

# School plan 2015 – 2017

## Plunkett Street Public School 4551



Learning and  
Engagement

Active, engaged,  
confident highly literate  
and numerate students

Teaching

Consistently high  
standards of teaching  
and learning

Leadership, systems  
and processes

Aligned systems to  
facilitate quality  
teaching and learning





## School vision statement

At Plunkett Street Public School we aim to develop the students passion for learning, alongside a strong sense of community and a healthy consideration for the needs of the world around us. We aim to develop resilient, confident and compassionate citizens with the capacity to seek knowledge, understanding and skills in an ever-changing world. We employ engaging, experiential learning to develop children academically, socially and emotionally in a supportive and understanding environment from preschool to year six. We understand the importance of developing learning partnerships with our surrounding community and work closely with others to achieve our best.

## School context

Plunkett Street Public School is a small community school located in Woolloomooloo serving a diverse cultural population reflecting our local area. The school is proud of its supportive and inclusive environment. We provide for students from preschool to year six. There are currently 45 students in three classes from kindergarten to year 6. A 20 place preschool provides quality early learning opportunities guided by the Early Years Learning Framework in the year before compulsory schooling.

Teaching and learning programs are organised to provide small group instruction, intensive support for students as needed, extension and acceleration for gifted and talented students and an emphasis on innovative teaching practice

Strong community partnerships are highly valued by the school and reflect the school motto of "Togetherness", which describes the collaboration between students, their families, staff and the community to achieve the best possible educational and social outcomes.

## School planning process

The writing of the school plan commenced in 2014 when staff reviewed current programs and learning opportunities at Plunkett Street Public School. These programs were compared to the quality teaching framework and reviewed against our 2012-14 school plan. Teachers were asked to evaluate current programs in relation to improving student outcomes.

Parents were included in the consultation process and asked to describe our school and what they wanted for our students. They were also asked what programs they felt worked well at our school and what future directions they would like to see us take.

Community organisations who work with our school were also asked to describe our school and list the schools strengths qualities and attributes as they see them.

The students were asked about their learning and what was important to them at school.

This information was evaluated by a staff plan writing team and informed the development of our strategic directions, articulating the schools priorities for the next three years.



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## Learning and Engagement

Active , engaged,  
confident highly literate  
and numerate students

### **Purpose:**

To engage students in quality learning across all curriculum areas with a focus on continued improvement, innovative pedagogy and differentiated high quality learning to meet the needs of all students.

## Teaching

Consistently high  
standards of teaching  
and learning

### **Purpose:**

To embed high quality teaching practice in all areas of the curriculum and teaching learning cycle

## Leadership, systems and processes

Aligned systems to  
facilitate quality  
teaching and learning

### **Purpose:**

To develop whole school systems aligning curriculum, teaching, community engagement and learning partnerships for improved student outcomes and increased leadership capacity of all staff.

# Strategic Direction 1: Learning and Engagement: Active engaged confident, literate and numerate students.

## Purpose

To engage students in quality learning across all curriculum areas with a focus on continued improvement, innovative pedagogy and differentiated high quality learning to meet the needs of all students.

## Improvement Measures

- ❖ All students achieve at or above expected growth in numeracy and literacy (Continuum/PLAN)
- ❖ All students 3-6 achieve at or above expected growth in English and Mathematics on national performance measures.
- ❖ CTJ and anecdotal evidence indicates increased learning engagement for all students (2015 baseline)
- ❖ Reduction in student referral for behaviour.
- ❖ Improved attendance for all students (2015 as a baseline)

## People

### Students:

Sequentially build skills, knowledge and understanding in all key learning areas.

Build capacity for critical and creative thinking.

Develop requisite literacy and numeracy skills to engage fully in curriculum

### Teachers

Differentiate curriculum delivery to meet the needs of all students.

### Support staff

Develop skills and confidence in delivering individual and school learning priorities with support of teaching staff.

### Learning Partnerships/Volunteers

Commitment to support students in learning with support of school staff and enrich and extend programs

### Parents and carers

Develop understanding of whole school priorities and their relationship to teaching and learning.

### Leadership:

Efficient and effective allocation of school resources and programs to enrich learning and meet targets (RAM).

## Processes

### Maths and English

- Continued growth in literacy and numeracy for every student.
- Differentiated curriculum to support maths and English learning p-6.
- Ongoing review of scope and sequence developed for maths and English to guide the sequential development of knowledge, understanding and skills.

### Engagement projects

- Provide engaging programs to stimulate student engagement and the implementation of meaningful differentiated curriculum.
- Project Based Learning programs
- Self-Organised Learning Environments (SOLE)
- Community Learning Partnership projects: Sydney Theatre Company drama project, Story Factory history project, ISM, Police Sport, SDEHS
- Positive Playground Project
- Stephanie Alexander Kitchen Garden Program

### Learning and Wellbeing

- Implement Kids Matter program
- PBL review/training implementation
- Social and emotional learning implemented as part of Kids Matter project

## Products and Practices

**Product:** All students are at or above national minimum standards and showing expected growth or above on external performance measures and internal school performance measures.

