

# School plan 2018-2020

## Alexandria Park Community School 8556



# School background 2018–2020

## School vision statement

Alexandria Park Community School is a high performing school where our core business is to EDUCATE FOR SUCCESS.

Our vision is that all students will achieve an inspiring future through continuous and uninterrupted quality future focused educational opportunities provided from Kindergarten to Year 12. These experiences allow all students to LEARN, LEAD & SUCCEED.

Our unique and vibrant school community setting reflects our position as the inner city Sydney hub for educational excellence and demonstrates our commitment to serve and respect our diverse local community through mutually authentic partnerships, collaborative decision making and respectful relationships.

## School context

Our school has a proud past, dynamic present and exciting future recognised through our outstanding academic results as a high performing NSW Public School and underpinned by our education principles of Aboriginal Identity, Community, K–12 School, Comprehensive Learning, Connecting with Nature and Health and Wellbeing.

Uniquely designed as a Kindergarten to Year 12 school, our outstanding teachers deliver continuous and uninterrupted quality educational opportunities to all students including our selective stream setting.

Our school is a place of excitement and adventure for our students. We are proudly inclusive and offer a diverse range of opportunities to succeed in areas such as academic, sport, technology, the creative and performing arts, leadership and citizenship, public speaking and debating and environmental and social justice programs.

We are proud of our authentic learning partnerships with students, parents, local businesses, educational providers, agencies and community leaders.

## School planning process

Consultation throughout the previous school planning cycle has informed the development of the 2018–2020 school plan. This consultation included extensive opportunities for consultation of teachers, students, parents and communities.

In terms 3 and 4 the school leadership team established a school planning team to evaluate the 2015–2017 school plan and use a data driven approach to develop the 2018–2020 school plan.

This has resulted in maintaining the vision statement and a revision of the strategic directions, purpose statements and processes. The School Excellence Framework and the school's Educational Principles have also been embedded in the school plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Strategic Direction 1: Achieving and aspiring learners

### Purpose:

To enable students to acquire the knowledge, skills and values to be autonomous and motivated learners for their ongoing personal success.

## STRATEGIC DIRECTION 2

Strategic Direction 2: Teaching, professional learning and innovation

### Purpose:

To embed collaborative professional practices in futures learning, teaching and continuity of curriculum outcomes K–12.

## STRATEGIC DIRECTION 3

Strategic Direction 3: An engaged and connected Kindergarten to Year 12 community

### Purpose:

To enrich our Kindergarten to Year 12 community through quality relationships within and beyond our school community with the express purpose of improving outcomes for students.

# Strategic Direction 1: Strategic Direction 1: Achieving and aspiring learners

| Purpose  | People  | Processes   | Practices and Products   |
|--|---|---|--|
| <p>To enable students to acquire the knowledge, skills and values to be autonomous and motivated learners for their ongoing personal success.</p>  | <p><b>Students</b></p> <p>develop knowledge, learning skills and self-efficacy for ongoing personal success</p>   | <p><b>ENGAGING LITERACY AND NUMERACY PROGRAMS</b></p> <p>Strengthen literacy and numeracy programs to engage students in a dynamic curriculum K-12</p>  | <p><b>Practices</b></p> <p>Students actively participate in engaging literacy and numeracy lessons across clusters and KLAs</p>  |
| <p><b>Improvement Measures</b></p> <p>Improvement in the average number of students reaching instructional reading level:</p> <ul style="list-style-type: none"> <li>• 9 by the end of Kindergarten</li> <li>• 17 by the end of Year 1</li> <li>• 23 by the end of Year 2</li> </ul>                                 | <p><b>Staff</b></p> <p>successfully deliver evidence based future focused teaching and learning programs focused on improving literacy and numeracy</p> | <p>EP 3 &amp; 4</p>   | <p>Professional learning and delivery of evidence-based practices improve literacy and numeracy</p>  |
| <p>Increase in the percentage of students from Year 5, 7 &amp; 9 achieving literacy and numeracy results in the top two bands of NAPLAN</p>  | <p><b>Leaders</b></p> <p>inspire and motivate the delivery of future focused teaching and learning</p>  | <p><b>EVIDENCE-BASED INDIVIDUALISED LEARNING</b></p> <p>Embed a whole school approach to meeting the diverse needs of learners through evidence-based teaching, learning and assessment practices</p>                     | <p>K-12 engage in directing the learning of the future</p> <p>Systematically approach data driven inclusive pedagogies that encourage students to identify as learners and meet the individual learning needs of all students</p>  |
| <p>Increase in the average scaled HSC mark</p>   | <p><b>Parents/Carers</b></p> <p>in partnership with the school support their child's ongoing personal success</p>                                       | <p>EP 3 &amp; 4</p>   | <p>Implementation of school based teams cater to the needs of EAL/D, Aboriginal and Torres Strait Islander, Gifted and Talented students and students with additional learning needs</p>   |
| <p>An increase in the number of students operating at a:</p> <ul style="list-style-type: none"> <li>• <i>Figurative</i> level or above by the end of Kindergarten</li> <li>• <i>Counting on and back</i> level or above by the end of Year 1</li> <li>• <i>Facile</i> level or above by the end of Year 2</li> </ul> | <p><b>Community Partners</b></p> <p>participate in projects to engage with students to support future focused learning.</p>                             | <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• SENA</li> <li>• Reading Recovery Levels</li> <li>• HSC results</li> <li>• NAPLAN results</li> <li>• SCOUT</li> <li>• EAL/D progressions</li> </ul> | <p>Use space, technology and project-based learning strategies to change mindsets (learner dispositions and teacher expectations)</p>  |
|  |   |   | <p><b>Products</b></p> <p>Students' growth in literacy and numeracy demonstrated by internal and external measures</p> <p>Responsive teaching and learning programs address students' literacy and numeracy needs</p> <p>Individualised programs for targeted groups address student needs and expected growth measures</p> <p>Improved student engagement</p> |

