School Plan 2015 – 2017

St Peters Public School   **3032**

School vision statement

St Peters Public school is a community driven by learning through creativity, collaboration, communication and critical thinking.

- Our students are confident, engaged leaders of their learning who are determined to be outstanding citizens.
- Our teachers are committed professionals who uphold the values of public education to deliver an exciting educational environment, focused on high expectations and maximum achievement for all students.
- Our community partnerships within the school and wider educational and non-educational community aim to support all student needs and enrich their learning.

School context

St Peters Public School is an inner-city school situated between Newtown and Tempe. The school has a friendly family atmosphere and strong sense of community. St Peters Public School's teaching and learning programs aim to provide the best educational experiences possible for each child.

St Peters Public School size allows it to better offer its students a more personalised curriculum with high levels of access to technology, a strong social network and a wide range of leadership opportunities.

Students at St Peters Public School enjoy its caring, supportive environment and its spacious well-maintained grounds. Its combination of heritage buildings and modern architecture houses high technology classrooms equipped with interactive technology and secure wireless networking.

School planning process

The school entered the planning and consultation process through discussion with the teachers parents and community. It entered this through the framework of the Melbourne Declaration and elements of the school improvement tool. Further consultation through survey and discussion with teachers and students let to school vision planning. This led to the development of a School Vision Statement and draft strategic directions.

The staff and students provided input on existing school programs and what areas of the school they considered to be important into the future. Time at a number of school meetings was set aside to discuss projects for our strategic directions.

The teaching principal consulted with colleagues in the Marrickville Community of Schools to establish a base for potential professional learning into the future. Further consultation approaching the publishing of the plan draft was conducted with the school community through the school P&C and with staff through professional meetings.

Further consultation and plan refinement is expected with the main stakeholders following the publishing of the plan draft in May 2015.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Creating a sustainable environment for successful student learning and citizenship

STRATEGIC DIRECTION 2

Equipping our teachers for excellence in teaching, learning and leadership

STRATEGIC DIRECTION 3

Communicating and collaborating with our community to grow the school

Purpose:

To ensure that the learning of all students at St Peters Public School learning is maximised by creating a harmonious and safe environment. Engaging and relevant 21st century learning and teaching techniques couple with student ownership and encouraged self voice to create outstanding citizens.

Purpose:

To ensure that teachers at St Peters Public School are equipped and developed in the leadership skills to plan implement and reflect on their practice. This will maximise the learning of all St Peters students through excellence in teaching and communication and collaboration with all plan stakeholders.

Purpose:

To develop new connections and enhance those that exist within our educational and non-educational communities. These connections will create new teaching and learning opportunities and help grow the capability and enrolment of the school.

1: Creating a sustainable environment for successful student learning and citizenship

Purpose

To ensure that the learning of all students at St Peters Public School learning is maximised by creating a harmonious and safe environment. Engaging and relevant 21st century learning and teaching techniques couple with student ownership and encouraged self voice to create outstanding citizens.

Improvement Measures

- ❖ **[IM1.1] Practice**: Teachers and students use school rules and expectations throughout the school to describe positive and negative behaviour
- ❖ **[IM1.2]**. **Product:** Improvement in the infrastructure to facilitate 21st C learning. [IM1.2]
- ❖ **[IM1.3] Product**: Increase in the proportion of students engaged in leadership, creative arts and PSSA activities (Baseline 2014-2015 data)

Key: **EP = Evaluation Plan**

People

Staff: Have a good understanding of different student wellbeing models implemented in schooling.
Students: Understand the importance of rules and how they link to respect responsibility and owning their behaviour.
Parents and Community: Understand the school wellbeing policy and participate in its reward and consequences.

Staff: Seek to understand the model underpinning 21st century learning and the role of technology and student voice in enhancing teaching and learning
Students: Understand the importance of feedback and reflection in learning. Use ICT responsibly and effectively to augment, modify and redefine their learning.
Parents and Community: Work with students to enable student voice through 3 way conferences and student self assessment and collaborate with teaching staff in understanding curriculum.

Staff: Seek and develop relationships across the CoS for greater CAPA and sporting opportunities.
Students: Understand the importance of participation and its value above absolute achievement in building confidence.
Parents and Community: Facilitate the flexibility of students travelling between schools.

