**Padstow Heights Public School (3958) 2017 focus**

Excellence in Learning

Excellence in Student and community engagement

Excellence in Teaching & Leading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
| **School vision statement** |  | **School context** |  | **School planning process** |
| 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. |  | Padstow Heights Public School is a P3 level school with 390 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.  51% of students come from homes with language backgrounds other than English. |  | 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. Revisited each November for adjusting for coming school year where necessary 12. After consultation on final draft copy all staff and P & C members receive a copy and Plan is uploaded to the website |
|  |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  | | | | |
|  |  |  |  |  |
| **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. |  | **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. |  | **Purpose:**  Students who are engaged in their learning have more successful outcomes. To increase engagement, students need to build resilience and social skills andexperience 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** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **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.** |  | **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  **[Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]**  **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   **[Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]**  **Parents:2017 Focus** teacher-led workshops about self-evaluation and helping at home with reading and mathematics   * Provision of student learning goals by Year group   **[Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]**  **[Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]**  **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 |  | **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  \* PAT testing in June 2017 and November so growth can be analysed Y1 -6 , Maths, Reading, Grammar |  | **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)* |
| **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 |  |
| Strategic Direction 2: Excellence in Teaching & Leading | | | | | | |
|  | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **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** |  | **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) [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ] * Promote collegial sharing of teaching programs and strategies (also with community of schools) * 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, including community of schools meetings, 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[Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ] * [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction] * [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ] * 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 |  | **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 (both internally and with community of schools network) All 3 APS in role plus aspiring leader 2017 * Implementation of L3, TEN & Critical Thinking programs[Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction] * 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) |  | **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, both internally and with community of schools, where the standards, strategies, programs and learning styles are discussed and shared in a professional collegial environment*  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  **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)*  *\**WeeklyExecutive team meetings develop TPL framework then delivered by APs to learning teams *(Teacher development driven by whole school plan)*  *\**Executive share practice and expertise with other leaders in our community of schools |
| **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 |  |
| Strategic Direction 3: Excellence in Student & Community Engagement | | | | | | |
|  | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **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.** |  | **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     **[Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]**  **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   [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  **[Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]**  **Parents**: **2017 focus** 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 [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction] * Community partners: Increase communication with community through media exposure and direct contact   **[Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]**  **Leaders**: Leaders to schedule collegial discussions and sharing about learning styles and use of technology |  | **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 BYOD extended to Yrs 4 and 5 2016   Extended to STEAM in 2017.   * School implements Friendly Schools Plus program to build resilience and social competencies      * [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]   **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) |  | **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*  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practices**:\* Use ofParent Shareable Skills DatabaseA*llows for parents & community to share knowledge and skills*  \*BYOD for Years 4 to 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* |
| **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 activites * PAVe Surveys show improved social competencies Years 4 & 5 * Attendance shows a 1% improvement |  |