

School plan 2018-2020

Paddington Public School 7432



School background 2018–2020

School vision statement

Every child is known, valued, understood and cared for with their individual potential reached.

School context

Paddington Public School is a heritage school, built in 1856, and is one of the oldest schools in NSW. With a population of approximately 300 students, our student enrolment originates from thirty nine different nationalities.

This provides for a context of rich cultures in which students from all different backgrounds can learn and thrive together.

A wide range of extracurricular and language activities are provided to cater for the diversity of languages spoken at home and the needs of our families.

A well established, quality before and after school care program accommodates the needs of our many working parents and carers.

Our school has an emphasis on quality teaching and learning through rigorous professional learning for staff and an affiliation with the Community of Schools in the Eastern Suburbs (CoSiES), the University of Sydney and academic partners.

School planning process

This school plan is the result of a rigorous process of whole school communication and collection of data.

In 2017, all staff participated in a series of evaluation workshops. Specific data from NAPLAN results, school assessments and special programs was collected and analysed, as were Centre for Education and Statistical Evaluation (CESE) reports. These sessions allowed staff to capture a 'point-in-time' judgement of school progress and informed the decision making process for future directions.

A new school vision was drafted, along with three main high level goals that staff believed would combine to achieve the school vision.

A focus group of parents was introduced to the three goals and the new school vision. They were asked to comment on each, as well as where they would like our school to be in 3 years. This consultation, along with an analysis of parent, teacher and student survey information, about current school programs and practices allowed staff to identify practices that were successful in the school and also identify areas for improvement.

The school community was given a further opportunity through an information session to comment on the final draft strategic plan before it was submitted for publication.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaged and valued,
self-directed learners

Purpose:

To develop individual capabilities and potential in all learners so they become successful masters of their own learning and wellbeing, ensuring they have the necessary skills to make informed contributions as learners, citizens and leaders.

STRATEGIC DIRECTION 2

Aspirational pedagogy

Purpose:

To achieve high levels of collective teacher efficacy through the delivery of evidence-based, reflective and collaborative best practice that meets the learning needs of all students.

STRATEGIC DIRECTION 3

High Expectation, Continuous
Improvement Culture

Purpose:

To ensure high expectations of progress and achievement for all students are met with a focus on instructional leadership, effective partnerships for learning and ongoing individual and school-wide improvements.

Strategic Direction 1: Engaged and valued, self-directed learners

Purpose	People	Processes	Practices and Products
To develop individual capabilities and potential in all learners so they become successful masters of their own learning and wellbeing, ensuring they have the necessary skills to make informed contributions as learners, citizens and leaders.	<p>Students</p> <p>Are explicitly taught visible learning strategies so they understand what they are learning and how to make progress in literacy and numeracy.</p> <p>Apply the concepts around the school's core values and 'You Can Do It – keys to success' in all areas of school life.</p> <p>Staff</p> <p>Capacity is built through extensive, ongoing professional learning in visible learning and formative assessment.</p> <p>Are equipped with the skills to meet the needs of all students when planning learning experiences.</p> <p>Leaders</p> <p>Ensure evidence informed professional learning builds teacher capacity.</p> <p>Develop a framework for student wellbeing.</p> <p>Adopt a coordinated approach to developing and managing school systems and processes that support learning and wellbeing.</p> <p>Parents/Carers</p> <p>Develop a shared understanding and language in order to engage in the learning, progress and wellbeing of their children.</p> <p>Are involved in planning to support learning as the partners in learning they are.</p>	<p>Personalised Learning</p> <p>Embed a visible learning culture with responsive curriculum delivery and effective formative assessment practices, which enable students to make progress, set and achieve their learning goals.</p> <p>Social / Emotional Wellbeing</p> <p>Further embed a continued whole-school approach to student wellbeing in which students can connect, succeed and thrive.</p> <p>Evaluation Plan</p> <p>NAPLAN Growth data</p> <p>SCOUT data</p> <p>Corwin data</p> <p>Value added data</p> <p>TTFM</p> <p>Focus groups</p> <p>Walkthroughs</p>	<p>Practices</p> <p>Teachers embed visible learning strategies in all classrooms.</p> <p>Data and feedback inform teaching practice and direct learners, 'Where to next?'</p> <p>Whole school wellbeing practices ensure that every student is known, valued, cared for and supported.</p> <p>Teachers collaborate across schools to understand, develop and apply a range of assessment and feedback strategies for, as and of learning in literacy and numeracy.</p> <p>All teachers demonstrate quality practice and explicitly teach literacy and numeracy to students at all levels of achievement.</p> <p>Students are involved in the planning, implementation and progress of their learning.</p> <p>Products</p> <p>All students articulate, understand and achieve their learning goals in literacy and numeracy.</p> <p>Positive and respectful relationships between all members of the school community are evident.</p> <p>Students use self reflection, teacher and peer feedback to understand and progress their learning.</p> <p>Students report an improved sense of school pride and belonging.</p> <p>All students have a teacher advocate throughout their schooling.</p>
Improvement Measures			
<ul style="list-style-type: none"> Every student achieves expected or higher than expected growth as identified by the school on internal and external literacy and numeracy measures. Improved student engagement and wellbeing survey data. Improved Corwin visible learning data from Term 1 2018 baseline. Improved teacher survey data on formative assessment knowledge, skills, understanding and use. 			

