**School vision statement**

*Students aim high, give it a go and encourage others.*

*(FPS School Motto)*

To prepare our students to lead rewarding lives as engaged citizens in a complex and dynamic world. This will be achieved by striving for excellence in future focused teaching and learning, connecting on many levels and building trusting, respectful relationships for students to succeed.

**School context**

The school is a well–resourced, dynamic learning environment. The school enjoys a strong sense of community which is actively promoted and valued. The school community and staff are committed to developing positive relationships, providing a safe, inclusive and caring environment where students thrive, feel valued and are free to take risks and share ideas. A growth mindset is fostered in students as well as staff.

Differentiating learning experiences to engage all students and, the extensive provision of extracurricular activities in the creative and performing arts, sport and enrichment activities are key features of the school. The school's population includes 22% from language backgrounds other than English.

The school's current focus areas include:

- Building leadership capacity and improving teacher quality
- Meaningful and effective technology integration
- Familiarisation of the new NSW K–6 Science and technology syllabus within a S.T.E.A.M. framework & the effective teaching of Spelling
- Collaborative planning and teaching
- Personalised professional learning pathways

The school is an active member of the Warringah Community of Schools. The school community and staff are committed to providing a positive, inclusive and caring environment where students and both engaged and challenged in their learning, and where there are programs which allow all students to *aim high*.

**School planning process**

Throughout the school plan cycle, a range of data and evidence was collected from all stakeholders to inform planning for school improvement. The areas of review incorporated the current learning programs and practices in addition to research of current direction of best practice in effective schools. Reviews were conducted utilising focus groups in P&C meetings in conjunction with parent surveys. This provided strong evidence of the strengths of the school and perceived areas of improvement, which determined the baseline for the future planning of resources and school direction.

The ongoing gathering of student data by teachers, the analysis and evaluation of this data in teacher professional development sessions determined the qualitative areas of improvement in Literacy and Numeracy in particular. The inclusion of "quality teaching" rounds by all teachers provided peer review, reflection and feedback.

Target teams reflecting the school's strategic directions lead, monitor and regularly review the progress of project plans and make adjustments to milestones when necessary.

Differentiating learning experiences to engage all students and the extensive provision of extra–curricular activities in the creative and performing arts, sport and enrichment
### School background 2018–2020

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<td></td>
<td>activities are key features of the school.</td>
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School strategic directions 2018–2020

**STRATEGIC DIRECTION 1**  
Students are Empowered Learners  

**Purpose:**  
To create a learning environment that enables our students to develop a strong sense of efficacy. Learning experiences will encourage students to be actively connected to their learning; strive towards, and achieve meaningful goals; become confident and resilient learners who are recognized, respected and valued. Students will have opportunities to exercise choice, self-regulation, self-determination, ethical decision making and responsibility; ability to foster positive relationships, be risk takers and celebrate success.

**STRATEGIC DIRECTION 2**  
Teachers are Dynamic Leaders of Learning  

**Purpose:**  
To build deep pedagogical and curriculum knowledge and skills in teachers. To create practices that build the capacity of staff to design, develop and deliver high quality future focused learning experiences that involve active learning and balances both knowledge and the teaching of key competencies needed for the 21st century for all students. To provide opportunity, space and time for self-improvement by allowing for innovation, reflection and adjustment of teaching strategies.

**STRATEGIC DIRECTION 3**  
Inclusive, Informed and Engaged Community  

**Purpose:**  
To deliver an inclusive community approach that leverages staff and parent expertise to support teaching and learning goals. To increase community participation in decision making, school/community projects and in-school volunteering and, to co-create learning partnerships to increase student and parent engagement in the learning process.
## Strategic Direction 1: Students are Empowered Learners

### Purpose
To create a learning environment that enables our students to develop a strong sense of efficacy. Learning experiences will encourage students to be actively connected to their learning; strive towards, and achieve meaningful goals; become confident and resilient learners who are recognized, respected and valued. Students will have opportunities to exercise choice, self-regulation, self-determination, ethical decision making and responsibility; ability to foster positive relationships, be risk takers and celebrate success.

### Improvement Measures
- Improvement in student learning is identified through achievement against explicit criteria outlined in rubrics associated with learning across the KLA's.
- New metrics (e.g. continuum of skills for student inquiry) are researched and created to capture student engagement and learning.
- Improvement measures in the general capabilities and all key learning areas include all students achieving at ‘expected growth or above’ in school assessment benchmarks for their grade level.
- All learning programs embed student engagement assessment and provide meaningful feedback.
- Use of survey data (e.g. ‘Tell Them From Me’ and school administered student surveys) to identify improvements in student wellbeing and demonstrating evidence of a growth mindset and increased student agency.

