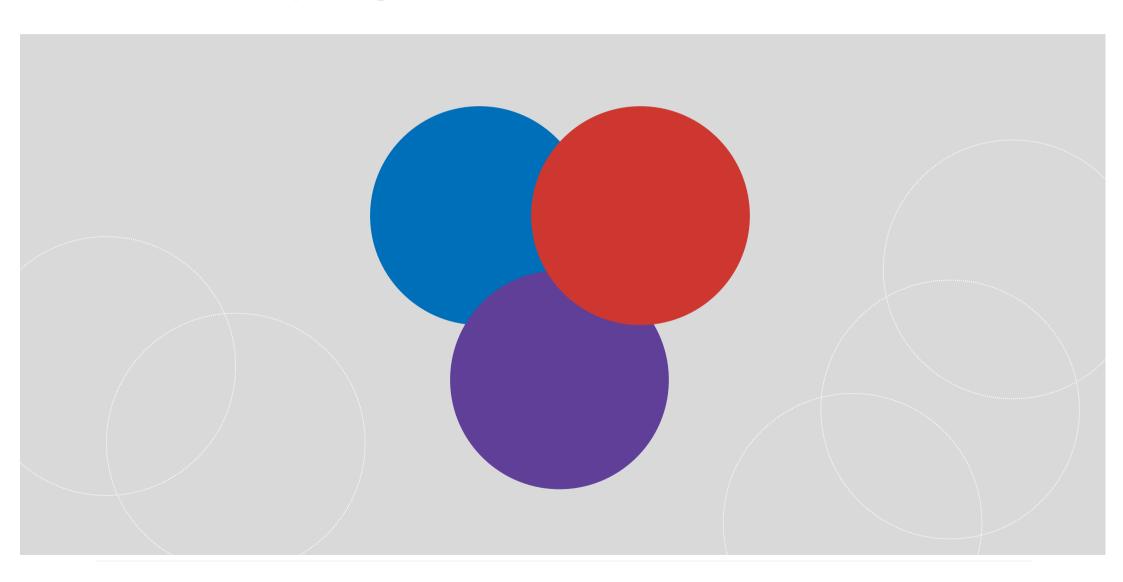# **School plan** 2015 – 2017

Governor Philip King Public School 4567

School background 2015 - 2017

School vision statement

At Governor Philip King Public School, every mind is inspired, every person is valued and every potential is fostered. We are committed to creating a dynamic, supportive and cooperative environment that will ensure our students, staff and community are moving forward while promoting academic and personal excellence.

School context

Governor Philip King Public School is located in the Hoxton Group of schools. The school population currently stands at 573 students. The school is 93% non-English speaking background with children from over 40 different cultural identities.

Governor Philip King offers a broad, well balanced, quality education for all students. Our programs emphasise tolerance and understanding. The school motto 'Striving for personal excellence' encompasses all areas of school life and is reflected in the wide variety of opportunities our students have access to. Our students have a commitment to high standards in all areas, including academic, citizenship, student leadership, sports and the arts. Quality teaching underpins all that we do at Governor Philip King PS. Our highly experienced, dedicated teachers ensure that high expectations and quality programs across all Key Learning Areas are at the forefront of what we do every day with students. Quality teaching, consistent teacher judgement in assessment, syllabus expertise and accountability are common themes in the school planning cycle.

Students are expected to be responsible for their behaviour and active participants in the learning process. Parents are encouraged to be active partners in their child's education.

Special events during the school year include Open Days for Public Education Day and Education Week, Grandparents' Day, Multicultural Celebrations and Book Week. Other special programs include Community Languages, School Parliament, Performing Arts and a Values education Program.

School planning process

The planning process has been comprehensive. Consultation with staff, students and community members, was conducted through face-to-face meetings, surveys, staff meetings and online polls.

Over multiple sessions, starting in Term 4 2014, staff reflected on educational viewpoints, our school vision, goals for the future and the needs of our school community. They discussed and defined the needs of the school and recreated or affirmed their agreements for our school vision and goals for the future

Staff have identified their three main strategic directions, using their own knowledge, as well as information taken from student and community surveys and online polls.

