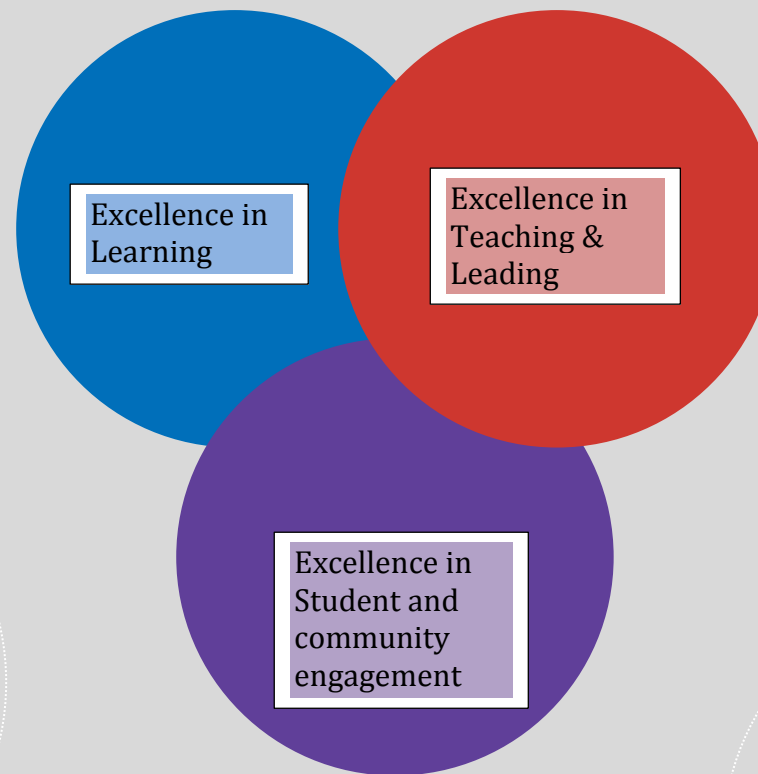


School plan 2015 – 2017

Padstow Heights Public School (3958)





School vision statement

At Padstow Heights Public School, staff, students and the community work together to maximise learning and personal development for each child. The school provides diverse educational programs delivered by highly qualified, dedicated teachers in a caring environment. We aim to develop resilient students who confidently strive for challenging goals in every endeavour.

School context

Padstow Heights Public School is a P3 level school with 408 students and 16 classes. Our students live in an area characterised by established separate dwellings within close proximity to the Georges River. As older, simple dwellings are demolished, they are increasingly being replaced by townhouses and duplexes and the school population is expected to grow. 43% of students come from homes with language backgrounds other than English.

School planning process

1. Collection and analysis of performance data from NAPLAN, PLAN, PAT testing; parent / staff survey of desired student skills, values and attitudes; school evaluation in respect of the goals set by the Melbourne Declaration
2. Staff Development Day session with staff and a group of parents and students
3. Discussion sessions with parents- a morning and an evening session provided
4. Executive and principal training in the new planning model
5. Opportunity provided for all students to indicate their preferred learning environment
6. Parent survey about learning and social goals for their children
7. Executive team sessions to collate data and formulate Strategic Directions and the 5 Ps for discussion
8. Staff meetings for discussion about the 5 Ps formulated and framed by executive
9. Presentation to the P & C and the invitation for feedback on the draft plan
10. Fine-tuning of the Plan after feedback from staff and community.
11. Executive team develop milestones to monitor progress ready for sharing with staff
12. After consultation on final draft copy all staff receive a copy and Plan is uploaded to the website



STRATEGIC DIRECTION 1

Excellence in Learning

Purpose:

Our students meet national benchmarks but they need to reach for higher outcomes in their learning. Students achieving at the upper end of the scales are not showing the same level of growth as our less capable students. We need to increase the number of successful learners who assess their learning and who can build upon their knowledge, skills and attitudes with the support of the quality teaching framework.

STRATEGIC DIRECTION 2

Excellence in Teaching
and Leading

Purpose:

Research concludes that after the influence of the home environment, the class teacher is the most powerful influence on student learning. Teachers need to set explicit goals for professional development in order to ensure effective delivery all aspects of the Quality Teaching Framework and to increase the likelihood of improved student performance. Teachers need to work collegially and be supported to adapt teaching and learning styles to competently deliver the new syllabuses and to cater for future learning expectations.

STRATEGIC DIRECTION 3

Excellence in Student
and Community
Engagement

Purpose:

Students who are engaged in their learning have more successful outcomes. To increase engagement, students need to build resilience and social skills and experience a variety of teaching and learning styles with a greater emphasis on student-led learning and the use of technology. A strong link between the school and the community has been proven to have a positive impact on student performance. Engaging the community broadens the expertise available for sharing with staff and students.

Strategic Direction 1: Excellence in Learning

Purpose

Why do we need this particular strategic direction and why is it important? Our students meet national benchmarks but they need to reach for higher outcomes in their learning. Students achieving at the upper end of the scales are not showing the same level of growth as our less capable students. We need to increase the number of successful learners who assess their learning and who can build upon their knowledge, skills and attitudes with the support of the quality teaching framework.

