



School plan 2018-2020

John Palmer Public School 4648



School background 2018–2020

School vision statement

John Palmer Public School is dedicated to delivering the very best education possible through developing a lifelong love of learning and inspiring students to aspire beyond what they thought possible. We do this by:

- supporting all students and teachers to aim for excellence in all that they do;
- learning as individuals and as an organisation, skills that will prepare us for the future;
- building resilience and a growth mindset as a school and community.

School context

John Palmer Public School was established in 2008 with a student group of 44 children. The last ten years has seen significant growth in the student population and the number of classes. We now have 33 classes and over 880 students. We also have 16 students in our Early Intervention support class.

Fifty–seven percent of our students have a language background other than English, with 41 different language groups represented. Almost 20% of our students speak either Hindi or Punjabi at home. Significant numbers of other students regularly speak Indonesian, Dari, and Arabic.

This rapid growth has begun to stabilise, with 2017 seeing only a 6% increase in student numbers and 2018 seeing a 3% decrease.

Our 2015–2017 School Plan was the first step in a six year process to transform learning based around the Evidence Based Teaching strategies. This 2018–2020 plan will see the consolidation of these strategies into a sustainable school wide system.

School planning process

As this is the second phase of a six year plan, we have continued to build upon the gains made during the 2015–2017 School Management Plan.

In preparation for this 2018–2020 plan, we utilised the Tell Them From Me student and parent survey data. We also discussed the school directions with the Parents & Citizens committee and sought their input regarding the range of initiatives we could focus upon as a school community.

Staff have had a number of opportunities to respond to the development of the school plan via surveys, communication meetings, and through the results of self–assessments identifying areas of strength and opportunities for capacity building.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1
LEARNING**

Purpose:

To enhance strategies that strengthen student learning within the class in ways that enable them to become increasingly capable of engaging in their academic, social and emotional growth.



**STRATEGIC
DIRECTION 2
TEACHING**

Purpose:

For all staff to engage in continuous improvements in their capacity to individualise learning and adapt strategies based upon quality assessments and data analysis.



**STRATEGIC
DIRECTION 3
LEADING**

Purpose:

To improve systems and practices that support a shared responsibility for instructional leadership, development of aspiring leaders and educational transparency.

Strategic Direction 1: LEARNING

Purpose

To enhance strategies that strengthen student learning within the class in ways that enable them to become increasingly capable of engaging in their academic, social and emotional growth.

Improvement Measures

Increased proportion of students meet or exceed NSW Govt. norms for both girls and boys in sense of belonging, positive relationships and interested/ motivated.

Increased Value-add data results.

People

Students

Students are supported to reflect upon their progress, assessment data and learning needs. These reflections will be used to develop goals and actions that will be shared with parents and used to develop written comments on their reports.

Staff

Staff will develop their capacity for data analysis and guiding goal setting with students. They will also utilise the data analysis process to self-reflect upon their progress towards meeting their professional goals. Staff will also participate in the review and refinement of wellbeing practices.

Leaders

Leaders will facilitate staff development in data literacy and data analysis, as well as improving the range and quality of assessment practices that support student feedback.

Parents/Carers

Parents/ Carers will support student goal setting processes through communicating student learning needs and aspirations to teachers via the Student Goals sheet.

Processes

Wellbeing practices are refined, consistently implemented and communicated, and support all students developing a stronger sense of connectedness through which they can grow academically, socially and emotionally.

Assessment, Data and Goal Setting practices refined and more closely integrated within the Teaching and Learning Cycle.

Evaluation Plan

Tell Them From Me surveys.

Internal and external student performance data, including student growth.

SEF data reports.

School behaviour policies and procedures.

Lesson plans

Internal Assessment instruments.

Student goal setting plans

Practices and Products

Practices

Data analysis of behaviour referrals closely aligned with targeted lessons supporting improved student understanding of positive vs negative interactions/ behaviours and personal resilience.

Teachers consistently utilise data from a variety of assessment strategies to measure student progress, guide teaching and learning, articulate student learning goals and reflect upon progress towards these goals.

Products

All students K-6 have Student Goal sheets that show student, parent and teacher involvement.

Data is transparent and used for analysis at student/ class/ stage and school levels. It also forms a part of teacher evidence of professional growth.

Strategic Direction 2: TEACHING

Purpose

For all staff to engage in continuous improvements in their capacity to individualise learning and adapt strategies based upon quality assessments and data analysis.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands for reading and numeracy.

People

Students

Students will utilise explicit teaching and feedback to focus their efforts to consolidate and extend their learning.

Staff

Staff will be active participants in training opportunities that support the refinement of evidence based teaching strategies, implement research based programs and share expertise and learning through effective collaboration.

Leaders

Leaders will ensure practices being developed are implemented across all classes in a consistent manner. They will support staff development at all levels through mentoring and coaching.

Processes

Teacher capability to effectively implement evidence based teaching strategies increased through collaboration and mentoring.

Research based professional development to support the delivery of literacy and numeracy programs.

Evaluation Plan

Classroom observations and feedback.

Lesson plans.

Professional Learning evaluations.

Student performance data.

Teacher Professional Development Plans and reviews.

Tell Them From Me surveys.

Internal Assessment instruments.

Practices and Products

Practices

Teachers utilise mentoring, coaching, feedback and self-reflection to continually refine their skills in the delivery of evidence based strategies.

L3 (Literacy, Language and Learners), TEN (Targeting Early Numeracy) and Visible Learning pedagogies are embedded in daily practice.

Products

100% of teaching/ learning programs are differentiated for students at all levels and achievement is measured by a range of quality assessment strategies.

Strategic Direction 3: LEADING

Purpose

To improve systems and practices that support a shared responsibility for instructional leadership, development of aspiring leaders and educational transparency.

Improvement Measures

All staff are able to evidence improvements in the implementation of evidence based teaching strategies through their online programs.

People

Leaders

Leaders will implement systems and processes that enable executive staff to access up-to-date documentation and data so that decision making is well informed and data driven.

Staff

Staff will engage with modified systems and processes to ensure greater transparency of, and access to, school-wide documentation and assessment data. for collaboration and improved program development.

Processes

Implement systems that promote greater opportunities for Instructional Leadership and Leadership Development.

Digital transformation for transparency in teaching and learning for enhanced collaboration.

Evaluation Plan

Evidence of workplace planning and leadership development.

Staff Professional Development.

Teacher Professional Development Plans and reviews.

Lesson plans and program reviews.

Collaboration meeting minutes.

Online programs.

Practices and Products

Practices

The school leadership team improves distributed leadership practices to enable all school leaders to focus on instructional leadership as a key part of their role.

All teachers utilise online programming in a manner that promotes collaboration, transparency and evaluation.

Products

All members of the school leadership team involved in observing staff teaching practice and providing documented feedback.

All teacher programs and student academic data accessible online at all times.