

School Plan 2015 – 2017

Penrith Public School 2859

QUALITY
TEACHING &
LEARNING

SUCCESSFUL
ENGAGED AND
RESILIENT
LEARNERS

STIMULATING
SECURE AND
INCLUSIVE
LEARNING
ENVIRONMENT

Penrith Public School: Implementation and internal progress monitoring



School vision statement

Penrith Public School strives to promote our core values of respect, cooperation, learning and environment. We promote excellence and equity by working to engage all students to become successful learners, confident, creative, and informed citizens of the 21st century.

We provide educational experiences and opportunities that engage and motivate all students to learn, discover and critically analyse their knowledge.

A culture of inclusivity, respect and acceptance of individuality is fostered across all levels of the school community.

School context

Penrith Public School, with a rich 150 year history, has a current enrolment of 399 students. 25 of these students are in the Hearing and Multi-categorical support classes. Enrolments are predominantly of English-speaking background with an increasing number of students from other backgrounds (35 nationalities), with largest representation from South Pacific Islands and Arabic speaking countries; there is a significant Aboriginal enrolment (52 students). Enrolment numbers are reasonably stable although there is a turnover of approximately fifty students annually. There are significant socio-economic variations within the Penrith drawing area.

The placing of students in learning stages, the integration of some support class students and the provision of an enrichment class successfully caters for our student needs and promotes the development of highly creative, literate and numerate students. A strong social skills program teaches students to make appropriate choices in behaviour and focuses on values for life.

The school motto 'Forward with Pride' reflects our emphasis on positive self esteem and resilience. Students are provided with the opportunity to develop their interests and abilities and to succeed at their personal best through extra programs in academic, sporting, cultural and performing arts areas.

The school has strong community links through a small but active P&C, playgroup, Saturday School and cooperation with the neighbouring church.

School planning process

The planning process included input from all major stakeholders: parents, staff, students.

Parents:

Collaboration with the school community via P&C meeting, information sessions and planning workshops occurred. Ongoing dialogue during P&C meetings provided up to date feedback during the consultation process. Partners in Learning surveys provided broader community feedback

Staff:

Staff consultation took place throughout staff meetings, staff workshops, stage meetings, staff development days and Learning Support Team meetings. Key requirements of the Melbourne Declaration were investigated and adopted as essential elements of this document.

Students:

Tell Them From Me surveys and anecdotal information from SRC meetings were considered.

Collation and analysis of Best Start, SMART and PLAN data also informed decision making



QUALITY TEACHING & LEARNING

Purpose of Strategic Direction 1:

To develop in students a love of life-long learning and to acquire the necessary 21st century skills including strengthening literacy and numeracy.
To develop in teachers the capacity to implement a high quality, differentiated curriculum through collaboration, shared expertise and professional development.

SUCCESSFUL ENGAGED AND RESILIENT LEARNERS

Purpose of Strategic Direction 2:

To ensure students have the tools needed to become engaged, successful, and resilient learners, able to take pride in themselves and reach their personal goals, supported by productive pedagogies, effective student welfare, equity and well being programs.

STIMULATING SECURE AND INCLUSIVE ENVIRONMENT

Purpose of Strategic Direction 3:

To develop a culture of inclusive collaboration within the school and wider community, through instilling trust, encouraging strategic support and ensuring open communication.
To build an aesthetic, safe and stimulating school learning environment through taking pride in our classrooms, buildings and grounds.