### People
#### Staff
- Engage in high quality professional learning gain a deeper understanding of inquiry learning pedagogies and, skills in the design and implementation of rigorous multidisciplinary inquiry projects mapped relevant syllabuses outcomes, content and skills of each discipline.
- Provide scaffolded inquiry learning that gradually increases student agency over learning while providing learners with the necessary skills, knowledge, and understanding to be successful in their inquiry.
- Develop a continuum of skills required for each type of student inquiry (structured, controlled, guided and free). Students mapped against the continuum.
- Provide clear learning intentions and success criteria to students through the development of rubrics.
- Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings
- Facilitate learning to inspire students to positively contribute to and responsibly participate in the digital world.
- Take responsibility for developing skills with digital technologies.

### Processes
#### 1. Inquiry Learning
Build teacher capacity to design and deliver effective learning through:
1.1 Provide access to high quality professional learning
1.2 Enhance quality pedagogy through active membership of learning teams that investigate inquiry learning and other pedagogies

#### 2. Student Agency
2.1 Design student learning tasks that reflect the Visible Learning framework and promotes student voice as an active part of the process. Learning will include:
- learning intentions
- success criteria
- adjustments to learning
- student self reflection
- development of a growth mindset
2.2 Develop clear processes and procedures for the SRC to enable student voice in school decisions and actions.

#### 3. Digital Technologies, Digital Literacy and Citizenship
3.1 Create a robust ICT infrastructure and technology rich learning environment through:
- upgrades to the existing Wi-Fi network
- increased access to mobile devices and

### Practices and Products
#### Practices
- Senior leadership and specialist teachers to provide opportunities and quality professional learning, mentoring and support to teachers to improve teaching and learning practices
- An online community of practice established to share literature, ideas, resources and programs
- Teaching programs are re–designed to include inquiry projects and effective assessments.
- Through the implementation of inquiry pedagogies and projects, students are given opportunities to set learning goals and pathways, take responsibility, self–regulate and reflect on learning
- Rubrics identifying learning intentions and success criteria created for inquiry projects.
- Use the SAMR model to enhance and transform learning through effective technology integration into the learning environment

#### Products
- Create a technology rich, innovative learning environment – STEAM Learning Hub – to support inquiry pedagogies, student agency and professional learning.
- Integrated programming template designed to support programming practices and adjustments for students
- Exemplar models of integrated programs and learning sequences for students developed and shared
- Use a digital literacy scope and
## Strategic Direction 1: Students are Empowered Learners

### Improvement Measures

- Naplan performance indicates an increase in the percentage of students achieving at or beyond expected stage standard in Literacy and Numeracy.

### People

- decisions, take responsibility and self-regulate own learning.
- Learn to take risks and to reflect on results of learning experiences.
- Exhibit a growth mindset in all school activities.
- Develop the capacity to engage in a positive, safe, legal and ethical behaviour when using technology, including social interactions online or when using networked devices.
- Work towards developing technological fluency with a variety of platforms and tools effectively using ICT across all KLA’s.
- Work towards becoming confident developers of digital solutions.
- Showcase learning

### Parents/Carers

- Engage in information sessions to enrich understanding of inquiry pedagogy and skills required to be successful in inquiry and their relevance to future work.
- Support their children in developing a growth mindset towards learning and with developing positive relationships

### Leaders

- Support the collective understanding of school vision and strategic directions.
- Provide opportunities for professional learning and instructional leadership to support staff with developing a deep understanding of, and confidence in, designing and implementing quality inquiry learning.

### Processes

- technologies to support teaching and learning.
- Improved processes and systems for providing support
- the creation of a shared STEAM Learning Hub that reflects an innovative learning environment

3.2 Provide professional learning and mentoring to build teachers capacity to:

- develop the skills and confidence to become effective users of ICT
- integrate ICT across all KLA’s
- create powerful, relevant learning experiences for students
- build confidence and skills in designing digital solutions.
- increase productivity

### Practices and Products

- sequence to identified current knowledge and skills in students and inform the design and delivery of authentic learning activities that align with syllabus outcomes. Employ digital tools and resources to maximize active, deep learning.
- Parents remain informed of their child’s progress through accurate evidence based reporting.