**Practices:** Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Product:** Performance for equity groups within the school is comparable to the performance of all students in the school (Engagement Projects)

**Practices:** The school establishes active partnerships and works collaboratively to ensure continuity of learning for students (Learning partnerships)

**Product:** A comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students which measurably improves individual and collective wellbeing (Kids Matter)

**Practices:** School organisation supports staff and student wellbeing; maintain student staff ratios to foster positive learning relationships and ensure positive behaviour outcomes.

## Strategic Direction 2: Teaching: Consistently high standards of teaching and learning.

### Purpose

To embed high quality teaching practice in all areas of the curriculum and teaching learning cycle

### Improvement Measures

- ❖ Teachers report on areas of responsibility and leadership.
- ❖ Assessment data to set benchmark and tracked through PLAN for every student
- ❖ Student engagement monitored through ESR.
- ❖ Reduction of student referral for behaviour compared to previous annual data.
- ❖ Documented program development and scope and sequence for all learning areas
- ❖ All teachers achieving accreditation at proficient or higher.
- ❖ Tell them from me survey
- ❖ Increase in the number of parent responses to school surveys (2015 data baseline)

### People

#### Students:

Develop capacity for active engagement in challenging and supportive learning environments

#### Teachers

Create quality learning environments that engage and support students in learning

To create the capacity to support creativity and curiosity in all students addressing all levels of need

#### Support staff

Support teachers in program delivery

#### Volunteers

Support teachers in engaging program delivery

#### Community Learning Partnerships

To enrich teacher expertise through collaborative planning, modelling and special program delivery

### Processes

#### **Efficient and informative data collection procedures.**

- Implementation of PLAN
- Develop student tracking, assessment and reporting through the implementation of ESR

#### **Professional learning**

Teacher professional learning in curriculum implementation, differentiation, student engagement

Implementation of the Performance and Development process for all staff. All teachers achieving accreditation at proficient or higher.

#### **Curriculum Coordination**

Subject areas and learning projects are led by key staff members and progress reported on in staff meetings.

Curriculum development is continually strengthened through the implementation of innovative, high interest and self-organised (SOLE) learning experiences. Students are provided with a range of individual, academic and high interest programs that promote student engagement and self-organised learning. The school planning and operational procedures enhance, encourage and support innovation.

Align volunteer programs and Community Learning partnerships with Subject areas, curriculum implementation, engagement and student learning needs.

### Products and Practices

**Product:** A high degree of student engagement in all areas of learning /

#### **Practices:**

The teaching staff demonstrate and share expertise, have very high levels of contemporary content, knowledge and teaching practices, and rely on evidence-based teaching strategies.

Teachers participate in professional learning targeted to school priorities and their professional needs.

**Product:** Teachers are safe and supported in their working environment and contribute to the learning culture of the school.

#### **Practices:**

Teachers work beyond their classrooms to contribute to broader school programs.

Staff have purposeful leadership roles based on professional expertise.

School maintains relationship with external organisations to support student need.

# Strategic Direction 3: Leadership, systems and processes: Aligned systems to facilitate quality teaching and learning

## Purpose

To develop whole school systems aligning curriculum, teaching, community engagement and learning partnerships for improved student outcomes and increased leadership capacity of all staff.

## Improvement Measures

- ❖ Completed school policy and evaluation cycle evident in milestones
- ❖ Increase in number of families providing feedback
- ❖ Student numbers increase by average 1 student per grade over 3 years (2015 bench mark) (21 students over 3 years)
- ❖ Preschool maintains average of 18 FTE students per year.
- ❖ Parents can demonstrate knowledge and understanding of community projects and teaching practices.
- ❖ Enrolment data trends
- ❖ Tell them from me parent data

## People

### Students

Have an understanding of what they are learning and why they are learning

### Staff

Can clearly communicate the schools ethos and engage with the community in the communication of school priorities and student learning.

### Volunteers

Communicate to the wider community their understanding of the school ethos and school priorities.

### Partnerships

Enhance school programs and individual student learning.

### Parents

Engage with school leadership and contribute to school committees to inform school programs and processes.

### Leadership

Maintain capacity to support staff and community in achieving school priorities.

Develop capacity to identify areas of need, support, and development to continually improve products and practices.

## Processes

### School Community relationships

- Develop community engagement plan.
- Increase student numbers.
- Develop extracurricular programs: Music, Dance, Languages Aboriginal and Torres Strait Islander cultures.
- Maintain learning partnerships with community organisations to support learning and engagement.
- Promote school through whole school events showcasing learning and engagement.
- Maintain community links to facilitate enrolment in preschool and Kindergarten.
- Maintain student staff ratios to foster positive learning relationships and outcomes.

### School policy and procedure

- Monitor and act upon school priorities through school plan.
- Monitor and act upon school practices through School Excellence Framework.
- Communicate with school community about programs, policy and priorities.

### QIP(preschool)

- Monitor and act upon continual improvement in preschool in relation to the National Quality Framework.

## Products and Practices

**Product:** Increase student numbers and schools value in the community with improved student outcomes.

### Practices:

The school has productive relationships with external agencies such as universities, business, industry, community organisations to improve educational opportunities for students.

School staffing ensures that full curriculum implementation and delivery requirements are met.(RAM)

**Product:** The school leadership team communicates clearly with school and community about school priorities and practices

### Practices:

Parents and community members have the opportunity to engage in a wide range of school-related activities.