School Plan 2015 – 2017
Picton Public School  2867

1. QUALITY TEACHING
   • English & Maths Syllabus
   • Science Syllabus
   • Assessment

2. QUALITY STUDENT ENGAGEMENT & ATTAINMENT
   • Student Learning
   • SRL (including Social Skills Program)
   • PAVe (Macquarie University)

3. QUALITY LEADERSHIP & SYSTEMS
   • Technology
   • Reporting
   • Performance and Development Framework
   • Accreditation
### School vision statement

At Picton Public School, we believe by working in partnership with parents and the school community in a strategic, enthusiastic and purposeful way that we will inspire the development of engaged, confident, creative and innovative individuals who feel a strong sense of belonging to their school.

We encourage students to reflect the following characteristics of:

- Respectfulness and developing positive and connected relationships.
- Building positive problem solving strategies and resilience for now and the future.
- Independence as a learner, focusing on achieving personal success.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as happy, independent and successful citizens.

### School context

Picton Public School is located in a changing rural/urban interface (on the south western edge of Sydney) serving a varied socio-economic context.

There are approximately 460 students with a small percentage of students from different nationalities (4%) and with approximately 23 Aboriginal students (5%).

There is a strong and traditional sense of community with parents who have very high expectations of excellence, for their children across academic, cultural and sporting programs. Parents work in a genuine partnership with the school and actively support and are involved in their child’s learning. This strong parental commitment to supporting their children is reflected by an active P & C which supports the school plan and participates in ongoing consultative processes.

We have a highly experienced staff with continuity of tenure and staff who have strong ties to the community. The school plays an important role in our local community and is a focal point for public education.

Inclusion is a strength of our school with three support classes implemented.

Picton Public School reflects a calm, settled and focused learning environment for students with very strong parent involvement across a wide diversity of curriculum opportunities.

### School planning process

In 2014, a comprehensive process has been undertaken across our school to review current practices, including student achievement, engagement and behaviour along with survey data from staff, students and parents.

This process has involved collaboration with all stakeholders and is a continuous and ongoing process of evaluation to ensure focused improvement and development across the school. A Quality Teaching and Learning focus needs to be ensured to underpin all we do with continuous review of professional learning programs and experiences.

This process has involved the following:

- Ongoing collection of evidence and analysis of data.
- Open and ongoing communication and discussion and reviews about our goals and ongoing review of our targets.
- Stage, executive and whole school planning including executive and stage professional learning days, revisiting goals when necessary and flexibility with the plan.
- Whole staff involvement and transparency with school plan and revisiting at executive, stage and staff meetings.

Consultation with our community and P & C Association with specific links to our school plan which P & C directly supports through committee leaders speaking at P & C meetings, principal discussion of our school’s teaching and learning priorities and resourcing to support. P & C fundraising, links directly to our school plan to work in partnership. P & C assists in decision making, it is a part of our ASR evaluation. The School Plan sets clear improvement measures. It forms the basis for the school’s improvement and development focus for the next three years. Each strategic direction provides details of the purpose (why), people and process (how) and products and practices (what) that are to be realised through implementation of our plan.

Three key strategic directions have been identified which continue to strengthen the ongoing goals of our school and consolidates our previous planning.

Consistent, high standard educational practices across our school K-6.

Connecting learning for all students in a dynamic, integrated and holistic way.

Student success as learners, leaders and the ultimate goal of being responsible, productive and happy citizens.

Effective and focused leadership and system processes are integrated successfully across the school K-6 with understanding by all.
School strategic directions 2015 - 2017

**Purpose:**
To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices.

This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

**Purpose:**
To develop an inclusive environment that builds students’ social competencies enabling development of the necessary skills to become safe, respectful learners. This will help them succeed at, and beyond school. Our approach will deliver shared professional practices providing the whole school community with an understanding of how to monitor and reflect on behaviour.

This means that students will enhance their success as engaged, purposeful learners who build and strengthen their individual achievements by being involved in quality and diverse programs across academic, cultural and sporting spheres.

**Purpose:**
Through harnessing technology Picton Public School endeavours to develop engaged learners who are equipped with essential skills required to take their place in our global society.

This will be achieved by providing quality teaching and learning practices where current technology is embedded across all curriculum areas.

