

School plan 2018-2020

Croydon Park Public School 7412



School background 2018–2020

School vision statement

An Aspirational Community of Cultural Diversity

Croydon Park Public School is a diverse learning community that delivers quality teaching and learning programs, and focuses on lifelong learning in an inclusive environment.

Our learning community is committed to developing every learner's potential in a stimulating and goal-oriented environment where mutual respect underpins effective collaboration. Parents, students and teachers work closely together to drive school initiatives, to learn from each other, to act responsibly, to communicate and to grow as a collaborative community of learners.

School context

Quality Education at the heart of the Inner West

Croydon Park Public School has an enrolment of 450 students, including 64% students from a non-English speaking background. Croydon Park Public School sits at the centre of a dynamic, growing and diverse learning community that provides quality education and lifelong learning in a caring environment. With a committed teaching staff, encompassing experienced and early career teachers, Croydon Park Public is dedicated to maximising student potential across the curriculum. The school has an outstanding administrative staff team who exemplify quality service to all members of the school community and have an active role in leading the school. The school's inclusive curriculum includes an extensive band program, links with the National Institute of Dramatic Art (NIDA), a full range of sporting and a gym programs, dance ensembles as well as chess, public speaking and debating. Inclusive community links are further strengthened through a well-integrated speech pathology program, popular playgroup, Out of School Hours (OOSH) and vacation care programs

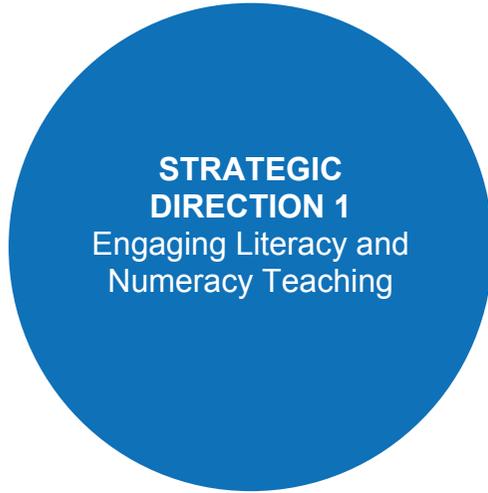
School planning process

Plan together, Learn together, Celebrate together

During 2017 a review process was undertaken across the school to examine the established practices and procedures, collect information regarding the ways in which our learning community goes about its business and identify ways in which we might improve those systems and practices. Staff, students and parents were consulted in small groups, larger forums and through the collection of surveys. Members from each of these groups came together during the year before the school collated and reviewed the data. Following these consultations, a draft plan was formed for the next period of Croydon Park Public School's growth and development 2018–2020. The process involved a review of the strengths and opportunities, and areas of further development across the school. Three strategic directions were identified as a basis for our shared commitment to future collaboration and success within our learning community. The strategic directions show how Croydon Park Public will move forward with a collaborative and consistent approach to delivering the teaching and learning programs that underpin the opportunities for success at our school.

These priorities speak to the learning community's intent to nurture individual excellence inside and outside of the classroom, and reflect the areas of excellence set out in the School Excellence Framework.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Engaging Literacy and
Numeracy Teaching

Purpose:

To develop increasingly engaging quality learning environments where Literacy and Numeracy skills are used in a meaningful, contemporary context.



**STRATEGIC
DIRECTION 2**
Future Focussed Learning

Purpose:

To develop a forward looking learning environment in which students, staff and community members work together to achieve future focussed learning intentions



**STRATEGIC
DIRECTION 3**
Students as Leaders

Purpose:

To develop respectful, responsible student leaders who are actively engaged in the school and the broader community. These students are independent, self motivated to reach their full potential as life long learners and are explicitly taught skills to be successful.

Strategic Direction 1: Engaging Literacy and Numeracy Teaching

Purpose

To develop increasingly engaging quality learning environments where Literacy and Numeracy skills are used in a meaningful, contemporary context.

Improvement Measures

Programs and teaching practices reflect 21st Century skills.

100% of teachers participate in professional learning.

Annual increases in expected growth through NAPLAN, PLAN and school based data.

Students achieve consistent progression along learning progressions.

All teachers will use formative and summative assessment as part of the teaching and learning cycle, in order to effectively develop the knowledge, understanding and skills of all students in a contemporary world.

People

Students

Students strive to be literate and numerate lifelong learners who are successful, confident and creative users of knowledge. Students are shown how to take responsibility for their own learning goals, are encouraged to reach their potential and know when they are achieving their best.

Staff

Staff develop best practice pedagogies in classrooms to extend student learning and capabilities and equip them to be 'future focussed learners'. Staff use quantitative and qualitative student assessment data to inform collaborative future programming.

Staff undertake ongoing, relevant professional learning.

Leaders

Leaders mentor and provide individual support to staff to maintain a consistent and collaborative school learning environment.

Aspiring Assistant Principal group given regular opportunities to lead professional learning and shared reflections on performance.

Processes

Professional Teaching Standards & PDPs

– The Professional Teaching Standards and Personal Development Plans constantly improve teacher quality by guiding teachers to move to the next level of knowledge, practice and professional engagement for the next stage of their careers.

Professional Learning – Professional learning is prioritised and implemented sequentially, including new curriculum priorities. Staff are actively involved and supported in leadership opportunities and an instructional leadership model operates across the school.

