**School background 2015 - 2017**

**SCHOOL VISION STATEMENT**

**Our Vision**

Padstow North PS is a learning community aspiring for excellence where individuals are

- Connected
- Actively engaged
- Respected
- Empowered

Our purpose is to provide a school of excellence, where students are nurtured and valued, and experience a quality education within a safe and inclusive community. Through innovative, dynamic and authentic teaching and learning programs, our staff are committed to preparing students as confident, creative and successful learners.

**SCHOOL CONTEXT**

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. It is a small primary school with an enrolment of 360 in 2015. The school grounds cover a large area with expansive playing fields. The school has an increasing number of children from language backgrounds other than English, 57%.

**SCHOOL PLANNING PROCESS**

**Phase 1:**

- Principal and executive team prepared well: read about the new approach, considered reforms, identified current research, professional dialogue with colleagues
- Invited the school community to engage in the school planning process – executive conference, staff meetings, parents consultation groups, student survey
- Executive evaluated the previous school plan, including process of its development and implementation, analysed strengths and areas for improvement with staff
- School staff wrote a school vision for the educational landscape, looking forward with consideration of the strategic direction of the department, reforms, and the goals outlined in the Melbourne Declaration
- Analysed consultation data to DRAFT three strategic directions
- Staff worked in teams to workshop the directions using data to finalise three strategic directions

**Phase 2:**

- Wrote the school plan by defining improvement measures for each strategic direction
- Developed the Purpose, People, Processes, Products and Practices (the 5Ps) for each strategic direction – including strategies for evaluation
- Developed implementation milestones
- Developed evaluation milestones
- Finalised all aspects of school plan, and published
The School strategic directions 2015 - 2017:

This page identifies the 3 strategic directions and the purpose of each one.

**Purpose:**

**STRATEGIC DIRECTION 1: LEARNERS**
Engaged, creative and collaborative global citizens.

Purpose:
Develop creativity, communication, collaboration, critical thinking, problem solving, technological proficiency and global awareness in our learners. We have a positive approach and students understand they have the capacity to learn and every teacher is effective and every student is successful.

With high expectations of our students and ourselves we set standards of excellence and achieve those standards. This expectation challenges, inspires and motivates us to give our best in teaching and learning.

**STRATEGIC DIRECTION 2: LEADERS**
Innovative professionals creating excellence.

Purpose:
Our teachers lead quality education through authentic, innovative and dynamic teaching and learning programs delivered with confidence. Staff excellence is promoted through differentiated, focussed and informed professional learning.

Transparency, reflection and feedback are key elements in supporting the capacity of staff, ensuring best educational practice. We maintain a strong culture of high expectations through sharing and collaboration.

**STRATEGIC DIRECTION 3: SCHOOL COMMUNITY**
Inclusive and actively committed to learning.

Purpose:
Leading and inspiring a culture of collaboration, communication, leadership and organisational practices. We plan, implement and deliver engaging, safe and inclusive programs in school community partnerships.

Teachers are committed to prepare students to belong and be part of the community using lifelong skills and strategies to be involved, contribute and support each other.
## Strategic direction 1: Learners – Engaged, creative and collaborative global citizens.

### PURPOSE

Develop creativity, communication, collaboration, critical thinking, problem solving, technological proficiency and global awareness in our learners. We have a positive approach and students understand they have the capacity to learn and every teacher is effective and every student is successful.

With high expectations of our students and ourselves we set standards of excellence and achieve those standards. This expectation challenges, inspires and motivates us to give our best in teaching and learning.

### PEOPLE

**Students:**
As a foundation for successful learning in all areas students will have the essential knowledge, understanding and skills in literacy and numeracy. Students are creative and productive users of technology. Successful learners are able to solve problems in ways that draw upon a range experiences and innovation.

**Staff:**
As a foundation for successful teaching and learning, teachers and staff will aim for excellence throughout the design, implementation and assessment of authentic learning and assessment tasks and involve the learner throughout this process. Staff will plan and cater for individuals and foster the efficient use of technology.

**Parents/Carers:**
As a foundation for successful collaboration between home and school, parents will provide valuable and informed information that assists in the learning opportunities of their children.

