

# School plan 2018-2020

St Andrews Public School 4481



# School background 2018–2020

## School vision statement

Children, First and Foremost

## School context

St Andrews Public School is situated in the suburb named St Andrews in South Western Sydney, NSW, Australia. There are currently 852 students (6% Aboriginal, 48% English as an Additional Language/Dialect) K to 6 enrolled in our school, comprising 36 classes, including an Opportunity Class (OC) and five support classes.

St Andrews Public School prides itself on being a **supportive** educational setting which continually provides authentic learning experiences for all children, including gifted and talented students and students requiring additional support for autism and moderate and mild intellectual disabilities. We are an **inclusive** school community that focuses on the need to *be safe, respectful and be a learner*.

Our staff and community have **high expectations** and aspirations for their children and these are realised through the skill and dedication of our highly qualified staff and are reflected in the **quality learning** outcomes achieved by our students.

Students at St Andrews Public School continue to achieve excellence in State and National testing in literacy and numeracy and also in the University of NSW competitions. The school curriculum provides programs that cater for a wide range of student abilities. The performing arts play an important role in the education of our students with opportunities to participate in dance, drama, school instrumental groups and choirs. Sport also plays an important role, with students given the opportunity to participate in PSSA inter-school sport and a range of other sporting events. St Andrews Public School also provides many other experiences such as debating, chess club, drama club and Korean language teaching. Our students are environmentally aware and we are very proud of our vegetable gardens, water tanks, worm farms and compost bins.

Our **supportive** and active parent body works in **partnership** with staff to provide programs and resources

## School planning process

In 2017 our school reviewed its purpose and student, staff and community expectations. A comprehensive process to develop a new school vision was undertaken to ensure student, staff and community thoughts and aspirations were embedded into the St Andrews Public School three year plan.

We undertook an authentic consultation process to evaluate current school strengths and opportunities for improvement. A range of information was collected via surveys, student, staff and parent forums, workshops and focus groups. Data from all key stakeholders highlighted common themes that articulated current school strengths and areas for continuous school improvement. These common themes clearly identified the need for four strategic directions. These were Wellbeing, Leadership, Learning and Assessment and Professional Experience Hub. Through this consultation process we believe the vision statement 'Children, First and Foremost' encapsulates the entire school community's aspirations for the students of St Andrews. The consultation process identified four clear areas that were valued by the school community.

# School background 2018–2020

## School vision statement

## School context

of the highest quality for our students. Proceeds from our annual fete and Parent Body fundraisers are contributing to the purchase of air conditioning units in every classroom.

## School planning process

# School strategic directions 2018–2020



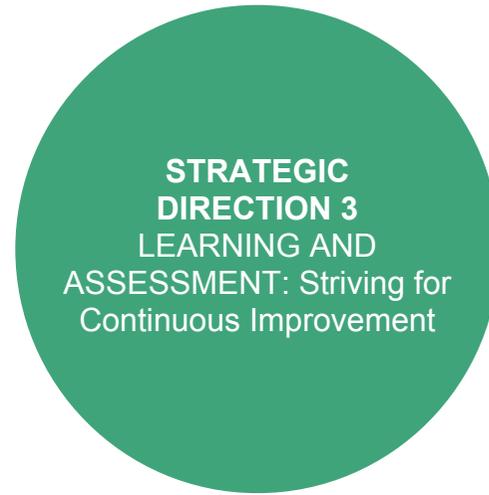
**STRATEGIC DIRECTION 1**  
WELLBEING: Connect, Thrive, Succeed

**Purpose:**  
Positive, respectful relationships are evident and widespread with a strong focus on wellbeing for all.



**STRATEGIC DIRECTION 2**  
LEADERSHIP: Growing Together

**Purpose:**  
To create a high performing learning culture based on innovative educational practices that builds leadership capacity for all.



**STRATEGIC DIRECTION 3**  
LEARNING AND ASSESSMENT: Striving for Continuous Improvement

**Purpose:**  
To build effective teaching and learning capacity underpinned by high quality teaching, evidence– based assessment and learning for all.



**STRATEGIC DIRECTION 4**  
PEX

**Purpose:**  
To develop rich, reciprocal partnerships with Western Sydney University that explore learning environments and pedagogical practice across a diverse range of contexts.