Teaching & Learning Cycle – The Teaching and Learning cycle is used for explicit programming, classroom practice, assessment and reporting, which effectively develops the knowledge, understanding and skills of all students in a contemporary world. This includes teachers clearly utilising formative and summative assessment in determining teaching directions, school performance levels and effectiveness.

Evaluation Plan

Scheduled **observations of lessons** with teachers who will receive written and verbal feedback on predetermined target areas.

Regular **PDP meeting with team leaders.**

Accreditation processes promoted and maintained for all staff.

Shared Reflection on student goals.

Evidence of formative and summative assessment practices, monitored regularly.

Practices and Products

Practices

Staff have deep understanding of quality pedagogy and deliver explicit, detailed teaching and learning programs

Teams collaboratively program and receive authentic program feedback.

Stage-consistent, formative and summative assessment practices used by staff. Assessment schedules used by staff for whole school evaluation.

Teachers utilise skills and knowledge acquired as part of professional learning, in a classroom setting.

Teachers share professional learning skills and knowledge, with whole staff.

Products

100% of teachers utilise the literacy and numeracy learning progressions and use consistent teacher judgement to plan and inform their teaching.

Staff provide regular written and verbal feedback to students based on success criteria and learning intentions.

Staff benefit from external professional development undertaken by colleagues.

Strategic Direction 2: Future Focussed Learning

Purpose

To develop a forward looking learning environment in which students, staff and community members work together to achieve future focussed learning intentions

Improvement Measures

Contemporary and multi-modal learning areas have been created across the school.

Educational programs that foster creative, critical and reflective thinking are planned, programmed and implemented in all teaching and learning environments.

Technology is integrated across all Key Learning Areas and is evident in teaching and learning programs.

People

Staff

Analyse and evaluate current teaching and learning practices then network with other educational settings to explore and promote rich tasks and project based learning.

Understand the needs and talents of their students. They are flexible and select from a range of effective teaching strategies.

Leaders

Interact with the community to review the school environment.

Drive and support staff, students and the community to meet the needs of students and how to effectively support students' learning which promotes and enables future focus learning.

Students

Engage in the development and use of student perspective on the learning environments.

Inspired to be leaders of their own learning. They collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.

Parents/Carers

Parents/Carers are involved in developing a future focus learning culture that promote 21st century skills and capabilities.

Processes

Future Focussed Learning Spaces

Creating aesthetic, harmonious and stimulating learning spaces which support the holistic development of all students

Future Focussed Learning Culture

Creative, critical and reflective learning culture is provided, which supports confident and independent 21st Century learners.

Future Focussed Learning Practice

Authentically incorporate appropriate technology based practices into learning tasks.

Evaluation Plan

Regular reporting against milestones by the leaders of the focus committee group; feedback from committee; school self-assessment. Satisfaction rating completed by all staff.

Survey community to review possible changes to the learning environments and validation of the School Plan against School Excellence Framework.

Practices and Products

Practices

Staff, parents and students value and utilise the creation of improved learning spaces.

Staff have a thorough understanding of creative, critical and reflective thinking which will inform their planning and implementation of educational programs.

Staff integrate technology advancements into core teaching across all Key Learning Areas.

Products

Students who are creative, critical and reflective learners.

Appropriate technology will be available and utilised to support all students in their learning.

Established, purposeful flexible learning spaces throughout the school that is used cooperatively.

Strategic Direction 3: Students as Leaders

Purpose

To develop respectful, responsible student leaders who are actively engaged in the school and the broader community. These students are independent, self motivated to reach their full potential as life long learners and are explicitly taught skills to be successful.

Improvement Measures

PBL system entrenched in school life and 95% of students on positive behaviour levels.

Students and staff regularly attend leadership courses and events.

Student Leaders mentor their peers in leadership and Teaching and Learning programs are co-designed by students and teachers

Student successes publicised throughout the school community via communication platforms such as school social media, newsletters, Skool Bag App and local media.

People

Students

Understand the expectations and exhibit the behaviours and values of leadership, respect and responsibility.

Staff

Exhibit consistent use of language, rules and expectations, utilising rewards systems and responding to student leadership initiatives and practices.

Parents/Carers

Understand the use of PBL and its implementation across the school. Parents know and embrace the expectations of successful student leadership.

Community Partners

Croydon Park Public School values and expectations to be shared regularly with the broader community.

Leaders

Staff leaders to embrace, promote and practice the school values.

Processes

Leadership Wellbeing

Development of a comprehensive wellbeing system aligned to PBL which all staff, students and parents can easily navigate and utilise.

Leadership Learning

Professional Learning and opportunities for students and staff in student leadership development.

Leadership Opportunity

Student Leaders have an active voice in the school, by promoting, monitoring, encouraging and developing initiatives which develop a sense of belonging in their peers, including taking pride in wearing correct school uniform.

Leadership Recognition

Providing platforms to consistently record and publicise relevant student success in targeted leadership knowledge and skill.

Evaluation Plan

Regular reporting of achievements against milestones by the leaders of the focus committee group.

PBL data collected by PBL team and communicated to staff, students and the community.

Survey community to review student leadership and welfare systems to inform future school practices.

Practices and Products

Practices

PBL and Do it Right systems universally adopted by all staff as evidenced in regular reviews.

Student leadership role statements developed, promoted and filled by students K-6

Student achievement acknowledged regularly as evidenced through welfare systems including Croydon Park Crests and Tokens.

Products

Students are respectful, responsible leaders in the school community.

PBL and welfare system is embedded in all areas of school life.

Students recognised by the broader community for their leadership skills.