### PROCESSES

**Connected Curriculum Project**
Essential skills for literacy and numeracy. Developing a learner profile that takes creativity, communication, collaboration, critical thinking and problem solving into consideration. Increasing individual capabilities by acknowledging, supporting and engaging students in extracurricular activities.

**Feedback for Success Project**
Every teacher is effective and every student is successful. Teacher/student feedback is relevant and drives further learning. Student performance is tracked and monitored. Assessment and reporting is an integral part of the learning cycle.

**Innovative ICT Project**
Technological proficiency for teachers and students. Technology embedded throughout the curriculum as a learning tool. Students have opportunities to use, manipulate and create learning experiences using technology.

### PRODUCTS AND PRACTICES

**Product:**
An increased proportion of students achieving through the schools teaching and learning programs. This may be measured by:

- % increase of students in band 5 and 6 for Year 3 and band 7 and 8 for Year 5 in NAPLAN
- Higher achieving students achieve % growth in annual PAT testing
- % of parent feedback showing the success of the schools education programs K-6
- % increase of students achieving at a certain level (cluster) in literacy and numeracy continuums
- % increase of students participating in extracurricular activities (all others are literacy and numeracy based)

**Practice:**
Teachers use effective teaching strategies to implement well designed teaching programs to meet student need

**Evaluation Plan**
Project team evaluations twice per term in accordance to planned milestones.

Regular review of products as per milestones.

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- % of parent feedback showing the success of the schools education programs K-6
- % increase of students achieving at a certain level (cluster) in literacy and numeracy continuums
- % increase of students participating in extracurricular activities (all others are literacy and numeracy based)
Increased opportunities for students to participate in innovative teaching and learning programs that incorporate interactive learning technologies to promote a balanced education. This may be measured by:

- % increase of parent feedback affirming the schools strategic directions and processes in relation to the delivery of quality learning experiences
- Increase of current technologies and practices available to more students including Bring Your Own Device (BYOD)

Note: Improvement measures will be used to measure the impact of Processes on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.
Strategic direction 2: Leaders – Innovative professionals creating excellence

PURPOSE

Our teachers lead quality education through authentic, innovative and dynamic teaching and learning programs delivered with confidence. Staff excellence is promoted through differentiated, focussed and informed professional learning.

Transparency, reflection and feedback are key elements in supporting the capacity of staff, ensuring best educational practice. We maintain a strong culture of high expectations through sharing and collaboration.

PEOPLE

Staff:
Staff will develop skills and leadership through ongoing, targeted professional learning. Flexible, professional learning opportunities will allow a wide variety of differentiated learning to occur.

Community partners:
- Staff will develop productive relationships with staff across a Community of schools.
- Students will benefit from access to additional and shared resources as schools will share resources and expertise through local primary and high school partnerships.
- Outside agencies and DEC specialist staff will be engaged to support staff, student and parent learning.

Leaders:
Develop the mindsets and capabilities of our staff to be leaders in the digital age.

IMPROVEMENT MEASURE/S

An increased proportion of staff participating in differentiated, focussed and informed learning. This may be measured by:
- % of teachers achieving goals designed through professional learning plans
- % increase of teachers confident in utilising learning technologies to maximise future focussed learning opportunities for students
- % increase in innovative technology and differentiation evident in teaching and learning programs K-6
- Increased % of staff feedback affirming the schools strategic directions and processes in the delivery of quality experiences

PROCESSES

Professional Learning Project
Staff further develop expertise in utilising a wide variety of innovative technology, increasing future focussed learning opportunities for students. Staff learning is supported through reflective practices and professional development in differentiation including writing focussed and informed individual learning plans

Leadership Project
Staff share expertise with colleagues through peer mentoring and the provision of individualised professional learning. Individual goals are set through Performance and Development Plans.

Evaluation plan:
Staff will report their development through feedback, opportunities tracked by each project team and the review of their Performance and Development Plan with supervisors and mentors in accordance with the DEC Performance and Development Framework.

