School background 2015 - 2017

SCHOOL VISION STATEMENT
Our school will continue to provide quality educational policies and practices, to promote students to be:

- Successful Learners & Participants - articulate, confident learners with a good grasp of fundamental literacy and numeracy skills.
- Well-rounded, creative & healthy individuals with a rich set of experiences, who are able to make connections locally and understand their place in the community.
- Critical thinkers able to understand their place in a global community and with a solid grasp on the Arts & Technology and its role in a global society.
- Active, informed citizens with a solid sense of responsibility for sustaining our planet.

Our agreed ‘framework’ for 2015-2017

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SCHOOL CONTEXT
Crown Street Public School provides a safe, warm, welcoming and supportive learning environment for students, staff and parents.

CSPS has a current student enrolment of 278 students. At present, the student population is comprised of: 57% who were from a language background other than English, in K to Yr 6; 28% who identify their language background as ‘Chinese Languages’; Other language backgrounds identified to be spoken in family homes are Greek, Italian, Thai and Indonesian; 32 students accessed additional support for their learning through the school’s English as a Second Language (ESL) program; 28% accessed additional support for their learning through the school’s Community Language Program – Assisting Chinese / Mandarin speaking students and families.

Through school improvement initiatives in the 2012-2014 planning cycle, CSPS has achieved steady academic growth as demonstrated in large value added measures in the school’s NAPLAN results. Working to achieve excellence in Literacy and Numeracy, remain key focus areas for our 2015-2017 School Plan.

The community has continued to see Crown Street Public School operates in a highly successful and effective manner and in doing so, maintain its position as the local school of choice for the families of this community.

Our longstanding reputation for providing a curriculum which is broad and well balanced has again been enhanced, as our students have consistently displayed exceptional standards of achievement across each of the academic, sporting, cultural and social fields.

SCHOOL PLANNING PROCESS
The school plan is the result of a rigorous process of whole school communication and data collection.

All staff actively participated in workshops that included a school development day which focused on:

- Skills for the 21st Century & The Melbourne Declaration;
- An evaluation of the 2012-2014 Strategic Plan & the Public Schools NSW Strategic Directions 2015-2020;
- Identifying targets – where to next including evaluation of current programs and initiatives;
- Writing of the school’s vision statement.

The school conducted evaluations to support the effective implementation of the current school plan. The processes used include:

- Forums with staff, students and school families and On-line and written surveys
- Data gathered by school leadership team
- Attendance at P&C meetings, staff & communication meetings and conversations with students.

From this rich set of information came the development of the school’s vision and the consolidation of the three strategic directions. The school plan will form the basis of what we do, our daily work, our school’s priorities.

At the end of 2017, we will reflect on our priorities, our success in achieving them and their ongoing relevance to our school. Until this time, our priorities form the basis of our commitment and our ‘permission to say no’ to competing interests, reforms and demands.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- Define the key improvements which combine for the school to achieve excellence;
- Represent a high level and future-focused educational priority which is evidence based and data informed;
- Be a succinct statement that drives the development of the school’s educational and organisational leadership culture;
- Make explicit links to the dimension of the DEC School Excellence Framework (SEF).

**STRATEGIC DIRECTION 1**

Excellence in Student Learning

Students will be successful learners and active global citizens

Our central purpose is to improve student learning and achievement through the development of high quality teaching practices and delivery of the Australian Curriculum.

Apply an integrated curriculum approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

Our purpose is to provide a learning environment that is positive and engaging where high expectations are set to achieve optimum literacy and numeracy levels for each student.

**STRATEGIC DIRECTION 2**

Excellence in Teaching & Leading

Staff will be high performing, collaborative and dynamic

Our central purpose is to ensure all teachers demonstrate deep curriculum knowledge and innovation through a shared and systematic approach across the school, fostering professional dialogue, collaborative planning and systematic exchange of resources, programs and ideas.

Teachers use feedback and reflection to ensure they deliver teaching programs that are relevant, challenging and engaging for each child that they teach and influence.

Teachers collect, analyse and discuss internal and external data and evidence about students’ learning to inform practice and differentiate outcomes for students.

**STRATEGIC DIRECTION 3**

Strengthening School Connectedness

Our school and community will be inclusive, informed and engaged

Our central purpose is the building of educational aspiration and ongoing student performance improvement across its community. Students take responsibility for their ongoing learning.