Improvement Measures

- Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 and Year 5 to Year 7 in all aspects with 75% of Year 5 students and 70% of Year 7 students achieving greater than or equal to the expected growth. (3yr goal 80% Yr 5, 75% Yr 7)
- The analysis of NAPLAN shows an increase of 5% of students achieving in the top 2 bands in all aspects Yrs 3, 5 & 7 (3yr goal an increase of 10%)
- Analysis of PAT data for Yrs 2-6 shows min of 5% improved growth and an increase of 5% of students achieving in the top 3 stanines (3yr goal -10%)
- Analysis of PLAN data shows individual progress and development across all markers and an increase of 5% each year of students achieving grade expected markers at the end of each year.
- Over the next 3 years, a 50% increase in the number of students able to set achievable goals that reflect their current learning levels

People

How do we develop capabilities of our people to bring about transformation?

Students: Training in techniques for self-evaluation and increased opportunities for deep learning and critical thinking

Staff: Time allocated for collegial discussion and collaboration to support effective differentiation of the curriculum and student training in self-evaluation

- TPL as defined by L3, TEN and Critical Thinking programs
- Support from executive to further develop the use of diagnostic student assessment and analysis to drive instruction
- LaST support for development of student Individual Learning Plans and Personalised Learning Pathways for aboriginal students
- Training for Class teachers in supporting EAL/D students
- Support from Instructional leader to build the capacity of teachers to reflect on professional practice and to guide collegial observations and walkthroughs

Parents: teacher-led workshops about self-evaluation and helping at home with reading and mathematics

- Provision of student learning goals by Year group

Leaders: Principal and executive work together to strengthen assessment and evaluation practices; the development of teaching teams and feedback given to teachers.

- Development of leadership capability

Processes

How do we do it and how will we know?

- Professional learning project about the giving of effective feedback between all stakeholders
- Implementation of school-wide practices in goal setting and self-evaluation
- Refinement of Learning & Support Team structures and whole staff induction to embed understanding

Evaluation plan:

*Baseline student survey of their understanding of self-evaluation for comparison; follow-up surveys end of term 2 and term 4

*Tell Them from Me survey of staff, parents and students each year.

*Record of student goal-setting and evaluation beginning & end of each semester.

*PAT testing February and November

*NAPLAN & also PLAN data entered Week 8 each term and analysed by APs and learning teams Week 10

Products and Practices

What is achieved and how do we know?

*Improved student performance in all aspects of literacy and numeracy with emphasis on written expression
Assessment of performance shows individual growth in all criteria.

*All students are evaluating their learning and setting achievable goals
Teachers monitor written student goals. Improved results in literacy and numeracy as shown in data from PAT, NAPLAN and PLAN

*Structured programs L3, TEN and school-based program in Critical Thinking have been implemented effectively
Student performance in Reading (K-1); Maths (K-2) and Problem-solving (4-6) show improvement.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

*Daily writing in every class
(raising expectations for higher level of achievement in written expression)
*Goal setting and Goal Reflection time in every class, every term
(developing strategies for self-evaluation to encourage successful learning)

*Lesson structures for L3 and TEN are followed daily

(raising expectations for higher level of achievement in Literacy and Maths)

*Daily thinking tasks and open-ended questions are presented each day Yr 2-6
(raising expectations for higher level of achievement in Literacy and Maths)

Strategic Direction 2: Excellence in Teaching & Leading

Purpose

Why do we need this particular strategic direction and why is it important? **Research concludes that after the influence of the home environment, the class teacher is the most powerful influence on student learning. Teachers need to set explicit goals for professional development in order to ensure effective delivery all aspects of the Quality Teaching Framework and to improve the likelihood of improved student performance. Teachers need to work collegially and be supported to adapt teaching and learning styles to competently deliver the new syllabuses and to cater for future learning expectations**

Improvement Measures

- All teachers are meeting The Australian Professional Standards for Teachers
- Results show student growth of 5% (10% 3yr goal) and a 5% improvement in all aspects of literacy and numeracy (10% 3yr goal) as measured by NAPLAN and PAT
- Tell Them from Me Staff survey shows increases in ratings for the highest levels in the Leadership and Collaboration Domains

People

How do we develop capabilities of our people to bring about transformation?

- **Staff** to participate in classroom walkthroughs and follow-up learning team discussions on developmental targets
- Staff develop individual Professional Development Plans with support from executive leader (PDP)
- Progress with goals set in PDPs are revisited, reflected upon and adjustments made at least once a term & monitored by APs
- Provide professional learning in targeted programs (TEN, L3, Critical Thinking)
- Promote collegial sharing of teaching programs and strategies
- Beginning teacher induction and mentoring of early career teachers & teachers new to learning stage
- **Leaders:** APs supervise the collection, analysis and use of learning data to drive improvement
- Leaders to facilitate collegial discussions and training in the use of data to inform programming and Independent Learning Plans
- APs plan and lead collegial professional discussions in every learning team meeting which promote the Professional Standards for teachers
- Leaders provide effective feedback to teachers about performance
- APs monitor that new strategies from professional development are implemented in classrooms
- Principal develops leadership capability of executive team through collegial discussion, sharing relevant research, planning direction of learning team meetings and providing feedback on whole school data analysis.
- Principal provides effective feedback to executive team about performance

Processes

How do we do it and how will we know?