In Term 4 2014, students and teachers completed a survey. Parents were invited to complete a survey through our newsletter. Over a week in Term 1 2015, parents had the opportunity to complete a survey via ipads, before school, in the playgrounds.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Creating and Nurturing Successful Learners

Purpose:

To ensure that students are engaged learners who are able to access curriculum through planned explicit and systematic learning activities. Learners achieve their social, emotional and academic potential through supportive quality educational delivery, and through consistent, high standard and shared professional practices.

STRATEGIC DIRECTION 2
Fostering Excellence in Leadership, Teaching and Learning

Purpose:

To ensure all staff are proficient in identifying, understanding, and implementing the most effective teaching methods, with a high priority given to evidence- based teaching strategies.
All staff are professionally developed to enable them to actively participate as leaders of learning across the school.

STRATEGIC DIRECTION 3
Enhancing a Positive School Culture

Purpose:

To ensure that a safe, respectful, learning environment and culture is created and maintained so that the experience of teaching and learning is enhanced for all members of the school community.
To ensure that curriculum and organisational structures promote whole school wellbeing, engagement, academic achievement and the development of active, informed citizens.

Strategic Direction 1: Nurturing and Creating Successful Learners

Purpose

Why do we need this particular strategic direction and why is it important?
To ensure that students are engaged learners who are able to access curriculum through planned explicit and systematic learning activities. Learners achieve their social, emotional and academic potential through supportive quality educational delivery, and through consistent, high standard and shared professional practices.

Improvement Measures

- ❖ 85% of students demonstrate growth in school based reading, public speaking and mathematics assessments.
- ❖ 85% of students demonstrate growth in the Literacy Continuum – recorded in PLAN data.
- ❖

People

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

Students: Engage students in the development of skills and learning experiences that are differentiated to meet student's needs while developing critical and creative thinking.

Staff: Through collaboration, improve staff knowledge in creating and teaching engaging programs that specifically target student needs.

Parents/Carers: Increase engagement and develop a shared understanding of expectations for our students through ongoing involvement of parent/carers in their child's learning.

Community Partners: Involve outside agencies where applicable to support student learning.

Leaders: establish mentors, grade teams and collaborative practices to promote quality programs and best teaching pedagogy.

Processes

How do we do it and how will we know?

EFFECTIVE CURRICULUM IMPLEMENTATION
- New Scope and Sequence
- Get Reading Right program
- Core programming
- Speaking and Listening initiative

ACHIEVING LEARNING POTENTIAL
- Differentiation
- Support Staff
- Tracking
- LaST programs
- Timetabling
- Targeted programs

Evaluation Plan
Monitoring of all teaching programs through discussion, professional development, implementation, team teaching, sharing and evaluation/reflection.
- School based assessments
- PLAN data

Products and Practices

What is achieved and how do we measure?

Product:
- Programs and assessment tasks reflect changes to pedagogy and curriculum.

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

Practice:
- Professional development of all staff in all areas of the curriculum. This is provided whole school, grade/stage groupings, individually and with mentors, and professional learning communities. Knowledge attained is embedded into teaching programs.

- A system of identifying and assisting identified students with academic, social and behaviour issues, that involves flexible staffing and targeted programs.

- Ongoing cycles of reflection, planning, implementation and evaluation of teaching and learning programs using student assessment data.

- Innovative timetabling to support learning. Targeted support from Learning Support Team, based on identified student need to ensure all student needs are met.

Strategic Direction 2: Fostering Excellence in Leadership, Teaching and Learning

Purpose

Why do we need this particular strategic direction and why is it important?

To ensure all staff are proficient in identifying, understanding, and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.
All staff are professionally developed to enable them to actively participate as leaders of learning across the school.

Improvement Measures

- ❖ 100% Staff individual Professional Development plans completed with goals set and achieved, with accreditation at the appropriate level.

- ❖ All staff are engaged in personalised learning.