PRODUCTS AND PRACTICES

Product:
An increased proportion of staff participating in differentiated, focussed and informed learning. This may be measured by:
- % of teachers achieving goals designed through professional learning plans
- % increase of teachers confident in utilising learning technologies to maximise future focussed learning opportunities for students
- % increase in innovative technology and differentiation evident in teaching and learning programs K-6

Increased % of staff feedback affirming the schools strategic directions and processes in the delivery of quality experiences

Practice:
Staff engaged in high quality targeted professional learning that improves teaching practice and student learning.
Best educational practice driven by confident well informed teachers: This may be measured by:

- % increase of staff feedback affirming opportunities to deliver targeted professional learning
- % increase of staff who actively engage in collaborative practice to enhance practice and learn from each other through modelling, team teaching, sharing of assessment and participation in professional dialogue and other learning forums

Note: Improvement measures will be used to measure the impact of Processes on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.

Product
Best educational practice driven by confident well informed teachers: This may be measured by:

- % increase of staff feedback affirming opportunities to deliver targeted professional learning
- % increase of staff who actively engage in collaborative practice to enhance practice and learn from each other through modelling, team teaching, sharing of assessment and participation in professional dialogue and other learning forums

Practice
Teachers initiate own learning within a collaborative professional network. Their learning improves professional understandings and impacts student educational outcomes.
**Strategic direction 3: School Community – Inclusive and actively committed to learning.**

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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<td>Leading and inspiring a culture of collaboration, communication, leadership and organisational practices. We plan, implement and deliver engaging, safe and inclusive programs in school community partnerships. Teachers are committed to prepare students to belong and be part of the community using lifelong skills and strategies to be involved, contribute and support each other.</td>
<td>Students: Students will be aware of local community events, school events and have a willingness to work with community members and parents from the school. They will be willing, acceptable, and motivated to work together. Students will have access to engaging technologies within the classroom. Students will be up-skilled by trained leaders in technology and understand the importance of responsibility and risk management with social media. Staff: Staff will be motivated and passionate about advocating their education system. Staff will be willing to learn new ideas through leaders of education and promote their teaching and learning programs openly to our local community. Staff will be up-skilled and have professional knowledge of the expectations of using technology effectively within the classroom and within the school.</td>
<td>Working Together Project It is essential to develop a school culture with our staff, parents and local community to positively enhance our school’s perception. Building partnerships with parents will encourage participation and learning opportunities for all students by an increased awareness and communication about all activities and teaching and learning programs within our school. Using Technology Effectively Project Using technology effectively is essential for preparation for the future of learning in our current world. Student learning is driven by quality teaching and learning programs. It is essential that teachers, students and parents have access to current technologies and software.</td>
<td>Product The school community is involved in a wide range of diverse and inclusive experiences. This may be measured by: % increase of parent involvement in whole school events Increased number of students participating in opportunities outside of Key Learning Areas.</td>
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<td>IMPROVEMENT MEASURE/S</td>
<td></td>
<td>Evaluation Plan This will be reviewed and evaluated by conducting surveys, focus group sessions, gaining parent feedback and reviewing current teaching and learning programs.</td>
<td>Practice Parents, staff and students are actively involved in aspects of daily school life.</td>
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Increased proportion of students, staff and parents meaningfully connecting through interactive learning technologies to promote active home and school learning partnerships. This may be measured by:

- % increase of staff, students and parents collaborating to:
  - Improve learning outcomes
  - Promote home/school learning partnerships
  - Support personalised and flexible modes of learning delivery

- % increase of staff, students and parents collaborating through online platforms to improve home/school partnerships with the subscription of technologies such as Mathletics, iPad applications, Facebook, Skoolbag App.

**Community Partners:**
The local community will be well informed partners in our whole school teaching and learning programs and advocate our school in community news and support our school for whole school events and technological advancements.

**Leaders:**
Leaders will be well skilled and motivated to advocate our whole school to the local community. Leaders will support teachers, parents and the local community and develop a partnership of good communication, support and a well-admired perception of our whole school.

**Note:** Improvement measures will be used to measure the impact of Processes on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.

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- % increase of staff, students and parents collaborating through online platforms to improve home/school partnerships with the subscription of technologies such as Mathletics, iPad applications, Facebook, Skoolbag App.

**Practice:**
Respectful, collaborative relationship with parents and caregivers regarding their children’s learning and well being

Parents and caregivers actively involved in whole school events to promote student engagement and build informed lifelong learners