School Plan 2015 – 2017

PLUMPTON PUBLIC SCHOOL (school code: 2887)

EXCELLENCE IN TEACHING & LEADERSHIP

ALL STUDENTS ENGAGED IN FUTURE-FOCUSED LEARNING

STUDENT, STAFF & COMMUNITY WELLBEING
## School vision statement

We have a holistic view of education. We prepare our students’ for academic success and informed responsible citizenship. We promote our students’ cognitive, creative, physical, social and emotional development.

Plumpton Public School students are provided with an environment in which they are supported to become knowledgeable, self-confident, self-reliant young people who make a positive contribution to the school and community and face the future with optimism.

## School context

At the commencement of the 2015 school year, there were 475 students in 19 classrooms: 257 male and 218 female students. 51% of our students are from non-English speaking backgrounds.

Plumpton Public School is one of 229 schools implementing the Department’s Learning Management and Business Reform program.

Our school is an active member of the Plumpton Educational Community of schools (PEC) and a participant in the Ningbo Chinese teacher exchange program.

Plumpton Public School recognises and celebrates student diversity and maintains a focus on Aboriginal and Multicultural education.

We work in partnership with our parents and caregivers to achieve our goals and we welcome community involvement and participation in the life of the school.

## School planning process

**Processes followed:**

1. School committees performed evaluations and provided feedback on previous school plan and made recommendations for future directions
2. Findings communicated to school community
3. Additional data was determined for collection and analysis. Data includes:
   - Student enrolment data
   - Student attendance
   - School-based and external performance data
   - Student welfare (including behaviour & discipline)
   - Staff profile
   - School satisfaction students, staff and parents
4. Ongoing communication and consultation with staff, students, parents and community
5. Drafting the school vision, drafting the plan, school and community feedback, re-drafting the vision and the plan.

**Consultation strategy:**

- Parent & community forums and presentations held before, during and after school, advertised in newsletters, on the school website and notification on school app.
- Consultation during P&C meetings.
- Surveys sent home to all families.
- Student Leadership Group facilitating parent use of SurveyMonkey on the school iPads in the playground before school.
- A School Blog set up for staff to review draft plan, pose questions and provide feedback.
- *Tell Them From Me Feedback Survey* (March 2015)
Plumpton Public School strategic directions 2015 – 2017

**Strategic Direction 1**
**Excellence in Teaching & Leadership**

**Purpose:**
To promote the school as a vibrant professional learning community, where leadership is a quality of all teachers. Professional learning is directly relevant to student outcomes and achievement, is ongoing, collaborative, school-based, individual and collective, with opportunities to share and learn from each other.

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**Strategic Direction 2**
**All Students Engaged in Future-Focused Learning**

**Purpose:**
To develop the student capabilities (*Australian Curriculum: general capabilities*) necessary to respond to a rapidly changing world: as active informed citizens, who think critically and act ethically, problem-solve, collaborate, create and evaluate, use technology meaningfully and communicate effectively.

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**Strategic Direction 3**
**Student, Staff & Community Wellbeing**

**Purpose:**
To foster a whole school sense of purpose and belonging and a shared commitment to a safe, respectful, supportive environment for all:
- All students’ needs are supported: learning, health, social and emotional. Consistent expectations for behaviour and issues affecting attendance are addressed.
- The health and wellbeing of staff is vital to the functioning of effective, positive schools.
- Healthy, positive, supportive parents and caregivers enhance the wellbeing, learning and engagement of our students.
**Strategic Direction 1: EXCELLENCE IN TEACHING & LEADERSHIP**