# Strategic Direction 1: WELLBEING: Connect, Thrive, Succeed

|                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Purpose</b></p> <p>Positive, respectful relationships are evident and widespread with a strong focus on wellbeing for all.</p>                                                                                                                                                                         | <p><b>People</b></p> <p><b>Students</b></p>                                                                                                                                                                                                                                                                                                                         | <p><b>Processes</b></p>                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Practices and Products</b></p>                                                                                                                                                                                                                                                                                              |
| <p><b>Improvement Measures</b></p> <p>–An increased percentage in student attendance.</p> <p>–Positive behaviour to be above 80% based on the fidelity of information.</p> <p>–An increase of community participation in Aboriginal initiatives.</p> <p>–Increase in students receiving targeted support</p> | <p>All students engage in positive, respectful relationships through positive experiences and understand behaviour expectations.</p>                                                                                                                                                                                                                                | <p>Students, staff and the community develop and implement strategies to ensure an understanding of whole–school wellbeing initiatives.</p>                                                                                                                                                                                                                                                                           | <p><b>Practices</b></p> <p>The school community are supported through the Wellbeing Framework by engaging in ongoing learning opportunities.</p>                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                              | <p><b>Staff</b></p> <p>Build teacher capacity, knowledge and understanding of the research underpinning PBL and explicitly set student goals and provide targeted strategies to ensure consistency in language and universal school practices that promote positive learning.</p> <p>An expert learning and support team supports the learning of all students.</p> | <p>Improve partnerships with our Aboriginal Community to develop an awareness and respect of the Aboriginal culture and create authentic engagement in aspects of school life, enabling individual students to be proud and connected Aboriginal citizens.</p>                                                                                                                                                        | <p>Internal and external support provided to staff, parents and students to develop a deep understanding of the Aboriginal culture.</p>                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                              | <p><b>Leaders</b></p> <p>Develop a shared understanding and vision that creates a safe, respectful and responsible learning environment and adopt evaluative practices to track progress of all key stakeholders.</p>                                                                                                                                               | <p>Reviewing and refining current Learning and Support Team (LST) practices to effectively support the wellbeing of all students.</p>                                                                                                                                                                                                                                                                                 | <p>The school implements evidence–based whole school practices that support targeted interventions that ensures success for all students.</p>                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                              | <p><b>Community Partners</b></p> <p>Parents support the whole school PBL approach to behaviour across the school.</p>                                                                                                                                                                                                                                               | <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• TTFM, Surveys (feedback from staff, students and parents) / Discussions</li> <li>• Student interviews, Surveys, attendance from workshops, reflection/behaviour data, tiered fidelity inventory</li> <li>• SENTRAL</li> <li>• SRC involvement &amp; projects, student leadership,</li> <li>• Parent Body involvement &amp; projects</li> </ul> | <p><b>Products</b></p> <p>Positive, respectful relationships are evident among students, staff and parents promoting wellbeing and ensuring good conditions for student learning.</p> <p>Aboriginal initiatives are supported by the whole school community.</p> <p>LST practices are clear and consistent across the school.</p> |

# Strategic Direction 2: LEADERSHIP: Growing Together

## Purpose

To create a high performing learning culture based on innovative educational practices that builds leadership capacity for all.

## Improvement Measures

–Establish high quality systems and processes so SAPS is recognised as a lighthouse school for Instructional leadership.

–Increased opportunities for students to be involved in leadership roles across the school.

–Increase the leadership capacity across our executive team.

–Increased opportunities for parents to be involved in leadership roles across the school.

## People

### Students

Student leaders develop a growth mindset that enables them to self-regulate and develop skills in leadership and apply them through their roles.

### Staff

Build teacher and leadership capacity by participating in ongoing professional learning including class observations, data analysis, coaching and mentoring

Build teacher capacity in professional knowledge and practice to ensure all aspects of accountability and learning are realised.

### Leaders

Leaders are visible learners that adopt a coordinated approach to provide high quality professional learning within the school community by building teacher capacity to differentiate student learning and lead the professional development of their team.

### Community Partners

Develop opportunities for all parents and community to be involved in supporting the school and their child's learning.

## Processes

Develop and maintain a focus on distributive instructional leadership to create and sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Differentiated professional learning targeted at identified teacher need linked to SAPS strategic directions, Australian Teaching Standards and PDP goals utilising internal expertise.

The students, staff and parents engage in authentic leadership opportunities that contribute to the leadership of the school and supports the achievement of its goals and priorities.

## Evaluation Plan

- TTFM, Surveys (feedback from staff, students and parents) / Discussions
- SEF
- Professional Learning Overview
- PDP process (monitoring and review)
- Compliance Training

## Practices and Products

### Practices

Implement an instructional leadership model which demonstrates a high performance culture with a clear focus on student progress and achievement and high quality service delivery whereby all students are taught by quality teachers.

Teachers to plan and lead the development of professional learning, policies and programs that address the needs of colleagues.

Identify, initiate and build on leadership opportunities that engage all members of the school community.

### Products

An effective, sustainable instructional leadership model that supports whole school improvement through evidence based practices .

Explicit systems build professional capacity to drive ongoing school wide improvement in teaching practice and support teachers to achieve professional learning goals.

Students, staff and parents all play an integral role in leading initiatives across the school community.

# Strategic Direction 3: LEARNING AND ASSESSMENT: Striving for Continuous Improvement

## Purpose

To build effective teaching and learning capacity underpinned by high quality teaching, evidence-based assessment and learning for all.