Picton Public School aims to ensure clear concise, accurate reporting of student achievement to our school community. Picton Public School fosters the development of all teachers to reach proficiency and to engage actively in professional development.
# Strategic direction 1: Quality Teaching

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<th>Purpose</th>
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<td>To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices. This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.</td>
<td><strong>Students:</strong> Engage students in relevant and purposeful learning experiences in literacy and numeracy. Integrate skills and learning experiences in the area of intellectual and emotional quality. <strong>Staff:</strong> Continued Teacher Professional Learning through internal and external programs: Share the Skills, staff meetings, supervision policy to include classroom visits and professional feedback, stage professional days, professional learning goals related to Teaching Standards, embedding Formative Assessment across the curriculum, implementing iPads into classrooms, Quicksmart, Notebook training for literacy and numeracy lessons.</td>
<td>Assess students through Best Start, PLAN, SENA, Newman’s Analysis, formative and summative assessments at grade level for personalised learning, diagnostic tests in numeracy and literacy, South Australian Spelling Test, Running Records, Lexiles and use data to provide engaging lessons to target individual needs. Individual movement across the continuums recorded every term on PLAN, student Personalised Learning Plans and Individual Education Plans. Students to develop higher order thinking strategies for lifelong learning through programs such as; Focus on Reading, Key into Comprehension and Working Mathematically through all strands. Jolly Phonics, Jolly Grammar consolidated.</td>
<td><strong>Products:</strong> All student data is forwarded to new classroom teacher. K-6 Scope and Sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy, numeracy, science &amp; technology evident in teacher programs. Increase the number of students achieving in the high skills bands and decrease lower bands in literacy and numeracy. <strong>Practices:</strong> Teachers have a thorough understanding of assessment strategies and use to inform the teaching and learning cycle in their classroom. The curriculum is differentiated and all staff are using PLAN to guide and inform their program. Reflecting and reporting on the achievement of staff and students’ own learning and leadership goals. Students are fully engaged in learning processes and can reflect and report on the achievement of their own learning. They demonstrate confidence as learners. Parents receive ongoing, purposeful communication and formal reporting informing of child’s progress throughout the year.</td>
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**Improvement Measures**

| NAPLAN: To increase the number of students achieving in the top three skill bands. Decrease lower bands and sustain growth. All staff utilising focused assessment strategies and evident in class programs. Refined assessment strategies reflected by a consistent culture of concise and clear expectations. | **Parents:** Build awareness and understanding of Parent In-services to unpack major programs and offer strategies to support the learning of their children. **Community partners:** Communication to all stakeholders in the wider community. Consistent communication between external agencies involved in the care and welfare of all students. **Leaders:** Building capabilities amongst staff and acting as a curriculum innovator; | **Parents:** Staff provide parent workshops on Jolly |
promoting best practice across the school system.

Phonics, Kindergarten Home Reading Program, Lexiles, Super Six Reading Strategies, iPads, Social Skills, SENA and Learning Framework for Number.

**Evaluation plan:**
Regular reporting by the leadership group, providing feedback to staff. Collaborative review of quality teaching and learning programs, reviewing effectiveness of implementation. Evidence of continued educational dialogue at all levels to enhance ongoing professional development. Clear team guidelines and expectations for content, skills and assessment verbalised and actioned by all team members.
Strategic Direction 2: Quality Student Engagement and Attainment

**Purpose**
To develop an inclusive environment that builds students’ social competencies enabling development of the necessary skills to become safe, respectful learners. This will help them succeed at, and beyond school. Our approach will deliver shared professional practices providing the whole school community with an understanding of how to monitor and reflect on behaviour. This means that students will enhance their success as engaged, purposeful learners who build and strengthen their individual achievements by being involved in quality and diverse programs across academic, cultural and sporting spheres.

**People**

**Students:**
Engage student leaders in the development of leadership capabilities which integrate skills and learning experiences.

Provide a program where students can recognise the importance of peer friendships and how to better relate to people in their lives including their teachers, parents and peers.

Create opportunities for students to learn through active participation where they can apply practical social strategies diversely in school settings.

Fully engage students in their learning and to sustain high expectations.

**Staff:**
Provide staff with structured opportunities and avenues to give feedback, self evaluate and share professional practices.

To develop capabilities so that staff are able to consistently execute skills and strategies across the whole school.