People

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

Students: Engage in quality programs and events that meet their identified needs. Learn in quality learning environments with quality teaching approaches.

Staff: Engage all staff in personalised professional development through a range of strategies that focus on individual and whole school needs.

Parents/Carers: Better informed of changes to school programs and events through P&C meetings, newsletters and school website.

Community Partners: Involve outside agencies where applicable to support teacher/parent/student learning.

Leaders: Develop leadership capabilities and an understanding of the School Excellence Framework through professional learning support and mentoring.

Processes

How do we do it and how will we know?

WHOLE SCHOOL ASSESSMENT
- Benchmarking – reading
- Pre and post Mathematics
- NAPLAN
- Best Start/PLAN
- Reporting to parents

UTILISING DATA
- Reading comprehension data wall
- Analysing NAPLAN/Best Start/ PLAN/Mathematics

LEADERSHIP
- Grade teams
- Extended Executive Team
- PLC
- Mentoring
- Professional Development

Evaluation Plan
Monitor NAPLAN, PLAN, Best Start and school based assessment results to analyse student performance and develop targeted programs, thereby ensuring that evidence informs decisions made by the staff across the whole school.
Monitor Accreditation data, Professional Development Framework and Tell Them from Me data. All staff demonstrates their leadership capabilities through discussion and performance.

Products and Practices

What is achieved and how do we measure?

Product:
- Improved student outcomes in all Key Learning Areas, with a particular focus on Science.

- Professional Learning Communities

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

Practice:
- Targeted Professional Learning – whole school and individualised - that aligns with the School plan.

- Effective school-wide practices for assessment are used to monitor, plan and report on student learning.

- Learning in all classrooms is differentiated.

- PLC investigates action research projects developing improved learning outcomes for students and staff.

- Increased teacher expertise in planning and implementing outstanding teaching and learning programs.

- Student continuous cycle of collection and analysis of data to drive learning.

Strategic Direction 3: Enhancing a Positive School Culture

Purpose

Why do we need this particular strategic direction and why is it important?

To ensure that a safe, respectful, learning environment and culture is created and maintained so that the experience of teaching and learning is enhanced for all members of the school community.
To ensure that curriculum and organisational structures promote whole school wellbeing, engagement, academic achievement and the development of active, informed citizens.

Improvement Measures

❖ All members of the school community can understand and utilise the common language to identify the culture of our school.

❖ All staff consistent in their recording and use of student well being data.

People

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

Students: Building awareness and skills to be a Safe Respectful Learner, following the values identified within the school, while taking advantage of all opportunities to engage in all aspects of school life.

Staff: Engage in professional learning on building resilience and practices to ensure consistency when responding to issues involving student welfare and whole school wellbeing.

Parents/Carers:
Increase opportunities for parents to be involved in learning around curriculum and participate in whole school events

Community Partners:
Building awareness and accessing external providers for the wider community

Leaders: Maintain active school leaders in all areas of the school, to ensure a common school culture is developed.

Processes

How do we do it and how will we know?

STUDENT WELLBEING
- Providing a variety of opportunities for all students to be actively involved in extracurricular activities outside of the classroom
- developing self-reliance and a coherent set of values to guide behaviour
- Review and amend the school Student Welfare policy to include cyber bullying.
- Ensuring integration of welfare initiatives into class programs
- Increasing student engagement in classroom activities

COMMUNITY LINKS
- Parents
- High School
- Daycare/Preschool
- External Links – schools, businesses, clubs

Evaluation Plan
All stakeholders use a common language to positively describe our school. All stakeholders can operate successfully within the school environment and develop into active, informed citizens.
Monitor attendance levels.
Monitor positive and negative incident data.

Products and Practices

What is achieved and how do we measure?

Product:
- Updated Student Welfare policy to include cyber bullying.

- All members of the school community can understand and utilise the common language to identify the culture of our school.

- Increased rate of positive incidents and reduced rate of negative incidents.

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

Practice:
- Establish common terminology and practices to create a safe, respectful learning environment and support the cognitive, emotional, social, physical and spiritual wellbeing of the whole school community.