## Improvement Measures

–Increase in students achieving 12 month growth in literacy

–Increase in students achieving 12 month growth in numeracy

–Internal and external school measures identify that students are achieving higher than expected growth

## People

### Students

Active participants in their own learning.

All learners take responsibility for their learning through goal-setting, feedback and reflection.

Students set personal learning goals and monitor and reflect on their own progress towards their achievement

### Staff

Teachers value the use of evidence based strategies to inform learning and assessment, and guide students in setting and evaluating goals as outlined in NSW Curriculum and NESA Teaching Standards

### Leaders

Leaders develop a coordinated approach to provide sustained, high quality, differentiated professional learning.

### Community Partners

Families participate in learning opportunities to deepen their knowledge of the curriculum and understanding of student learning and receive information to support students in achieving personal goals.

## Processes

The school community is engaged in ongoing learning opportunities that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback to ensure quality learning and assessment.

Quality, reliable and valid internal and external student data is analysed, monitored and used to inform planning, identify interventions and modify teaching practice.

## Evaluation Plan

- TTFM / Surveys (feedback from staff, students and parents)/ Discussions
- Professional Learning
- New AP/LST Model
- Accreditation at HA and L
- Teacher's planning and programming, Record of data chats – set targets, measure growth, triangulation of data, data/bump it up walls
- IEPs/PLPs
- Use of learning progressions, CTJs
- Intervention/Support programs
- Individual learning goals,
- LGSC visible in all classrooms
- Learning Sprints/Spirals of Inquiry Parent workshop attendance
- 3-way parent/teacher/student interviews

## Practices and Products

### Practices

Teachers to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.

The whole school collectively monitors and evaluates the implementation of teaching strategies to improve students' achievement in literacy and numeracy using feedback, research based knowledge and student data.

Ongoing evaluation and feedback of student performance and teacher instruction to inform future learning, assessment and reporting practices.

### Products

Students are able to use their knowledge, skills, problem solving and critical and creative thinking to support their learning by identifying individual learning goals.

Teaching and learning programs contain multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers/students and colleagues.

# Strategic Direction 3: LEARNING AND ASSESSMENT: Striving for Continuous Improvement

## Processes

- Seesaw – improve parent communication

# Strategic Direction 4: PEX

## Purpose

To develop rich, reciprocal partnerships with Western Sydney University that explore learning environments and pedagogical practice across a diverse range of contexts.

## Improvement Measures

–100% of preservice teachers fulfill the requirements of the professional experience placement, evaluated against graduate standards.

Feedback from preservice teachers and mentor teachers around the professional experience placement.

–100% of mentor teachers complete AITSL modules to effectively mentor preservice teachers.

## People

### Students

Students will connect with 8 Ways of Learning practices as part of the curriculum delivery strategy.

### Staff

Staff engage in professional learning around the Australian Professional Standards for Teachers at Graduate level to effectively mentor preservice teachers.

### Preservice Teachers

Preservice teachers will be provided with contextually rich experiences including orientation, induction, observation, reflection and feedback to support their professional experience placement.

### Community partners:

Western Sydney University, cluster hub schools within the Campbelltown Network and NSW Aboriginal Education Consultative Group (AECG).

### Leaders

Collaborative planning, research and consultation with Western Sydney University, hub school leadership teams and rural and remote school leaders.

### Community Partners

Western Sydney University, cluster hub schools within the Campbelltown Network and NSW Aboriginal Education Consultative Group (AECG).

## Processes

Preservice teachers, mentor teachers and university teaching staff continually build professional relationships around professional experience placements, professional learning and action research.

St Andrews Public School, the 13 cluster hub schools, Cambridge Park High School, Western Sydney University, AECG and Connected Communities rural and remote schools.

Build authentic communication structures that enhance the preservice teacher professional experience placement. Strengthen network opportunities for preservice teachers beyond their placement.

The Partnership Agreement between the school, WSU, the cluster hub schools and the NSW AECG will drive improvement across the six domains of the National Aboriginal and Torres Strait Islander Action Plan.

## Evaluation Plan

–Pre– and post–surveys of preservice teachers

–Focus groups around professional learning opportunities.

## Practices and Products

### Practices

Mentor teachers complete AITSL modules to effectively mentor preservice teachers.

Hub schools identify high performing preservice teachers against the graduate standards.

Increased advocacy and engagement in public education for all preservice teachers.

Enhanced understanding of how schools function and the broader responsibilities of teaching.

### Products

Australian Graduate Standards are used to guide and evaluate preservice teachers' practice.

Teaching excellence is achieved through professional learning opportunities around TEN, 8 Ways of Learning, Hattie's model of micro teaching and Aboriginal cultural experiences.

An ongoing partnership between the community hub schools, the NSW AECG, Connected Communities and Western Sydney University is maintained to enable continuous improvement for preservice teachers and mentor teachers.