Our school community operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.

All are empowered to engage and contribute positively to the school and support student learning.

Our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and wellbeing programs.
Strategic direction 1: Excellence in Student Learning

PURPOSE

Why do we need this particular strategic direction and why is it important?

To improve student learning and achievement through the development of high quality teaching practices and delivery of the Australian Curriculum.

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. (SEF)

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: Students are taught how to analyse feedback and to set goals for their own learning. Students need to know how to make informed judgements about their successes, areas of development and reflect upon their own learning.

Staff: 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. (SEF)

All staff need to know what effective feedback looks like, how to deliver it most successfully and its place within the teaching and learning cycle. (SEF)

All staff need to value professional learning opportunities that focus on reflection on their teaching practice through collaboration with colleagues.

School Families: Parents/carers need to know how teachers and students will be working together to determine goals for learning and the role of feedback within this structure. Families will need to develop an understanding of the Australian Curriculum.

Leaders: A collective responsibility for student learning and success, with high levels of student, staff and community engagement. (SEF)

PROCESSES

How do we do it and how will we know?

• Student learning outcomes in literacy and numeracy are improved through action learning, mentoring and professional learning to develop quality differentiated teaching and learning with embedded practices for learning support.

• Systematic embedding of the NSW version of Australian Curriculum syllabus documents through the strategic planning of high quality professional learning experiences that are specifically focused on a model of collaborative and innovative teaching practice. (SEF)

• The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice. (SEF)

How do we evaluate our plan?

Student results in staged based assessments and NAPLAN are recorded to show improvements in student achievement across KLA’s. Data analysis indicates ongoing improvements in student learning outcomes.

Students are encouraged to take responsibility and reflect upon their learning to continually develop learning goals for themselves.

Student, parents and staff surveys conducted yearly with Tell Them From Me surveys to evaluate level of satisfaction.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Student growth from Yr3 to Yr5 as evidenced by NAPLAN and standardised data improves from 70% to 80%.

80% of students achieve at ‘sound’ or above.

In 2015, 100% of students set learning goals.

65% of students demonstrate growth in school based assessments in all Key Learning Areas, from a baseline established in 2015.

80% of students are showing higher than expected growth on internal school performance measures.

100% of students undertaking support have staff and families collaboratively writing an IEP’s & PLP’s, each year, as they progress through the stages of education, from a baseline established in 2015.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with special needs and students for whom English is a second language). (SEF)
# Strategic direction 2: Excellence in Teaching and Leading

## PURPOSE

**Why do we need this particular strategic direction and why is it important?**

Staff will be high performing, collaborative and dynamic.

Build on teachers’ pedagogical knowledge by developing a reflective culture. To plan and develop learning experiences and opportunities that will broaden and deepen the capacity of students and staff.

Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement. (SEF)

## IMPROVEMENT MEASURE/S

Build a positive school culture through inspiring and motivating staff to focus on students’ learning and participate in ongoing professional learning.

100% of teaching and learning programs and assessment tasks reflect 21st Century Learning and curriculum demands.

100% of teachers demonstrate deep curriculum knowledge and innovation through a shared and systematic approach, fostering professional dialogue, collaborative planning and systematic exchange of resources. (SEF)

Efficient systems underpin school administration, so that it is efficient and time effective.

## PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:** Provide opportunities for our students to take risks and be innovative through quality, 21st century teaching and learning.

Curriculum provision meets student needs and expectations and provides equitable academic opportunities.

**Staff:** Build a positive school culture through inspiring and motivating staff to focus on students’ learning and participate in ongoing professional learning.

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

Staff engages in internal and external professional learning that utilises staff expertise, is structured and sustainable, is based on evidence, data and purpose.

**School Families:** Parents will have an understanding of what their children are learning and receive regular information to support progression to the next level.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. (SEF)

**Leaders:** The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes. (SEF)

## PROCESSES

**How do we do it and how will we know?**

Build on leaders & teachers’ pedagogical knowledge by developing a reflective culture where:

- Leaders & teachers use feedback and reflection to ensure they deliver teaching programs that are relevant, challenging and engaging for each child that they teach and influence.
- Leaders & teachers collect, analyse and discuss internal and external data and evidence about students’ learning to inform practice and differentiate teaching to improve outcomes for all students.
- All staff engages in internal and external professional learning that utilises staff expertise, is structured and sustainable, is based on evidence, data and purpose.