Strategic Direction 1: Engaged and valued, self-directed learners

Practices and Products

Teaching programs are agile and responsive to student need with formative assessment practiced.

Strategic Direction 2: Aspirational pedagogy

Purpose	People	Processes	Practices and Products
To achieve high levels of collective teacher efficacy through the delivery of evidence-based, reflective and collaborative best practice that meets the learning needs of all students.	Students Confidently apply skills when giving and receiving constructive feedback. Build future focussed learning skills.	Collaborative teaching practices Embed a culture of shared responsibility for student learning, engagement, development and success through effective observation, feedback, reflection and professional dialogue. Innovative teaching practices (future focussed) Deliver future focused teaching practices that enable students to collaborate and communicate effectively and think critically and creatively.	Practices Teachers collaborate across stages to share curriculum knowledge, data and feedback to inform the development of evidence-informed teaching programs and lessons that meet the needs of all students. Teacher capacity is continually built and reflected upon, ensuring all students experience high quality teaching. Teachers assess and track students against the general capabilities continuum.
Improvement Measures	Staff Build their capacity in: how to give and receive effective feedback, problem solve and collaborate, to continually improve their practice. Leaders Ensure best practices in visible learning, assessment and feedback are evident in all classrooms. Parents/Carers Build knowledge and understanding of future focused learning skills. Community Partners Collaboratively build and share skills across schools.	Evaluation Plan	Products Teachers use feedback from staff and students to deeply reflect on their teaching practices, achieving their PDP goals and attaining higher levels of accreditation. Students understand, can articulate and make progress against the general capabilities learning progressions.
<ul style="list-style-type: none"> The school achieves above average value-added results compared to state and equivalent school averages. Increased number of students in top 2 bands of NAPLAN in literacy and numeracy. Students achieve expected growth against the general capabilities learning progressions Improved teacher satisfaction survey data 		NAPLAN Growth data SCOUT data Corwin data Value added data TTFM Focus groups Walkthroughs	

Strategic Direction 3: High Expectation, Continuous Improvement Culture

Purpose

To ensure high expectations of progress and achievement for all students are met with a focus on instructional leadership, effective partnerships for learning and ongoing individual and school-wide improvements.

Improvement Measures

- School performance data shows that student progress and achievement is greater than that for students in SSSG on external measures consistent with internal measures.
- Improved parent satisfaction survey data.
- Improved high skills / high challenge data in student surveys.

People

Students

Are motivated to learn through a growth mindset with high expectations of their own learning and behaviour.

Staff

Are provided with avenues and opportunities to share and celebrate their challenges and achievements.

Collect and utilise data to make continuous improvement.

Communicate and understand a high expectations culture.

Understand and use diagnostic literacy and numeracy assessments linked to learning progressions.

Leaders

Leadership capacity is built to ensure high impact teaching and learning.

Ensure high expectations of learning and behaviour are articulated and communicated.

Deliver a high performance culture with a clear focus on student progress, achievement and quality service delivery.

Parents/Carers

Have a clear understanding and knowledge of expectations for behaviour and learning.

Feel valued as partners in learning.

Community Partners

Processes

Impactful evaluative practices

Embed effective strategies and processes for assessment, data analysis, reflection and evaluation to inform current and future school directions.

Transformational partnerships and connections for learning

Develop effective partnerships and connections that enhance student learning, progress and achievement.

Evaluation Plan

NAPLAN Growth data

SCOUT data

Corwin data

Value added data

TTFM

Focus groups

Walkthroughs

People matter survey data

Practices and Products

Practices

Teachers and leaders systematically and regularly monitor a range of indicators to gauge the impact of the school plan on student learning and progress.

Professional learning communities within and across schools build teacher and leader capacity.

School leaders make best use of available expertise to meet the needs of all students.

Products

Leaders deliver on a school plan that is agile and responsive to the ongoing needs of the school community.

All students are taught by high performing teachers and will value themselves as learners, celebrating their own growth and that of their peers.

There is a demonstrated connection between classroom and real world learning experiences.

A growth mindset is evident in all learners, both students and teachers.

Student progress and achievement is evident and celebrated through improvement measures and milestone evaluations.

Strategic Direction 3: High Expectation, Continuous Improvement Culture

People

Feel valued and motivated to participate in all areas of school life.