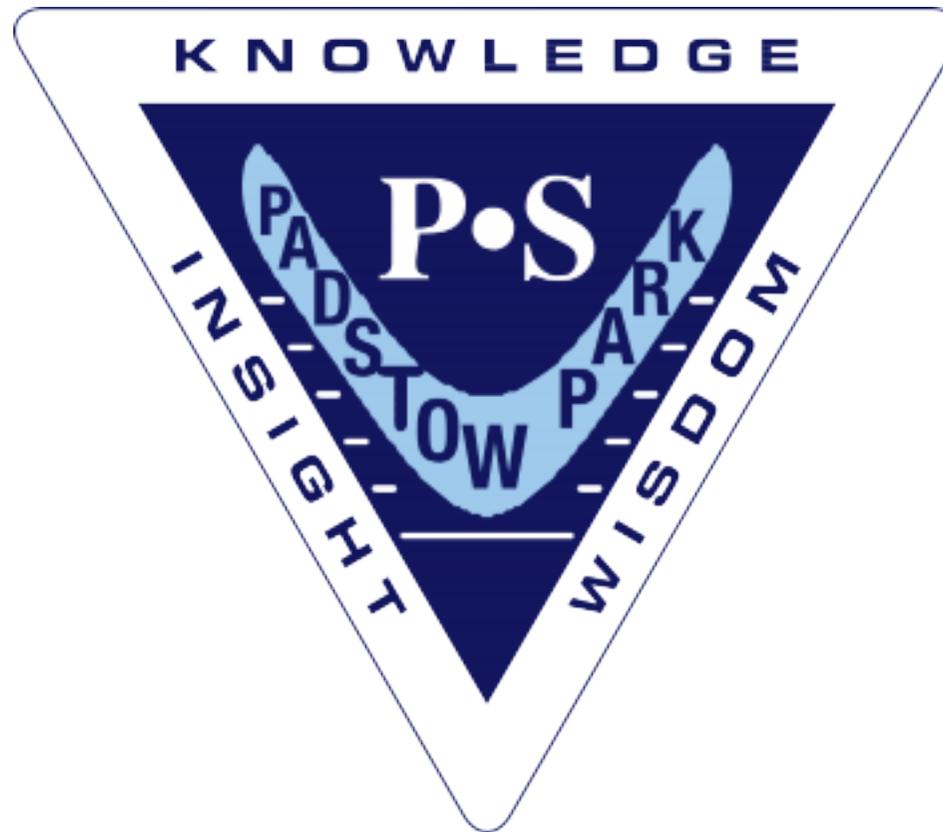


School plan 2018-2020

Padstow Park Public School 2826



School background 2018–2020

School vision statement

"Knowledge Wisdom Insight"

At Padstow Park we provide engaging and challenging learning opportunities. Staff and our community, in partnership, create an inclusive environment that develops the whole child.

School context

Padstow Park Public School, is located in South Western Sydney and has an enrolment of 337 students. It was established in 1928.

Our students are representative of the diverse religious, cultural and socio economic groups within our local community with 61% coming from a language background other than English. The largest cultural groups are Arabic speakers, Chinese and Vietnamese. Many families share a strong cultural heritage with the school with some families having attended throughout three and four generations.

The school has quite extensive, well appointed and maintained grounds offering large spaces for playing, exercising and enjoying the outdoor physical environment. The playground also contains a purpose built tennis court, basketball court and fixed climbing equipment.

Padstow Park Public School strives to create an inviting and engaging learning environment focused on robust Visible Learning, quality learning and teaching programs and strong wellbeing structures enabling our students to succeed and thrive.

The school has an extensive Music program taught by a specialist Music teacher, incorporating instrumental tuition in recorder, violin, vocal ensembles, drumming groups and choir. There is also regular and ongoing participation in the N.S.W. Public Schools State Music Festivals as well as involvement in many high profile performances from the Arts Unit and local community events. We also enjoy strong traditions of extensive involvement and success in a range of sporting programs, debating, public speaking and dance.

There is also a purpose built school kitchen which is utilised to provide students with the opportunity to engage in the preparation of food and meals linked to school events and learning opportunities within specific Key Learning Areas.

Family and community involvement is welcomed and

School planning process

School planning at Padstow Park Public School is a collaborative and cyclic process inclusive of all stakeholders. Staff, parents and students have input into the planning and evaluation cycle. A number of occasions have been utilised to develop the plan and ensure all components are directly aligned to the school vision statement. School planning and evaluation include and is not limited to;

- Collection and analysis of performance data from Naplan, Plan, Best Start interviews school assessment data
- School evaluation in respect of the goals set by the School Excellent Framework
- School Development Day sessions
- Discussion sessions with staff, parents and students
- Tell them from Me surveys: staff, parent and student data collected and analysed
- Executive team meetings to discuss school data and directions
- Consistent and regular opportunities will be provided for all stakeholders to provide feedback towards the attainment of improvement measures.