Processes

Student Wellbeing

Teaching principal and staff collaboratively develop student wellbeing policy and link it to learning support planning at the school.

EP1: Collaborative professional learning is engaged in within the school and CoS to develop expertise in student tracking of wellbeing.

EP2: Routines are planned, implemented and reflected on to improve policy.

21st Century Learning

Teaching principal and staff will engage in professional learning for use of 21st century learning practices including: PBL, SOLE, quality assessment practice and use of the SAMR model for ICT to bind relevancy and engagement to quality teaching.

EP3: School builds its capacity to facilitate the use of ICT.

EP4: School builds its capacity to practice PBL through infrastructure improvements to classrooms.

Expanding Student Opportunity

Teaching principal and staff work within the school and CoS to increase student involvement in CAPA and sporting opportunities for students.

EP5: School organisation is redefined to support further opportunities across the CoS in sports and the creative arts.

Products and Practices

Product: Increase in the proportion of students being awarded silver and gold certificates (Baseline 2014-2015 data).

Practice: Teachers and students use school rules and expectations throughout the school to describe positive and negative behaviour **[IM1.1].**
Practice: Teachers use Sentral Wellbeing to track positive and negative student behaviour and link this to learning support mechanisms.

Product: Improvement in the infrastructure to facilitate 21st C learning. [IM1.2]

Practice: Increasing use of ICT infrastructure for Project Based Learning, STEM activities and formative and summative assessment.

Practice: Teachers extensively use a range of formative assessment techniques to improve student ownership of learning.

Product: Increase in the proportion of students engaged in leadership, creative arts and PSSA activities (Baseline 2014-2015 data) **[IM1.3]**

Practice: students are involved in an increasing range of CAPA and Sporting activities within St Peters and across our CoS.

2: Enhancing our teachers excellence in teaching and learning through intrinsic leadership

Purpose

To ensure that teachers at St Peters Public School are equipped and developed in the leadership skills to plan implement and reflect on their practice. This will maximise the learning of all St Peters students through excellence in teaching and communication and collaboration with all plan stakeholders.

Improvement Measures

- ❖ **[IM2.1]** Product: Increase in the understanding of the PDP process and how it is linked to the school planning process
- ❖ **[IM2.2]** Practice: Staff collaboratively plan, implement and reflect within the school and CoS to create programs that embed ICT and assessment strategies 'for' and 'as' learning.
- ❖ **[IM2.3]** Product: Increase in the number of PLP's developed for students and subsequent detailed referrals for learning support. (2015 Baseline)

Key: **EP = Evaluation Plan**

People

Staff: Seek to enhance their knowledge of curriculum structure & related content relative to teaching and learning.
Plan programs, implement them and reflect on them according to dynamic changes in the learning environment.
Value and are committed to the role of 21st Century teaching practices in student learning.

Parents: Are aware of the Professional Development Framework and the value of PL in strengthening the capacity of teachers to deliver effective teaching for learning. Understand the value of collaboration, communication, creativity and critical thinking in creating citizenship.

Staff: Value and are committed to PL to plan, implement and reflect on programs with built in adjustments and where necessary the development of plans and referrals.
Parents: Understand the importance of working in partnership with the school to deliver effective adjustments to learning programs.

Processes

Integrated Professional Development

Areas for professional learning are identified, timetabled and coordinated by the teaching principal, staff and director/DEC. Teaching principal oversees the planning and delivery of professional learning.

All staff participate in PL reflective of mandatory requirements & school priority areas across the CoS. They plan implement and reflect on skills/knowledge from PL into daily teaching practice to work to PDF goals.

EP2.1 Teaching principal and staff work collaboratively to identify areas for professional learning and build this into PDF goal setting.

EP 2.2 Staff work across the CoS to identify existing experience and develop partnerships to build capacity for exemplary use of ICT, Project Based Learning, Student Orientated Learning Environments and Assessment 'for' and 'as' Learning.