### Evaluation Plan

1. Collect baseline data from staff and
## Strategic Direction 1: Students are Empowered Learners

<table>
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<tr>
<th>People</th>
<th>Processes</th>
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<tbody>
<tr>
<td>• Identify and assign budgetary requirements to provide resources to support inquiry learning resources and STEAM projects.</td>
<td>students related to pedagogy, curriculum, student agency and digital literacy, technology and citizenship</td>
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<td></td>
<td>2. Analyse staff reflection data collected at strategic points each year, class data, continuum data, teacher programs and student portfolios will be used to inform and evaluate school directions.</td>
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<td></td>
<td>3. Monitor student and staff evaluation data at strategic points to determine progress in curriculum as well as wellbeing data (NAPLAN, TTFM survey and school based student surveys)</td>
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<td></td>
<td>4. Monitor E/ALD, Learning Support and mainstream students to ensure students meet expected growth for literacy and numeracy</td>
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## Strategic Direction 2: Teachers are Dynamic Leaders of Learning

### Purpose
To build deep pedagogical and curriculum knowledge and skills in teachers. To create practices that build the capacity of staff to design, develop and deliver high quality future focused learning experiences that involve active learning and balances both knowledge and the teaching of key competencies needed for the 21st century for all students. To provide opportunity, space and time for self-improvement by allowing for innovation, reflection and adjustment of teaching strategies.

### Improvement Measures
- 100% of teachers are involved in action research learning teams as practitioner researchers with the findings of each iteration shared and scaled with all staff.
- 100% of staff will have developed a professional learning plan to show evidence of attainment of NSW Professional Teaching Standards
- All teachers accredited or working towards accreditation at proficient level
- Increasing number of teachers working towards or achieving highly accomplished accreditation

### People

#### Staff
- Engage in action research learning groups that meet their identified learning goals.
- Develop expertise in a range of contemporary pedagogies to enhance their 'pedagogical toolkits'.
- Deepen knowledge, understanding, and capacity to effectively implement the NSW Syllabuses through professional learning, professional reading and collaboration.
- Build capacity for creative and innovative learning design.
- Explore ways that innovative learning spaces can support effective teaching and learning practices.
- Engage in ongoing professional reading to deepen understanding related to interest areas.
- Early Career Teachers participate in NTN program (New Teacher Network) to support and share practice.
- Engage in collaborative planning and teaching practice.

#### Students
- Provide students with the opportunity to develop their own self-efficacy through a range of learning experiences.
- Engage students in being a quality learner, facilitator and co-designer of all key learning areas in the class and home environments.

#### Leaders
- Coordinate time and support for action

### Processes

#### Teaching and Learning
Improve teacher self-efficacy and enhance practice, programming and assessment to support our students through:
- High quality professional learning
- Professional collaboration and involvement in learning teams investigating contemporary pedagogies as part of ongoing action research
- Redesigning programs to incorporate inquiry learning that is project based and multidisciplinary
- Developing assessment rubrics for inquiry projects that clearly state learning intentions and success criteria
- Engaging in Professional Learning opportunities to support effective implementation of the NSW Syllabuses.
- Establishing and growing professional connections and personal learning networks
- Establish a process of regular reflection and reporting.

#### Teacher Leadership
Teachers are supported in building their leadership capacity through:
- facilitating learning groups
- designing, leading and evaluating projects
- presentation opportunities within the school and beyond
- leading professional learning

### Practices and Products

#### Practices
- All teachers develop and implement personalised Professional Development Plans that are iterative, aligned to the Department and the school's priorities and ensure ongoing improvement in practice.
- Targeted professional learning workshops conducted to support the identified learning needs of all teachers.
- Leadership capacity is developed in teachers through targeted mentor programs, opportunities to present at school based and external professional learning events, and the leadership of action research projects

#### Products
- All teachers involved in action research projects through their learning groups. Regular reporting practices established which include team member roles in collaborative projects
- All teachers develop personalized professional learning plans
- Early career teachers on staff gain accreditation and proficient level
- Aspiring leaders working towards and/gaining accreditation at highly accomplished level.
### Strategic Direction 2: Teachers are Dynamic Leaders of Learning

#### People
- research learning teams.
- Facilitate and provide instructional leadership and shared leadership opportunities and mentoring.
- Keep up to date with current research of effective teaching practices.

#### Parents/Carers
- Actively encourage parental participation in school educational programs to build community educational capacities. This will include providing community learning sessions on 21C learning and the NSW syllabuses.

#### Community Partners
- Community partners, including partner schools within and beyond NSW, are harnessed to support models of personalised learning including through internships and community-based projects.
- Seek to develop community partnerships that lead to collaboration with experts in their field on projects.

#### Processes
- mentoring

#### Student Leadership
Student leadership programs are expanded to include:
- design teams,
- student voice projects to drive learning and curriculum
- student leadership projects that enable students to see themselves as change-makers.