School background 2018–2020

School vision statement

School context

encouraged and parent participation at all levels is highly valued by students and staff. The school is a dynamic hub within its community with consistent and varied use of its facilities and grounds by several local businesses, groups and organisations.

Future focused learning is supported by a diverse range of technology and equipment, enhancing pedagogy within classrooms K–6.

School planning process

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Successful Learners

Purpose:

Every student develops a love of lifelong learning by achieving their personal best and demonstrating confidence and persistence.



**STRATEGIC
DIRECTION 2**
Teachers Are Leaders And
Learners

Purpose:

Every teacher develops evidence based and future focused practices that are transforming for student learning.



**STRATEGIC
DIRECTION 3**
Connected Community

Purpose:

Our caring, connected community has a shared investment in creating strong partnerships for the improved learning and wellbeing of all students

Strategic Direction 1: Successful Learners

Purpose
Every student develops a love of lifelong learning by achieving their personal best and demonstrating confidence and persistence.
Improvement Measures
An increase in students achieving expected growth against internal and external data measures in literacy.
An increase in students achieving expected growth against internal and external data measures in numeracy.
Students can achieve success criteria and can articulate learning goals.

People
Students
Students are able to talk about their learning achievements, challenges and future goals.
Staff
Staff have clear understandings of the types of feedback, their purpose and use.
Parents/Carers
Parents have a clear understanding of the support their child is receiving and work in partnership with the school.

Processes
Data informed teaching practices.
Visible Learning .
Evaluation Plan
NAPLAN data
PLAN data
Internal student performance data

Practices and Products
Practices
Stage teams collect and analyse consistent assessment data in literacy and numeracy in 5 weekly cycles.
Stage teams collaboratively planning literacy and numeracy teaching and learning programs from an evidence base.
All staff implementing feedback practices as a result of professional learning.
Teachers use a variety of strategies to seek feedback on student learning.
Learning and Support Team processes ensure close and careful monitoring of student learning and wellbeing.
Products
Support is provided at point of need for identified students.
Classrooms reflect consistent use of bump it up walls and walls that teach.
Teaching and learning programs directly incorporate Quality Teaching elements.

Strategic Direction 2: Teachers Are Leaders And Learners

Purpose

Every teacher develops evidence based and future focused practices that are transforming for student learning.

Improvement Measures

100% of staff working collaboratively to develop depth of knowledge of evidence based practices in English and Mathematics.

Learning progressions are embedded in teaching and learning programs in Mathematics and English.

People

Students

Students can identify and demonstrate their learning progress.

Staff

Teachers embed evidence based practices in English and Mathematics

Parents/Carers

Our community has an understanding that use of the learning progressions in literacy and numeracy assists teachers to target teaching and learning programs for students at year level expectations and proficiency levels.

Processes

Leading quality professional learning.

Evaluation Plan

Two stars and a wish feedback reflects high engagement in Professional Learning showcase and raises awareness of leadership capacity across staff.

Observations of planning agendas and teaching and learning programs.

Practices and Products

Practices

Professional learning is supported by cyclic team teaching, collaborative observations and mentoring.

Improved practice is guided and informed by cyclic review and evaluation of implementation.

Staff showcase their professional learning on social media to connect learning and leadership practices within our school community.

Teaching and learning programs include explicit and systematic lesson delivery that is derived from the learning progressions.

Products

Staff have a shared understanding of K-6 Learning Progressions.

Evidence based practice is driven by Professional Learning.

Student learning and improving school practices are regularly communicated to our school community using preferred communication tools.

Strategic Direction 3: Connected Community

Purpose

Our caring, connected community has a shared investment in creating strong partnerships for the improved learning and wellbeing of all students

Improvement Measures

A diverse range of staff deliver differentiated professional learning within the school and the community of schools.

All staff set challenging Performance and Development Plan goals that link with the teaching standards.

People

Staff

Teachers have shared professional respect and engage in opportunities to learn with and from each other.

Staff

Staff engagement within our community of schools is collegial and results in shared practice and professional development.

Leaders

Leaders and aspiring leaders utilise opportunities to mentor, coach and support and be mentored, coached and supported, in order to bring about a shift in school culture resulting in a strong, active cohesive learning community.

Parents/Carers

Our community have an understanding of the diverse roles of staff within the school.

Processes

Engaging in collaborative practices

Evaluation Plan

Performance and Development Plans for all staff.

Evaluation of Professional Learning and action on feedback received.

Growth within School Excellence domains in Leading.

Practices and Products

Practices

Teachers and leaders make authentic connections within and across schools for a range of purposes.

Staff engage in consistent processes for goal-setting, observations, feedback and reflection for their own learning and improvement.

Mentoring and coaching practices are in place for different experience and/or accreditation levels of staff:

- early career teachers
- proficient teachers
- aspiring leaders
- experienced leaders

Products

Performance and Development Plans reflect goals against the higher levels of the teaching standards.

Diverse leadership opportunities are available to a range of staff.

Professional learning is differentiated for staff.