Student Wellbeing and Differentiation

Teaching principal provides professional development in using Sentral Plan, PLAN Continuum Tracker and Google Docs to develop differentiated teaching and learning programs

EP2.3 Staff work with school counsellor and external agencies to make valued adjustments to cater for student need.

Products and Practices

Product: Increase in the number of staff achieving PDF goals. (2015 Baseline)
Product: Increase in the Year 2 to 6 students achieving growth according to PAT benchmarking for Mathematics, Reading and Grammar and Punctuation. (2015 Baseline)
Product: Increase in the understanding of the PDP process and how it is linked to the school planning process **[IM2.1]**

Practice: All staff exhibit their knowledge & implementation of the NSW BOSTES curriculum through confident engagement in PL, leading to improved practice.
Practice: Staff collaboratively plan, implement and reflect within the school and CoS to create programs that embed ICT and assessment strategies 'for' and 'as' learning. **[IM2.2]**

Product: Increase in the number of PLP's developed for students and subsequent detailed referrals for learning support. (2015 Baseline) **[iM2.3]**
Practice: Staff dynamically differentiate their class programs and create adjustments for students in need of support.

3: Communicating and collaborating with our community to grow the school

Purpose

To develop new connections and enhance those that exist within our educational and non-educational communities. These connections will create new teaching and learning opportunities and help grow the capability and enrolment of the school.

Improvement Measures

- ❖ **[IM3.1]** Practices: Staff evaluate school plan using milestones on an ongoing basis, CoS colleagues and wider school community engage in professional dialogue.
- ❖ **[IM3.2]** Practices: the school uses improved communication technologies and deeper links with P&C to enhance links with its community
- ❖ **[IM3.3]** Product: School Numbers have grown by >10 per year

Key: **EP = Evaluation Plan**

People

Staff: Committed to the School Plan and related priority programs.
Staff: Value being part of the development and evaluation process including 5P's and milestones.
Teaching Principal: Strong understanding and commitment to the School Plan implementation 2015- 2017.
All Staff: Value feedback from key stakeholders and CoS to evaluate priority school programs.
Parents: Strong knowledge of priority school programs is reflected in School Plan.

Staff: Understand the importance of communication with parents and participate in enhanced communication strategies.
Students: Understand how their voice and leadership is important and participate in deepening communication.
Parents: Understand the role of the P&C and its subcommittees and participate in enhancing communication between themselves and the school.

Staff: Committed to promoting the school more widely by integrating leadership programs with promotional visits.
Students: Understand the value of peer support programs in building leadership skills and civic efficacy.
Parents: Understand the need to promote the school across a range of locations.

Processes

Maintaining the 2015-17 Plan

Staff, students and school community are surveyed, CoS is consulted, to evaluate selected programs. External and school based data is analysed and subsequently reflected in milestones as planned.

EP3.1: School Plan milestones and evaluation is incorporated into Professional Learning Calendar and Management Meetings for full staff involvement.
EP3.2: Ongoing consultation occurs with parents about priority school programs.

Improving Community Communication

Teaching principal and staff develop workflows and training materials for parents to facilitate the use of Sentral Parent Portal for a range of school communications and student management.

EP3.3Teaching principal and staff enhance the school website, newsletter and enhance the way those and other communications get distributed.

Growing the School

Teaching principal works with the P&C to co-develop material for the school promotion. Teaching principal develops programs to enhance school viability.

EP3.4 The teaching principal promotes the school at pre-school info sessions.
EP3.5: Students at the school perform peer support sessions at pre-school locations.
EP3.6: Increasing learning opportunities exist at the school.

Products and Practices

Product: School Plan 100% complete and updated milestones evident.
Practices: Staff evaluate school plan using milestones on an ongoing basis, CoS colleagues and wider school community engage in professional dialogue. **[IM3.1]**

Product: A higher proportion of parents are happy that the school communicates effectively with its community across a range of issues (2015 Baseline).
Practices: The school uses improved communication technologies and deeper links with P&C to enhance links with its community. **[IM3.2]**

Product: The school receives a greater attendance at information sessions (2014 basline).
Practices: the school promotes itself actively through a range of media at a range of locations.
Practices: the school links more deeply with area pre-schools and playgroups.
Product: School Numbers have grown by >10 per year **[IM3.3]**