Develop processes to ensure the SRC fosters student leadership, voice and choice.

#### Innovative Learning Environments (ILE’s)
An increasing number of school spaces are transformed into innovative learning environments.
- Ongoing involvement in professional reading related to flexible learning spaces.
- A planning template developed and implemented where teachers build a case and articulate clearly their understanding of the current research around ILE’s and how flexible furniture will support their teaching and learning.

#### Evaluation Plan
- Analysis of staff reflection data collected strategic points each year.
- Analysis of action learning project reports to inform future direction of learning groups.
Strategic Direction 2: Teachers are Dynamic Leaders of Learning

Processes

- Discussion and feedback between school leaders and staff on professional learning plans to contribute to future goals
- Analysis of accreditation data
- Evaluate the impact on learning through analysis of student learning via the inquiry project rubrics
- Processes enhance to monitor and feedback on class programs to ensure they comply with NESA regulations and reflect the department and the school's strategic directions and expectations.
- Regular review and monitoring student work samples to ensure growth and consistency of teacher judgement
## Strategic Direction 3: Inclusive, Informed and Engaged Community

### Purpose
To deliver an inclusive community approach that leverages staff and parent expertise to support teaching and learning goals. To increase community participation in decision making, school/community projects and in-school volunteering and, to co-create learning partnerships to increase student and parent engagement in the learning process.

### Improvement Measures
- Increased collaborations with community organisations and businesses.
- Increased number of parents involved in school initiated projects.
- Increased number of parents and community members attend student showcases of learning.
- Positive feedback received on survey addressing school communication.

### People

#### Leaders
- Continue to expand and improve comprehensive and inclusive communication plans.
- Encourage in–school volunteering.
- Consolidate and expand the primary–secondary linkages with the local high schools.
- Establish meaningful collaborations with universities, community organisations and businesses that support learning outcomes for students.

#### Staff
- Develop professional networks with colleagues within WCoS and beyond as well as external organisations for learning and sharing.
- Explore and develop global connections and networks and participate in global collaborations.
- Design and facilitate workshops to engage the community.
- Interact with community collaborations to enhance authentic student learning opportunities relevant to real-world contexts.
- Collaborate with the community on larger initiatives and projects.

#### Students
- Provide opportunities to engage with the community for authentic learning.
- Showcase learning to parents and community.
- Co–create and support learning.

### Processes

#### Communication
- Develop a policy for using the SeeSaw app in Kindergarten.
- Review the school newsletter design and layout and ensure compliance with accessibility, plain English guidelines and the Department's style guide.
- P&C include regular information in the newsletter about the use of money raised.
- Migrate school website to the new SWS Adobe platform and include more frequent news posts to provide the community with information about events, projects etc.
- Expand use of Schoolbag app to include and connect to the new school website.
- Expand the use of Sentral as an effective, daily communication tool between staff and include recording and tracking of student welfare.

#### Engagement
- Identify and submit applications for community and business education programs/projects that support student learning outcomes.
- Identify members of the school community with expertise that supports learning outcomes and invite them to collaborate on school projects.
- Offer leadership opportunities for students and staff to design and deliver programs for parents and the community.
- Include families in decision making.

### Practices and Products

#### Practices
- All teaching staff engage in the daily use of Sentral for attendance, communication, tracking of student welfare.
- Continue and increase partnerships with community organisations and businesses to allow for students to be involved in authentic, connected learning experiences.
- Regularly provide information to parents and the wider community via the school’s digital communication.

#### Products
- Students, staff and the community understand the process of student led showcases.
- The school will initiate projects that bring the community together e.g. establishing a Maker Space in the STEAM Hub where teachers, parents and students can make and repair objects together, establishing school gardens, training and competing in robotics competitions.
Strategic Direction 3: Inclusive, Informed and Engaged Community

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<th>People</th>
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<tr>
<td>opportunities in collaboration with teachers and the community.</td>
<td><strong>Evaluation Plan</strong></td>
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**Parents/Carers**

- Parents & Citizens (P&C) executive team to work with school staff to increase parent engagement and future planning, and be a highly visible and proactive presence across the community.
- Respond to opportunities to volunteer expertise and support for in-school projects and learning experiences.
- Engage in active partnerships to share student learning and success

- Feedback and evaluations from students, staff, parents and community partners
- Survey parents for feedback on changes to communication via, new website, new newsletter format, expanded use of Schoolbag app and other class based digital communication platforms
- Type and number of meaningful and sustained collaborations formed