**Parents:**
Build an awareness of positive behavioural strategies so that parents are able to support the learning and social development of their children in relation to a shared focus.

**Processes**
To focus on establishing frameworks for consistent high standard practices in learning support, student leadership and peer support.

Improve teaching practices so that staff gain a deeper and shared understanding of effective social skills programs (eg. Bounce Back) and whole school systems for managing behaviour. This will include Teacher Professional Learning with support from other schools and agencies as well as other initiatives eg. Macquarie University-PAVe, Friendly Schools Plus program.

Redefine the playground areas for staff and students, facilitating a variety of age appropriate playground activities in all areas. Develop common rules ensuring more opportunities for student engagement. Ensure suitable storage facilities are provided for equipment.

Provide continuing professional development on personalized learning plans, individual education plans and individual behavioural & crisis management plans, so that staff are better equipped to differentiate teaching and learning for all students.

Develop a plan which collects data of playground and classroom behavioural incidents and use this as a baseline for evaluating the effectiveness of new strategies and social skills initiatives. Communicate results to staff.

**Products and Practices**

**Products:**
K-6 Scope and Sequence of core SRL elements and ‘Bounce Back’ and our Friendly Schools Plus program; school community surveys for analysis and future planning with regards to the Bounce Back, Friendly Schools Plus and Peer Support programs.

Collect data from the Reflection Folder which analyses the severity of incidents, frequency of student attendance and capabilities & age of the students.

Analyse results obtained by Macquarie University ‘PAVe program’ and determine if we need to modify our newly developed programs.

**Practices:**
Staff, students and parents reflecting and reporting on the success of newly implemented systems and programs and the achievement of their own learning.

**Evaluation plan:**
Monitor with students, staff and parents feedback at staff meetings, team meetings and leadership meetings.
Strategic Direction 3: Quality Leaderships & Systems

Purpose
Through harnessing technology Picton Public School endeavours to develop engaged learners who are equipped with essential skills required to take their place in our global society. This will be achieved by providing quality teaching and learning practices where current technology is embedded across all curriculum areas.

Picton Public School aims to ensure clear concise, accurate reporting of student achievement to our school community. Picton Public School fosters the development of all teachers to reach proficiency and to engage actively in professional development.

Students:
All teachers engage students with current technologies which integrate skills and learning experiences in the area of intellectual quality.

Through assessment and reporting students receive feedback on their achievements and areas of development.

Staff:
Technology Committee in consultation with whole school provide a program of teacher professional learning activities to promote quality teaching and learning in the classroom.

All staff to identify personal goals in line with Australian Professional Standards for Teachers.

School to review and refine reporting documents to ensure they are in line with current curriculum, all staff participating.

Parents:
Committee members communicate to ensure parents are informed and up-skilled regularly with reporting and technology.

Community partners:
Access technology support from our wider community eg. grants.

Leaders:
Actively engaged in professional learning and dialogue with their teams and as an executive team with a clear, shared vision for our school.

Processes
The implementation of ipads (K, Year 3, Year 5, RFF and stage team leaders).
Cybersmart Program for all students, staff and parents.
Development Scope and Sequence for technology.
Team leaders to undertake lessons observations, guiding of goal setting on all staff members providing feedback for professional development and assisting staff in accreditation practices.
Executive Team in collaboration with staff revise and update the supervision policy.
Provide ongoing professional learning for all staff members and community.
Track students achievement through the implementation of a school scope and sequence.

Evaluation plan:
Regular reporting. Monitoring by the school, eg. Inclusion in teacher program leadership team. Monitor implementation of iPads in classroom with staff confidence, success, further Teacher Professional Learning required. Also feedback for community and staff with report format.

Products and Practices
Products:
Increased student engagement in learning through the use of technology.
Creative, knowledgeable safe and productive users of technology.

Ipad purchased by team leader for K, Year 3, Year 5 and RFF.
Consistency in delivery and expectations of the Performance and Development Framework and accreditation process across the whole school.

Revise updated reporting document.

Practices:
To ensure the learning for all students is based on quality educational delivery and consistent high standards and shared professional practice.

Review and refine semester reporting documents and processes.

Support all executive, teachers in the Performance Development Framework process and attainment of personal goals.

To support and assist new scheme teachers in their attainment of accreditation.