Strategic Direction 1: QUALITY TEACHING AND LEARNING

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To develop in <u>students</u> a love of life-long learning and to acquire the necessary 21st century skills including strengthening literacy and numeracy.</p> <p>To develop in <u>teachers</u> the capacity to implement a high quality, differentiated curriculum through collaboration, shared expertise and professional development.</p> <p>This is important in order to</p> <ul style="list-style-type: none"> • facilitate achievement of differentiated curriculum outcomes across the KLA's for all students according to their individual level of development. • To foster a team of dedicated, enthusiastic, highly skilled, efficient teachers at varying stages of career development. <div> <p>Improvement Measures</p> <ul style="list-style-type: none"> • 100% of classrooms and timetables structured to facilitate the explicit teaching of targeted skills during prime learning times • Increase in student growth from year three to five, evidenced by NAPLAN data </div>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students:</p> <ul style="list-style-type: none"> • Engage students to actively participate in quality teaching programs that are innovative, resourceful, creative, relevant and collaborative. • Effectively accessing and utilising a diverse range of resources, including ICT across all curriculum areas to support their understanding and progress in literacy and numeracy. • Identify, publish and monitor their own learning goals through discussion, one on one teacher feedback and authentic assessment tasks. <p>Staff:</p> <ul style="list-style-type: none"> • Develop staff leadership capabilities through participation in combined professional learning opportunities, network meetings and collaborative programming across Community of Schools (CoS). • Personalised professional learning plans for all staff through a range of strategies, with a focus on 	<p>How do we do it and how will we know?</p> <p>Staff:</p> <ul style="list-style-type: none"> • Facilitate development of common, deep understanding of quality, relevant teaching and learning practices to support students in the 21st century, including a framework for teacher self-evaluation and reflection, lesson observations, feedback and the teacher evaluation/professional development process. (Focus on Learning). • Ensure provision of strategically targeted, stimulating, engaging professional development, teacher mentoring and team teaching opportunities to support beginning and experienced staff. • Quality teaching and learning programs underpinned by the Quality Teaching Framework, using current syllabus documents and the School Excellence Framework to ensure whole school consistency with regards to assessment practices and collaborative, evidence-based programming. • Systematic and collaborative 	<p>What is achieved and how do we know?</p> <p>Practice:</p> <p>Ongoing opportunities for students and staff to self-assess, reflect and report on achievements of personal learning and leadership goals.</p> <p>Product:</p> <p>Enhanced achievement of personal learning and leadership goals for staff and students</p> <p>Practice:</p> <p>Continued implementation of the new English and Maths syllabus. Initial implementation of the new Science and History syllabus. Professional learning teams established across stages, curriculum areas, leading improved and embedded practice in relation to curriculum continuity and quality teaching</p> <p>Product:</p> <p>Evidence of new syllabus outcomes being taught and assessed in applicable KLA's</p> <p>Practice:</p> <p>Use of Literacy and Numeracy continuums across CoS to plan, assess and track</p>

- Increased number of students reading at or above grade level.
- 100% students utilise technology as a tool to achieve syllabus outcomes
- 100% of teachers in K-2 utilising L3 techniques in the classroom
- All stages represented in learning support and curriculum planning teams.
- 100% of Aboriginal students with PLP
- 100% of students with a disability with IEP's or PLP

feedback, reflection/self-evaluation and sharing of professional practice and knowledge.

- Ongoing knowledge of new technology
- SLSO's knowledge of position requirements and effective strategies to ; teachers competent in their supervision

Parents:

Develop parents' ability to support students' learning through provision of support materials and strategies to assist their children with their learning.

Leaders:

- Develop leadership capabilities of staff and facilitate opportunities for professional dialogue, peer mentoring, 'teacher expert' professional learning and collaborative planning for staff across CoS.
- introduce Sentral to facilitate more effective collection of data

implementation of new Board of Studies syllabuses: Mathematics and Science syllabuses in 2015, followed by History in 2016. Differentiation and aboriginal perspective evident throughout all teaching and learning programs.

- Collaborative programming and development of Individualised Education Plans (IEPs) and Personalised Learning Plans (PLPs) utilising existing protocols.
- Development of skills in using Sentral system for tracking and updating student progress
- SLSO's formal application for position, subsequent training and supervision on the job
- Teacher inservice on effective use of SLSO's

Students:

- Active participation in own learning experiences to ensure they are invested in their education. (Tell them From Me).
- developing and publishing personal learning goals in consultation with staff and parents/carers.

Parents: Parent participation in development, implementation and review of IEPs and PLPs.

Community: Community engagement in the planning processes via collaborative establishment and communication of goals. (Partners in Learning).

student progress and achievement. Regular analysis of data (PLAN, NAPLAN, National Consistent Collection of Data) to inform evaluation and future planning.

Product:

Consistency of teacher judgement evident across all stages. Common assessment tasks for data analysis and future planning with regards to pedagogy and collaborative programming. Ongoing provision of explicit instruction in the areas of reading (comprehension) and mathematics (working mathematically and problem solving).

Practice:

Regular review of programs and practices to ensure students receive personalised teaching and learning experiences to support, enrich and extend their learning

Product:

Establishment of tailored teaching and learning programs to cater for the individual and diverse needs of all students using the PDF, NCCD, PLASST and teacher programs (L3, Enrichment Program, Tutor Program, English as a Second Language, Reading Recovery) Weekly Learning Support Team meetings assist staff in identifying students requiring additional support either academically socially and emotionally.