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<td>To promote the school as a vibrant professional learning community, where leadership is a quality of all teachers. Professional learning is directly relevant to student outcomes and achievement, is ongoing, collaborative, school-based, individual and collective, with opportunities to share and learn from each other.</td>
<td><strong>STUDENTS:</strong> Students contribute to evaluation of <em>Excellence in Teaching and Leadership Projects</em> and providing feedback on their progress and attitudes to learning <strong>STAFF:</strong> Staff at all levels of their career engage in professional learning linked to individual <em>Personal Development Plans (PDPs)</em>, which include meaningful and appropriate goals focused on the needs of students and linked to the <em>Australian Professional Standards for Teachers and Principals</em>. All staff engage in performance and development processes linked to the <em>Australian Teacher Performance &amp; Development Framework for Principals, Executives and Teachers in NSW Public Schools</em>. <strong>PARENTS, CAREGIVERS &amp; COMMUNITY:</strong> Community contribute to evaluation of <em>Excellence in Teaching and Leadership Projects</em> and provide feedback on their child's progress and attitudes to learning.</td>
<td><strong>Project 1: Implementation of the National Curriculum.</strong> All teachers participate in professional learning and collaborative planning, programming, differentiation, assessment and reporting. <strong>Project 2: Personal Development Plans.</strong> PDPs reflect the needs of the individual teacher, support whole school strategic directions and fulfil the requirements of the <em>Professional Standards</em> and the expectations of <em>Teacher Performance &amp; Development Framework</em>. <strong>Project 3: Differentiated staff professional learning.</strong> PL is individual and relevant to teachers at all stages of their career PL utilises a variety of delivery modes. <strong>EVALUATION PLAN:</strong> Staff evaluate the effectiveness of the professional learning provided against individual PDPs and monitor their progress towards achievement of learning goals. Student achievement is analysed and plotted on the Literacy &amp; Numeracy continuums with a focus on continuous improvement. Staff progress tracked against attainment and maintenance of the <em>Professional Standards for Teachers at Proficient, Highly Accomplished and Lead</em>.</td>
<td><strong>PRODUCTS:</strong> NAPLAN reading and writing results show an increase of 2.5% in the top bands and a decrease of 1.5% in the lowest bands. NAPLAN numeracy results show an increase of 2.5% in the top bands and a decrease of 1.5% in the lowest bands. <em>Personal Development Plans</em> have a focus on continued development and professional growth, are aligned to the <em>Professional Standards for Teachers and Principals</em> and the school’s strategic directions. Staff are accessing professional learning directly linked to their <em>Personal Development Plans</em> and the school’s strategic directions. Staff are achieving and/or maintaining accreditation. <strong>PRACTICES:</strong> Professional learning is promoted within our school as a routine practice involving all teachers, who demonstrate ownership of their own learning goals. Professional learning focuses on teaching strategies that make the biggest difference to student learning (evidence-based, research-backed) Quality, sustainable induction programs exist within our school.</td>
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Strategic Direction 2: ALL STUDENTS ENGAGED IN FUTURE-FOCUSED LEARNING

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| **STUDENTS:**  
Students are engaged in the content of the curriculum (which allows flexibility for local and topical content) and develop capabilities as future-focused learners. They use a range of technology and media meaningfully to research, problem-solve, create and communicate.  
**STAFF:**  
All staff have a common understanding of *future-focused Learning* and its relationship to the *Australian Curriculum*, *cross-curriculum priorities*, and *general capabilities*. Staff build skills through professional learning and/or peer coaching to use digital technology meaningfully and confidently.  
**PARENTS, CAREGIVERS & COMMUNITY:**  
Invited to participate as co-learners or provide expertise in the use of digital technology. Parents/caregivers have an understanding of what, why and how students learn (including identified student groups) and how they can support their child at home. |

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| **Project 1: Future-focused pedagogy.**  
Staff access PL delivered through a variety of modes, including on-line learning and digital resources. They share expertise, reflect on practice and observe each other.  
**Project 2: Future-focused curriculum.**  
Staff collaborate to design project-based learning experiences centred on local or topical content, combining curriculum content and capabilities, ICT and pedagogy.  
**Project 3: Future-focused assessment & reporting.**  
Assessment drives programming to address the needs of all students. All students are aware of how they are performing and what they need to do to improve.  
**EVALUATION PLAN:**  
All staff participate in a cycle of collaborative planning, observation of lessons and provision of feedback to improve their practice. Staff and students are using a range of digital technology meaningfully to support project-based learning. Student improvement is measurable against the Literacy & Numeracy Continuums. |

