

# School plan 2018-2020

Australia Street Infants School 5104



# School background 2018–2020

## School vision statement

Australia Street Infants School is committed to providing quality teaching in a nurturing, inclusive and engaging learning environment, which enables all students to become confident and creative individuals. We work collaboratively as a whole school community to prepare and motivate our students to be successful in an ever-changing world.

## School context

Australia Street Infants School is a specialised inner city infants school established in 1889. The School provides critical family services within a focused integrated continuum of early learning for its 150 enrolments through Lennox House community centre (0–5 years), Preschool program (3–5 years) and K–2 Infants School (4–8 years).

Australia Street Infants School is known for its small, pastoral environment, providing quality, innovative teaching and learning programs in a safe, nurturing and stimulating environment. Our central purpose is to provide children with the necessary knowledge, understanding, skills, values and attitudes to ensure that they are successful learners and global citizens.

We believe that learning is enhanced in an environment where children and families feel they belong, and actively encourage collaboration throughout our learning community. We provide before school, after school and vacation care onsite, which provide a number of extracurricular and enrichment activities.

Our school works in partnership with local feeder schools to share expertise and professional learning, which in turn allows continuity of care and information for students transitioning to primary school in Year 3 and from local prior to school settings into Kindergarten.

We provide a number of extracurricular activities to enrich the lives of students, including drama and an annual school performance, and the opportunity to join strings or guitar lessons, Mandarin classes, or one of our lunchtime clubs, which include dance, community garden work, choir and sport.

## School planning process

Online survey – Tell Them From Me for staff and parents

Consultation with staff during professional learning sessions looking at previous strategic plan and tabling new plan, SEF v1 and v2 and evidence guides to assess the school

Display in school foyer of draft school plan with facilities to add comments

Display in staffroom for staff to offer feedback

Tabled at P&C meeting and emailed to all members with a call for feedback

Sent out via School enews to all parents for feedback prior to end of term so all stakeholders have clear vision for next three years

# School strategic directions 2018–2020



**Purpose:**

To ensure an engaging, differentiated and responsive learning environment underpinned by consistent, evidence-based quality teaching strategies and data to drive student learning.

**Purpose:**

To create a planned, strategic and inclusive approach to whole school wellbeing which motivates and supports students to become confident, creative and successful individuals.

**Purpose:**

To enrich student learning through authentic communication and collaboration between Newtown Network schools and the wider community.

# Strategic Direction 1: Quality teaching and learning

## Purpose

To ensure an engaging, differentiated and responsive learning environment underpinned by consistent, evidence-based quality teaching strategies and data to drive student learning.

## Improvement Measures

Increasing percentages of students demonstrate growth per semester across Literacy progressions

Increasing percentages of students demonstrate growth per semester across Numeracy progressions

Surveys, observations and programs show staff increasingly adopt consistent, evidenced-based, dynamic quality teaching strategies

## People

### Students

Students will develop skills and dispositions for learning and self-assessment

### Staff

Teachers will develop the capacity to utilise data to provide targeted teaching in literacy and numeracy, and to implement innovative, evidenced-based teaching strategies and programs of learning

### Leaders

The school will adopt a coordinated and consistent approach to providing teachers with sustained, differentiated professional learning

## Processes

### Literacy

Implement a whole school approach to supporting students develop literacy skills

### Numeracy

Implement a whole school approach to supporting students develop numeracy skills

### STEAM

Implement a whole school approach to supporting staff to implement quality, integrated STEAM units

### Teaching and learning strategies

Implement a whole-school approach to incorporating effective and evidenced-based teaching and learning strategies which facilitate differentiation and student engagement in learning

## Evaluation Plan

Evaluations of programs

PLAN and other assessment data

Student feedback

Staff surveys

Observations

## Practices and Products

### Practices

Staff use and analyse data to inform and differentiate teaching and learning and track student progress in literacy and numeracy

Teachers plan quality, integrated units of work, implementing STEAM subjects, skills and approaches

Teachers effectively implement evidence-based strategies to facilitate differentiation, effective feedback and student self-reflection

### Products

Students receive targeted teaching at point of need as evident in observations

High quality, differentiated and dynamic teaching and learning programs are evident

Increased student ownership and responsibility over their learning demonstrated in student work samples and student voice

# Strategic Direction 2: Wellbeing

## Purpose

To create a planned, strategic and inclusive approach to whole school wellbeing which motivates and supports students to become confident, creative and successful individuals.

## Improvement Measures

The school increasingly adopts an effective and consistent approach to reinforce student achievement, promote positive student behaviours and manage inappropriate behaviours in line with Department of Education policies and guidelines

The school adopts wellbeing practices which increasingly strengthen the cognitive, physical, social and emotional development of students

## People

### Students

Students build skills and strategies to enhance their sense of identity, positive relationships and engagement in their own learning, and belonging to our school community

### Staff

Build teacher capacity to implement school-wide practices to wellbeing

### Leaders

Adopt a coordinated approach to developing and implementing a school-wide wellbeing framework

### Parents/Carers

Parents and carers develop an understanding of, and actively support the school's approach to wellbeing

## Processes

### Wellbeing Project

Draw on Department of Education guidelines and school community values to develop a planned, consistent approach to the school's discipline and wellbeing system

### Wellbeing Approach

Implement a whole school approach to student wellbeing, in which students can connect, learn, thrive and succeed

## Evaluation Plan

TTFM teacher and parent surveys

Student self-reflection data

Sentral wellbeing data

Community consultation feedback

A-Z Implementation Tool

Observations

## Practices and Products

### Practices

Every staff member consistently applies school welfare and discipline procedures

A strategic and sustainable whole school approach to wellbeing, which includes communication and community partnership

### Products

A comprehensive framework to support the cognitive, emotional, social and physical wellbeing of all stakeholders is evident

Evidence shows students follow the school expectations and procedures, are self-aware, build positive relationships and actively contribute to the school and community

Strengthened home, school and community relationships are demonstrated in TTFM and other surveys

# Strategic Direction 3: Collaboration

## Purpose

To enrich student learning through authentic communication and collaboration between Newtown Network schools and the wider community.

## Improvement Measures

Staff surveys and feedback show across school collaborations resulting in increased self efficacy, knowledge development and sharing of expertise

## People

### Leaders

School leaders will recognise the collective benefit of shared decisions making and collaboration for sustainable growth across the network

### Staff

Staff will value collaboration as a mechanism to develop self and others in the pursuit of excellence

### Community Partners

Community of schools will collaborate to develop programs and plans that enhance staff and community shared opportunities

## Processes

### Early Career Teachers Network (ECTN)

Early Career Teachers Network will meet regularly with school executive and aspiring school leaders to develop their capacity and effectiveness as beginning teachers

### Newtown Professional Learning Community

Hubs, school visits and joint Staff Development Days

## Evaluation Plan

Teacher Surveys

ECT surveys

Student feedback

Aggregated network data

## Practices and Products

### Practices

Through collaboration Early Career Teachers are receiving targeted support in areas of their own identified need

Teachers are collaborating across the network, identifying, establishing and sharing best practice to improve student outcomes

### Products

Innovative teacher programs and practices are identified and collated for sharing across the network

Early Career Teacher feedback demonstrates positive connections with increased effectiveness and confidence as teachers