Practice:

Performance Development Framework embedded across the whole-school. Whole school commitment to provision of quality

Evaluation plan:

Regular reporting against milestones.
Feedback from students, parents and staff, surveys.

Student pre and post test data for spelling, reading and maths assessments recorded to show areas needing improvement.

Best Start and PLAN data analysed

NAPLAN data analysed to track improvements from years 3 to 5 and develop targeted areas as needed.

Increased number of staff accessing professional learning.

21st century teaching and learning programs and practices.

Product:

Ongoing meaningful evidenced based teacher professional learning is embedded into the culture of the school.

Practice:

New technology (ipads, apps, robotics) purchased and distributed across the stages. Ongoing training for staff in effective use of IWB

Product:

Students are more proficient ICT users and independent, collaborative, creative thinkers. Students regularly use iPads, computers and robotics as tools for learning. Staff are more confident in their use of new technology including IWB

Practice:

Ongoing training/ supervision of SLSO's
Staff development on SLSO/teacher roles and responsibilities

Product:

Highly efficient use of SLSO's in classrooms. Production of a reference guide for SLSO/teacher use. Effective and equitable allocation of support via school Learning Support Team.

Practice:

Regular audits to ensure resources are maintained augmented and updated as required.

Product: Classrooms are well resourced to support teaching programs that reflect 21st century learning principles.

Strategic Direction 2: SUCCESSFUL, ENGAGED AND RESILIENT LEARNERS

Purpose

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

To ensure students have the tools needed to become engaged, successful, and resilient learners, able to take pride in themselves and reach their personal goals; supported by productive pedagogies, effective student welfare, equity and well being programs.

Improvement Measures

An active senior anti bullying peer support leadership program

Improved attendance from 92% - 95%
Reduction in numbers of students coming to school on time.

3% decrease in partial and full day absences.

50% Increase in male students seeking leadership opportunities

Significant number of students displaying positive playground and classroom behaviours as evidenced by Gold Awards

People

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

Students:

- Develop student leadership capabilities that integrate skills and learning experiences in the areas of intellectual quality, connectedness, and supportive classroom environments
- Knowledge and understanding of individual differences, self identity, self regulation, active citizenship, core values and school rules
- Opportunities provided for students to engage in a diverse range of learning and extra-curricular activities.

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Staff:

- Common understanding and commitment to student wellbeing and development of qualities required for learning and success in the 21st century (resilience, problem solving, communication, critical

Processes

How do we do it and how will we know?

Students:

- Identify, publish and monitor their own learning goals through discussion, one on one teacher feedback and authentic assessment tasks.
- Stage 3 student leadership group meet regularly to devise and implement an anti bullying peer support program
- Participation in programs to develop resilience, engagement and foster a culture of respect and cooperation. (Circle Time, Peer Support Program, School Musical).
- Students care for self, and contribute to the wellbeing of others

Staff:

- Consistent implementation of a whole-school approach to wellbeing, with clearly defined behavioural expectations and

Products and Practices

What is achieved and how do we know?

Practices:

Programs in PD/H/PE, Peer Support, Circle Time and Social Skills lessons are implemented and reviewed annually. School staff follow a social justice model when managing student behaviour.

Products:

Students understand and uphold: the school's core values of respect, cooperation, learning and environment, know and adhere to the school rules; are able to take pride in themselves and their school.

Practices:

Teachers encourage the acknowledgment and acceptance of diversity during class circle time and social skills lessons.

Products:

Teachers have a consistent understanding of students' needs, abilities and emotional wellbeing. Students are confident risk takers and feel comfortable in expressing their ideas, thoughts and feelings

and a reduction of entries on the board

thinking)

- Development of tailored teaching and learning programs to develop students' social and emotional wellbeing.
- Delivery of differentiated programs to maximise student engagement.

Parents:

- Improved parent understanding and ability to support their children's learning and emotional needs.
- Increased parent participation and investment in their children's learning, with a commitment to maximising student attendance and getting to school on time.

adherence to school rules

- Professional learning and resources linked to school programs to promote 21st century skills (resilience, problem solving, communication, critical thinking)
- Staff making reasonable adjustments to accommodate students with additional social, emotional, behavioural, physical and learning needs.
- A cross section of teachers from each stage, school counsellor and principal form the Learning and Support Team to oversee all student concerns

Parents:

- Provision of parent support groups, workshops, information sessions, coupled with inclusion of support materials in school newsletter and on website

Leaders: Monitor implementation of new reforms. Ongoing communication with staff and parents/carers to ensure the school community is well-informed and equipped to cater for the diverse needs of learners in the 21st century.