**How do we evaluate our plan?**

100% of teachers develop Professional Learning Goals & PDP consistent with DEC Policy and 2015 Performance & Development Framework.

Students are encouraged to take responsibility and reflect upon their own learning and continually develop new goals for themselves.

Administration staff confident in establishing strategies to improve systems and undertake school and state-wide reforms.

## PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

100% of teachers provide learning environments that is positive and engaging where high expectations are set to achieve optimum literacy and numeracy levels for each student.

100% of teachers’ delivery of curriculum programs & teaching practices effectively develop the knowledge and skills of all students, using evidence-based teaching practices and innovative delivery. (SEF)

100% of teachers develop Professional Learning Plans (PLP) consistent with 2015 Performance & Development Framework.

85% of staff engaging in shared professional development and capacity building opportunities with other local schools, from a baseline to be established in 2015.

The school leadership team builds the collective capacity of the staff and school community.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery.

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions school performance levels and effectiveness.

All Administration and SLSO staff participating in PL to support school reforms.
Strategic direction 3: Strengthening School Connectedness

PURPOSE

Why do we need this particular strategic direction and why is it important?
Our culture demonstrates the building of educational aspiration and ongoing performance improvement across its community.
To build an educational community through further developing school and community partnerships.
To ensure our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student learning, welfare and wellbeing programs.

IMPROVEMENT MEASURE/S

Families’ develop their understanding of learning programs and expected student learning outcomes through excellent home-school communication.

The school establishes and maintains active partnerships and work collaboratively with the local community and local schools to ensure continuity of learning for students.
100% of all school policies identified by the school staff and school community as being in need of review or rewriting to be completed within the duration of the 2015-2017 school plan.
100% of school leadership team engages the school community in reflecting on student performance data.

PEOPLE

How do we develop capabilities of our people to bring about transformation?
Students: Students are taught to be self-aware, build positive relationships and actively contribute to the school, the community and the society.
All students’ participate in enhanced K-6 Student Representative Council (SRC) and student leadership opportunities in sport and environment.
Staff: Establish whole school Student Welfare and Learning Support Teams responsible for implementation of school plan, welfare strategies and programs.
All staff analysis data to inform the student’s, teacher’s and school’s learning goals and monitors progress towards them
School Families: Parents/carers will need to value the importance of local connections and local networks to continually build the school’s capacity in support the needs of all students.
Community partners: Community partners will need to engage with the school in a range of different forums to help the school identify accurate aspects of local context and local community needs.
Leaders: The school leadership team will engage with the community to continually build positive relationships and promote the importance of connectedness when establishing a diverse learning community.

PROCESSSES

How do we do it and how will we know?
• The school and families work together to develop strategies to use in the home to build on students’ strengths and develop parents’ understanding of teaching and learning programs and their capacity to become partners in their child’s learning.
• The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
• Connect and develop a network with local schools through shared learning opportunities for students and shared professional learning opportunities for staff members, based on common priorities across the schools and identified local need.

How do we evaluate our plan?
Goals, progress and achievement are regularly monitored and refined as required.
Parent, staff and students satisfaction surveys to be completed yearly through ‘Tell Them From Me’ surveys.
Parent, staff and student surveys indicate an increased positive school culture inclusion and respect.
100% of students undertaking support have staff and families collaboratively writing an IEP’s & PLP’s.

PRODUCTS AND PRACTICES

What is achieved and how do we know?
All students, staff and school families continue to undertake the ‘Tell them from Me’ surveys that have been released by the DEC to assist the shaping of school plans through capturing community voice.
100% of students undertaking support have staff and families collaboratively forming an IEP’s & PLP’s, each year, as they progress through the stages of education, from a baseline established in 2015.
The school establishes and maintains active partnerships and works collaboratively with the local community and local schools to ensure continuity of learning for students.

What are our newly embedded practices and how are they integrated and in sync with our purpose?
The school leadership team engages the school community in reflecting on student performance data. (SEF)
The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. (SEF)
Parents are supported to participate in their child’s learning as partners in their child’s education.
School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). (SEF)