- Instructional Leader program develops teacher capacity and facilitates and structures classroom walkthroughs and follow-up discussions
- Implementation of L3, TEN & Critical Thinking programs
- Performance and Development Framework is implemented with teacher and executive review meetings to provide effective feedback and feed forward and development of PDPs

Evaluation plan:

- *Professional teacher and executive review meetings & observations scheduled once a semester with written feedback provided.
- *Meetings scheduled for discussion of PDPs by the end of Term 1 then reviewed at meetings between supervisors and staff
- *Scheduled observations for beginning teachers with written and verbal feedback provided
- *Tell Them from Me Survey (teachers and parents) Term 4; students (Term 1)

Products and Practices

What is achieved and how do we know? Products:

*Student performance in target areas shows improvement *Every teacher has a Professional Development Plan that outlines a pathway which aims to improve student performance*
Teaching programs reflect whole school strategic directions and show the implementation of all current syllabuses and the use of data to direct learning

*Teachers demonstrate that they meet The Australian Professional Standards for Teachers *Every teacher is part of an educational learning team where the standards, strategies, programs and learning styles are discussed and shared in a professional collegial environment*

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices: *Scheduled professional development sessions in learning teams led by APs and whole school professional development on target areas (*develops collegiality and professional practice and helps teachers to deliver syllabuses*)
 *Setting of professional learning goals which are revisited and reset each term and monitored by executive team (*to ensure delivery of Quality Teaching Framework and foster professional satisfaction*)
 *Weekly Executive team meetings develop TPL framework then delivered by APs to learning teams (*Teacher development driven by whole school plan*)

Strategic Direction 3: Excellence in Student & Community Engagement

Purpose

Why do we need this particular strategic direction and why is it important? Students who are engaged in their learning have more successful outcomes. To increase engagement, students need to build resilience and social skills and experience a variety of teaching and learning styles with a greater emphasis on student-led learning and the use of technology. A strong link between the school and the community has been proven to have a positive impact on student performance. Engaging the community broadens the expertise available for sharing with staff and students.

Improvement Measures

- Results show student growth of 5% (10% 3yr goal) and a 5% improvement in all aspects of literacy and numeracy (10% 3yr goal) as measured by NAPLAN and PAT
- Assessments of student computer literacy show 70% of students are achieving competency in computer skills for their year group.
- Positive changes to Tell Them From Me Student and Parent Surveys about engagement and satisfaction
- Increase of 5% of parents volunteering their time to participate in learning activities
- PAVE Surveys show improved social competencies Years 4 & 5
- Attendance shows a 1% improvement

People

How do we develop capabilities of our people to bring about transformation?

Students: Strategies taught to build self-evaluation skills

- Strategies to build resilience and social capabilities
- Development of Technology skills in using a variety of devices

Staff: Development of Technology skills in using a variety of devices

- Collegial sharing and peer mentoring in the effective use of technology in classroom practice
- Professional learning about building resilience and self-evaluation
- SASS staff induction and training in processes to ensure open and positive contact with parents and community

Parents: Broadening of opportunities to further engage parents in supporting teaching and learning programs

- Teacher-led information sessions for parents about how to help their children at home
- Community partners: Increase communication with community through media exposure and direct contact

Leaders: Leaders to schedule collegial discussions and sharing about learning styles and use of technology

Processes

How do we do it and how will we know?

- Parent's Shareable Skills Database Project
- Technology project focused on embedding technology and real-life links into classroom programs
- School implements Friendly Schools Plus program to build resilience and social competencies

Evaluation plan:

*Parent information sheet re skills to be sent home early Term 2 2015 and updated each year

*Record of visitors to school to be kept and tallied each term by Staff Liaison

*Students to be assessed for computer literacy Term 3 annually

*Tell Them from Me Surveys (external)

*PAVe surveys evaluate Friendly Schools program (external)

Products and Practices

What is achieved and how do we know?

Products: *Increased student engagement
Improved attendance and performance in all KLAS

*Increased student proficiency with a variety of devices and software to both investigate for deeper learning and to present their knowledge to others
Increased percentage of students achieving stage outcomes in computer literacy

*A high level of parent engagement with the school
Increased numbers of parents attending the school during learning times

*A high level of parent and community satisfaction
Increased enrolments and a decrease in parent complaints; satisfaction surveys

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices: * Use of Parent Shareable Skills Database
Allows for parents & community to share knowledge and skills

*BYOD for Year 6
Provides greater opportunities for developing proficiency with technology for learning and sharing knowledge

*Daily use of technology all classes
Provides opportunities for developing proficiency with technology for learning and sharing knowledge

*Publicity role -staff member to seek opportunities to promote the school.
Improves home-school communication

*Friendly Schools Practices- *build resilience*