Evaluation plan:

Ongoing analysis of attendance data across all stages.

Comparison of behaviour misdemeanours from the board from year to year

Feedback from extra curricular activity groups: dance, ukulele, recorder, sport, garden club

Practices:

Enrichment programs to facilitate learning experiences for high achievers are embedded into the school learning culture.

Extra curricular activities provided to extend students' interests, promote group identity, social support and self regulation

Products:

Dance groups, choir, ukulele, recorder, computer, chess, soccer and touch football, gardening club run regularly throughout the year

Student representative council structure used to promote student engagement and participation in school leadership opportunities

Strategic Direction 3: STIMULATING SECURE AND INCLUSIVE ENVIRONMENT

Purpose

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

To develop a culture of inclusive collaboration within the school and wider community, through instilling trust, encouraging strategic support and ensuring open communication.

To build an aesthetic, safe and stimulating school learning environment through taking pride in our classrooms, buildings and grounds.

Improvement Measures

50% increase in parent feedback in affirming the schools strategic direction and processes in delivering quality learning experiences.

High levels of community connectedness, participation, satisfaction and trust in the school measured through parent feedback during interviews, P&C meetings and high turn-up at school events

People

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

Students:

- Develop an understanding of themselves within the school and community

Staff:

- Embrace diversity within the community and adjust teaching and learning programs to cater for the range of cultural and learning needs of all students.

Parents:

- Develop capabilities to support school programs through authentic learning experiences at school and at home.
- Parents well-informed and kept up to date with regards to their children's education
- Ability to attend and contribute to P&C

Leaders:

- Foster a culture of inclusivity and connections with the wider school community to ensure collaboration with all stakeholders and promote a dynamic learning environment for all students.

Processes

How do we do it and how will we know?

Students:

Engage in discussions around diversity and the value of others in our school and community

Staff:

Curriculum and stage teams engage in ongoing professional dialogue and collaborative programming to ensure consistency and cultural relevance across all teaching and learning programs.

Community:

Social, ethnic and learning diversity are targeted, facilitated and celebrated by the peer and learning support programs and the school calendar

Parents:

- Student and parent participation in development of PLPs and IEPs.
- Increase parent awareness of the school's commitment to and focus on quality teaching and learning via implementation of a multi-faceted communication strategy.
- Encouragement given to parents too become active members of the P&C

Products and Practices

What is achieved and how do we know?

Practices:

Students learn about other cultures, religions and beliefs in English/History and appreciate the diversity in our school . Scripture classes are run weekly and recognise our freedom of beliefs

Products:

School calendar of events eg Christmas, Easter Ramadan, Chinese New year, Holi, Diwali, NAIDOC, Harmony Day, ANZAC Day, Grandparents Day and Pedlars Fair – all promote student diversity, community involvement, well-being and respect for other cultures and beliefs

Practices:

High levels of community connectedness, participation, satisfaction and trust in the school. Regular and proactive P&C meetings

Product:

Increased parent feedback (Partners in Learning).

Parents respond to requests for information and/or permission within a reasonable time. Parents/grandparents volunteer help at school events(e.g. sports events, fundraisers, library, help in classrooms)

An effective and proactive P&C

		<p>Leaders:</p> <p>Implementation of a multi-faceted. communication strategy to maximise community connections and ensure up to date, timely communication with all stakeholders.</p> <p>Evaluation Plan:</p> <p>Ongoing surveys and stakeholder feedback.</p>	<p>Practice:</p> <p>Regular communication with school community</p> <p>Product:</p> <p>Weekly school newsletter, timely formation sheets and regularly updated school website</p> <p>Practices:</p> <p>Constant identification and improvement of the physical school environment both in side the school buildings and outside. Annual events to incorporate the school community in improving our environment include Clean Up Australia Day for Schools and National Tree Day. Regular meetings of the school garden club enable students to participate in school improvement.</p> <p>Product:</p> <p>The establishment of a safe, secure and stimulating area in which the students can learn creatively and interact safely.</p> <p>Construction of poles to celebrate 150 years.</p>
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