demonstrate a united and strong commitment to a creating a culture of high expectations and excellence, with a focus

Processes

EAfS strategy K–2, focusing on extensive professional learning, intensive intervention programs, comprehensive analysis of data and strategic resourcing.

Curriculum and Assessment strategy to meet the diverse needs of every student, underpinned by a focused, dynamic, innovative and differentiated professional learning model supporting teaching and learning practices that reflect evidenced–based pedagogies.

Implementation of an ICT strategy, ensuring access to current technologies, applications and professional learning, to support the authentic implementation of technology as a teaching and learning tool in all classrooms.

Aboriginal Education strategy, supporting Aboriginal students in attendance, engagement and achievement of outcomes that match or better the outcomes of all students.

Early Years Learning Strategy, focusing on the delivery of excellence in early childhood education.

Evaluation Plan

Regular collection and monitoring of data supporting whole school data collection and analysis practices. Examples of data: NAPLAN, School Based Data, Welfare, Attendance, PLPs.

Supervision of teaching and learning practices.

Whole school community surveys.

Analysis of PDP processes.

Practices and Products

Practices

Students as authentic partners in education, demonstrating critical and creative thinking, decision making, risk taking, and exercising student voice to enrich learning.

A collaborative, professional learning community exists, with staff engaging in innovative and current professional learning and applying these experiences to classroom practice, and supporting a climate of collective efficacy.

Strong and respectful partnerships exist between the school, Aboriginal parents and community, and local AECG, supporting collaborative decision making processes to best meet the need of Aboriginal students, ensuring high expectations for the educational achievements of Aboriginal students.

Strong, effective and authentic implementation of ICT within all teaching and learning programs.

Staff self–reflecting and self–directing professional learning goals, supporting personal growth and school improvements.

Products

All Aboriginal students are achieving academic results, equal to or exceeding their non Aboriginal peers in Literacy and Numeracy.

Improved student attendance, engagement and learning outcomes as a result of students engaged in quality teaching and learning environments that embed 21st century learning principles.

Strategic Direction 1: Quality Teaching and Learning

People

on ensuring measurable impact of leadership.

Ensure a common language of learning is embedded and visible in P–6 teaching and learning practices.

Provide professional learning and collegial support to build strong, collaborative teams and meet individual needs.

Implement rigorous data analysis practices to monitor, track and report on students, stage and whole school performance., to inform professional learning and student learning directions.

Community Partners

Community partners who work collaboratively to support the school directions, promoting initiatives that compliment our learning culture to support enhanced student learning outcomes.

Practices and Products

Outstanding 21st century educators, supported through strategic, purposeful and differentiated professional learning resulting in enhanced pedagogical practices where student educational outcomes are strengthened.

An improvement in teaching practices, with strengthened use of formative assessment data to drive teaching and learning, and implementation of evidenced–based teaching strategies.

A strong, collaborative and collegial learning culture that drives professional learning across the school to support enhanced teaching and learning.

21st century classrooms, incorporating quality, evidence driven pedagogical practices, authentic integration of technology and student centred learning,

Strategic Direction 2: Strong Community Partnerships

Purpose

Strong community partnerships are a cornerstone to building schools of excellence, where there is a thriving culture of learning and improvement to the benefit of all members of the school community. It is essential to foster engagement, developing positive and respectful relationships across the school community, promoting shared ownership and partnerships towards common goals. Educating the community, equips them with skills, builds confidence and empowers them to engage positively and successfully with society, and in turn, supports students' development of strong identities as aspirational learners.

Improvement Measures

An improvement in the number of parents/carers participating in discussions with staff regarding student progress.

Increased opportunities for parents/carers to be involved in consultation processes within the school.

An increase in the number of parent development opportunities provided, and in the number of parents engaged in these opportunities.

An increase in the number of opportunities for students to contribute to their wider community from 2017 baseline.

People

Students

Students build skills to communicate, collaborate, and engage with others within the school and wider community.

Staff

Staff with the commitment and skills to effectively communicate and collaborate with community to build productive relationships.

Leaders

Leaders are focussed on the school's vision and directions, and strategically build a culture of effective communication and collaboration across the whole school and wider community.

Parents/Carers

Parents/carers develop an understanding of the school's vision and direction. They support the school's goals by being active partners in collaboration, communication, consultation and education.