# Strategic Direction 2: Strategic Direction 2: Teaching, professional learning and innovation

| Purpose   | People  | Processes  | Practices and Products  |
|---|---|--|---|
| To embed collaborative professional practices in futures learning, teaching and continuity of curriculum outcomes K–12.   | <p><b>Students</b></p> <p>engage in best practice, future focused teaching and learning</p>   | <p><b>FUTURES LEARNING</b></p> <p>Enhance teachers' capability to engage students in quality futures learning across the curriculumK–12</p>  | <p><b>Practices</b></p> <p>Executive and teaching staff collaborate develop and monitor consistent, rigorous and engaging delivery of a future focused K–12curriculum</p>                       |
| <b>Improvement Measures</b>   | <p><b>Staff</b></p> <p>ensure the effective running of systems that support best practice teaching and learning</p>                                     | <p>EP 2, 3 &amp; 4</p>   | <p>Develop aspiring leaders with a focus on distributed instructional leadership</p>  |
| Improved teacher self–efficacy to implement future focused teaching programs within the classroom.  | <p><b>Staff</b></p> <p>are identified as experts in their domain and actively contribute to the professional learning community</p>                     | <p><b>COLLABORATION</b></p> <p>Embed collaboration processes and action learning strategies to support the implementation of engaging curriculum</p>   | <p>Implement school based leaders and teams to cater to the needs of EAL/D, Aboriginal and Torres Strait Islander, Gifted and Talented students and students with additional learning needs</p> |
| Evidence of explicit links between a K–12 professional learning schedule for 2018 – 2020 and progress toward improvement measures for Strategic Directions 1, 2 & 3 | <p><b>Leaders</b></p> <p>build capacity of teachers to cater to the needs of students through effective curriculum delivery and system improvements</p> | <p>EP 3 &amp; 4</p>  | <p>Adjust systems to allow for future focused learning to occur</p>   |
| Evidence of co–teaching, authentic integration of technology and critical & creative thinking tasks embedded in teaching programs.                                  | <p><b>Parents/Carers</b></p> <p>partner with the school to motivate students to engage in learning and continually improve</p>                          | <p><b>EXCELLENCE IN PROFESSIONAL DEVELOPMENT</b></p> <p>Sustain excellence in teacher professional development and leadership EP 2, 3 &amp; 4</p>  | <p><b>Products</b></p> <p>Development of a professional learning coordinator role to support the delivery of the school plan</p>  |
| Improvement in aspects of the 'Teaching' domain of the SEF 2 as determined by internal validation processes   | <p><b>Community Partners</b></p> <p>share collective responsibility for student learning and success</p>  | <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Staff survey on skills, knowledge, understanding and confidence</li> <li>• Internal validation and implementation and progress monitoring of strategic directions</li> <li>• General capabilities learning progressions (critical &amp; creative thinking, personal and social capability, Information Communication Technology)</li> </ul> | <p>Increased engagement in meaningful professional learning targeted to the school's strategic directions</p>   |
|   |   |  | <p>Improved practice of teacher inquiry with measurable impact on student learning</p>  |
|   |   |  | <p>Authentic integration of technology in a co–teaching environment that promotes criticaland creative thinking</p>   |

# Strategic Direction 3: Strategic Direction 3: An engaged and connected Kindergarten to Year 12 community

## Purpose

To enrich our Kindergarten to Year 12 community through quality relationships within and beyond our school community with the express purpose of improving outcomes for students.

## Improvement Measures

High levels of student and parent satisfaction with the school (transitions, celebrations, administration processes)

Increase in the number of aspects assessed at 'succeed' or 'thrive' on the Wellbeing Framework for schools

## People

### Students

are supported by effective programs, processes, systems and relationships

### Staff

ensure systems support best practice teaching and learning

### Staff

actively collaborate to support the implementation of the school plan's strategic directions

### Leaders

evaluate and continuously improve resources, processes, systems and relationships that benefit student outcomes

### Parents/Carers

collaborate with the school to support continuity of learning and student success

## Processes

### ENGAGING AND CONNECTING

Engage and connect the K–12 community through quality transition and orientation programs

EP 2, 3 & 4

### CULTURE OF BELONGING

Foster a culture of belonging through community events, partnerships and celebrations

EP 1, 2, 3, 5, 6

### EFFECTIVE ADMINISTRATION

Evaluate administrative systems and processes ensuring their effectiveness K–12

## Evaluation Plan

- TTFM survey results
- Wellbeing Framework self assessment
- Internal validation and implementation and progress monitoring of strategic directions

## Practices and Products

### Practices

Review and implement meaningful transition and orientation processes K–12

Collaborate to develop a strategic plan communicating community events

Streamline systems and processes to effectively support transformation change

### Products

Transition programs targeted at support of students at key transition points in their educational journeys

Improved structures to celebrate successes in the school and broader community

Improved communication and administration systems