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| **PRODUCTS:**  
Staff *Personal Development Plans* identify pathways for continued professional development in *future-focused* pedagogy, curriculum and assessment and *PDPs* are aligned to the *Professional Standards*. *Future-focused learning* and *assessment* strategies are evident in programs and observable in classrooms.  
**PRACTICES:**  
All staff are involved in *Future-Focused Learning PD*. A culture of sharing expertise and supporting others exists in the school. Staff are confident, capable users of a range of digital technology and access curriculum tools to personalise learning and assessment for students. Students are active participants in project-based learning and use digital technology confidently for a range of purposes and audiences. |

**Improvement Measures**

- Staff *Personal Development Plans* identify pathways for continued professional development in *future-focused* pedagogy, curriculum and assessment and *PDPs* are aligned to the *Professional Standards*. *Future-focused learning* & assessment strategies are evident in programs and observable in classrooms.
### Strategic Direction 3: STUDENT, STAFF & COMMUNITY WELLBEING

#### Purpose
To foster a sense of purpose and belonging and a whole school commitment to a safe, respectful, supportive environment for all:
- All students’ needs are supported: learning, health, social and emotional. Consistent expectations for behaviour and issues affecting attendance are addressed.
- The health and wellbeing of staff is vital to the functioning of effective, positive school.
- Healthy, positive, supportive parents and caregivers enhance the wellbeing, learning and engagement of our students.

#### Improvement Measures
A case-management approach is used when necessary to meet the needs of individual students.

All Aboriginal students have a PLP developed, implemented and monitored in partnership with parents / caregivers.

Improved behaviour in classrooms and on playground. Decreased detentions and suspensions.

Improved student attendance.

Initiatives to improve staff wellbeing have been identified and are implemented with an evaluation plan.

Parents, caregivers and community are provided with links to support services where appropriate.

#### People

**STUDENTS:**
Trust their teachers, communicate their needs and feel supported as learners.

Students identify their goals for learning using the Positive Behaviour for Learning (PBL) framework, and are supported by teachers, parents and caregivers to achieve them.

**STAFF:**
Have a holistic view of students in supporting their needs. They have a deep understanding of factors that have a positive or a negative impact on student learning and engagement.

Staff have a shared responsibility for supporting students to achieve positive outcomes.

Staff are aware of the factors that impact on their own wellbeing and the wellbeing of others, identify initiatives to support them and their colleagues and access support services when necessary.

**PARENTS & CAREGIVERS:**
Parents and caregivers work in partnership with the school to support students to achieve their goals at home and at school.

Family wellbeing is a school focus, parents and caregivers are provided with links to services where appropriate.

#### Processes

**Project 1: A renewed focus on PBL.**
School and classroom rewards explicitly align with PBL expectations. Teachers support students to identify and monitor their PBL goals. Students receive explicit feedback toward their progress. PEC Citizenship Continuum aligned to PBL and implemented K-6.

**Project 2: A holistic approach to student wellbeing.** A case-management approach is adopted to meet additional student needs (learning, health, social, emotional, behaviour, attendance).

**Project 3: Staff & Community Wellbeing.** Staff work actively to support the wellbeing of their colleagues and seek assistance for their own wellbeing when necessary. Local services are identified and linked with families where appropriate.

**EVALUATION PLAN:**
Student differentiated learning and adjustments are evident in school programs.

Student attendance is monitored and underlying issues impacting on attendance addressed.

Student behaviour is tracked for improvement against the school-based STARS student wellbeing system.

School community wellbeing survey.

#### Products and Practices

**PRODUCTS:**
A case-management approach is used when necessary to meet the needs of individual students.

All Aboriginal students have a PLP developed, implemented and monitored in partnership with parents / caregivers.

Improved behaviour in classrooms and on playground. Decreased detentions and suspensions.

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Initiatives to improve staff wellbeing have been identified and are implemented with an evaluation plan.

Parents, caregivers and community are provided with links to support services where appropriate.

**PRACTICES:**
Staff provide purposeful, explicit feedback to assist students’ progress towards and achievement of PBL goals.

Our actions are aligned and our collective efforts (Staff, Students, Parent and Caregiver & Community) are united to achieve our goals for students’ academic, physical, social and emotional development and wellbeing.

Partnerships exist with local community support services.