Community Partners

Community partners develop an understanding of the school's vision and goals, and work effectively in partnership with the school to support and implement programs and initiatives.

Processes

Community Consultation and Engagement Strategy – consultation, school promotion, communication modes.

Student Contribution Strategy – students contributing to the school and wider community.

Community Education Strategy – providing community members with educational opportunities such as workshops and TAFE courses.

Evaluation Plan

Regular collection and monitoring of data supporting whole school data collection and analysis practices. Examples of data: Attendance numbers at various opportunities/experiences.

Surveys and focus group discussions.

Practices and Products

Practices

A team approach to building relationships, engaging and educating the whole school community.

Students contributing effectively and positively to, and beyond, their school community, upholding the school's vision and core values.

Community members actively participate in collaboration, strategic planning. and decision making processes within the school, supporting a shared school vision.

Effective and regular communication between all members of the school community regarding student learning.

Products

Increased partnerships with community organisations, supporting the needs of students and community.

Increased partnerships with parents and community members, supporting a shared and reciprocal approach to education.

A high level of consultation, collaboration and discussion between students, staff and community, contributing to school initiatives and directions.

Students who have a positive impact on their school and wider community.

High levels of educational based interaction between parents/carers and school staff.

An enhanced school profile within the wider community and recognition as a school of excellence.

Strategic Direction 3: Enriched Opportunities

Purpose

It is vital that students, staff and community members are given the opportunities to develop their strengths and interests in order to build capacity, nurture passions, meet individual needs and foster potential, in order to equip them with skills and support them towards leading an active, purposeful and fulfilling life.. It is imperative to build and strengthen the leadership capacity of all individuals to benefit the school, the education system and society as a whole.

Improvement Measures

An increase in the number of leadership development opportunities for students, staff and community members, compared with 2017 baseline data.

An increase in the number of opportunities for students to develop their passions, talents and skills, compared with 2017 opportunities.

An increase in the number of instances where community members share their skills and talents with others, compared with 2017 opportunities.

Increased proportion of students reporting a sense of belonging, positive relationships, expectation for success and advocacy at school.

People

Students

Students with a growth mindset, who take risks with their learning, and whose individual needs are met, talents, strengths and passions are valued and built, and who are given the skills to be effective communicators, leaders, and productive members of society.

Staff

Staff whose skills, talents and knowledge are valued, developed and shared with others in order to be effective, high quality educators and leaders.

Leaders

Leaders who practice high quality, visual leadership that is strategic, supportive and professional.

Parents/Carers

Parents/carers whose skills and talents are valued and developed, and utilised within the school and wider community.

Community Partners

Community partners work collaboratively with the school on programs and initiatives building community networks, sharing information and resources, in line with the school's vision and goals, to improve opportunities for all members of the school community.

Processes

Leadership Development Strategy – initiatives to improve the leadership capacity of students, staff and community members.

Personal Enrichment Strategy – additional opportunities for all members of the school community to develop their passions, strengths and talents.

Student Wellbeing Strategy – supporting the social/emotional wellbeing of all students, developing in students a sense of confidence, self–belief and belonging.

Evaluation Plan

Regular collection and monitoring of data, supporting whole school data collection and analysis practices. Examples of data: Attendance numbers at various events/opportunities, welfare and wellbeing data.

Focus group discussions.

Analysis of PDP processes (leadership).

Whole school community survey process.

Practices and Products

Practices

Staff self–reflecting and self–directing their professional learning, supporting personal growth, and developing their skills, talents and knowledge to support school improvement.

Students identifying and articulating their own strengths, talents and passions and engaging in programs to nurture these.

Staff, students and community members are provided with opportunities to utilise their skills and talents to enrich the skills of others.

Opportunities to practise and strengthen leadership skills are provided to all members of the school community.

Products

A self–motivated, professional learning community exists, with all members of the school community continuously improving their skills and knowledge through varied, innovative and enriching learning opportunities that support the passions and future needs of all individuals.

A collaborative and supportive learning environment where staff, students and community members utilise their skills and talents to enrich the skills of others is a feature of the school.

A school culture where all members of the school community recognise and fulfil their leadership potential adding value to the school.

A positive school climate where students demonstrate high levels of confidence,

Practices and Products

self–belief, a sense of belonging and connectedness.