

School plan 2018-2020

Regents Park Public School 2950



School background 2018–2020

School vision statement

We are a future focussed learning community that is committed to ensuring all students receive a high quality education that is founded on high expectations and the belief that all students can learn and achieve given the appropriate time and support. Our learning community aims to develop accomplished and educated individuals who are active and confident members of their community through the provision of an education that promotes creativity, celebrates differences and understands and supports individual goals and aspirations.

School context

Regents Park Public School provides learning opportunities for approximately 275 students. The school is located in the Chullora School Education Area in South Western Sydney. The school caters for a diverse student population with 88% of students from a language background other than English. The most represented groups are from Cantonese, Mandarin, Arabic Speaking and Pacific –Islander backgrounds.

The school has approximately 30 full-time and part-time staff including executive staff, classroom teachers, librarian, English as a Second Language teachers, Learning and Support teachers, a Reading Recovery teacher, school counsellor, administrative staff, a general assistant, school learning support officers and a community liaison officer.

The school focuses on teacher professional learning and effective community partnerships to improve educational outcomes for students through tailored personalised learning in a supportive and respectfully challenging learning environment.

The school provides every student with an XO laptop and combined tablet to utilise in a variety of learning activities. All classrooms have internet access to ensure students have the ability to locate information beyond the classroom and connect with others within the education community.

Regents Park Public School is part of the Early Action for Success initiative which commenced in Term 2, 2014. Staff are collaboratively working within a conceptual framework for improvement in student outcomes.

The school is also an active member of a community of schools – Regents Park, Auburn, Birrong and McCallums Hill who are working collectively to continue to improve student learning outcomes through participation in Instructional Rounds – viewing classroom practice across all sites and facilitating improvement through open discussion and reflection supported by ongoing professional learning and modification of teaching and learning practices.

School planning process

The development of the school plan was undertaken through the following methods of consultation:

Staff:

Meetings, ongoing professional dialogue and feedback.

Reflective process reviewing the success of the previous School Management Plan directions.

Reviewing what effective measures were undertaken and identifying areas for improvement.

Reviewing and analysing current student data to identify strengths and needs – linking to current practice/structures within the school.

Forward planning undertaken through consultation, collaboration and ongoing discussion.

Reviewing research, best practice and discussion with community of schools staff members.

Community:

Meetings, survey (multilingual), ongoing dialogue and feedback.

Reflective process reviewing community perspective on school successes and needs.

Discussing and seeking feedback on previous school directions and achievements and school future directions.

Ongoing feedback/development of positive open relationship with community both formal (meetings) and informal (incidental – face-to-face, phone calls).

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Challenging, supportive and
inclusive curriculum

Purpose:

Students will achieve success through ongoing strategic support and commitment by teachers setting high and realistic expectations and supporting the students through the delivery of high quality flexible learning. The students will be empowered to become successful, creative, innovative, collaborative and critical learners and thinkers.

STRATEGIC DIRECTION 2

High quality teaching and
leadership

Purpose:

Teachers and leaders build a strong culture that has a growth mindset, collective efficacy and moral purpose.

All teachers and leaders will be provided with opportunities to actively engage in future-focused, differentiated professional learning to enable the delivery of a flexible, evidence-based curriculum focused on improving student learning outcomes.

STRATEGIC DIRECTION 3

Authentic partnerships and
learning alliances

Purpose:

Community partnerships will be enhanced through fostering an authentic and responsive relationship between community members and the school to ensure continual improvement, innovation and shared professional practice. The positive partnership will build knowledge and understanding and strengthen quality relationships within and beyond the school.

Strategic Direction 1: Challenging, supportive and inclusive curriculum

Purpose	People	Processes	Practices and Products
<p>Students will achieve success through ongoing strategic support and commitment by teachers setting high and realistic expectations and supporting the students through the delivery of high quality flexible learning. The students will be empowered to become successful, creative, innovative, collaborative and critical learners and thinkers.</p> <p>Improvement Measures</p> <p>Early Action for Success (K–2)</p> <p>75% of students performing at or above the minimum standard in:</p> <ul style="list-style-type: none"> a) reading and viewing texts b) writing <p>as indicated by the ACARA National Literacy Learning Progression.</p> <p>75% of students performing at above the minimum standard in:</p> <ul style="list-style-type: none"> a) quantifying numbers b) additive strategies <p>as indicated by the ACARA National Literacy Learning Progression.</p> <p>Strategic and flexible instruction (3– 6)</p> <p>100% of students with specific learning needs are supported and make measureable gains in achievement against syllabus and PLAN outcomes and measures.</p> <p>Increased number of students achieving the top three skill bands in NAPLAN in literacy and numeracy by at least 10%</p> <p>Instructional Rounds (Community of Schools)</p> <p>Evidence students can discuss the purpose of their learning in a given lesson and how they can assess their performance against success criteria</p>	<p>Students</p> <p>Actively engage in high quality learning and are able to articulate the purpose of learning. Students are to reflect on their learning and assess their performance against success criteria.</p> <p>Staff</p> <p>Plan and implement high quality learning through the delivery of authentic and responsive teaching using student data and syllabus documents. Teachers clearly and explicitly explain the purpose of the learning and collaboratively develop success criteria.</p> <p>Parents/Carers</p> <p>Develop understanding and knowledge of the purpose of different types of learning and how teachers work with students to recognise and measure success. Parents become informed and active participants in student achievement.</p> <p>Community Partners</p> <p>To collaborate and provide specific, strategic support for identified students to achieve.</p> <p>Leaders</p> <p>Build capacity of all stakeholders through support and the facilitation of learning opportunities to ensure the implementation of effective pedagogies.</p>	<p>Students:</p> <p>Will actively participate in their learning and clearly be aware of the purpose of learning. Be able to discuss and demonstrate their understanding of the success criteria and what their learning goals and needs are.</p> <p>Staff:</p> <p>Professional learning, data, collegial feedback and collegial support across the community of schools enable teachers to enhance current practice. An integral part of the teaching is a clearly stated purpose of learning that students are aware of. The provision of explicit constructive feedback through success criteria that has been discussed and jointly constructed.</p> <p>Parents/Carers:</p> <p>Facilitate meetings, learning opportunities and effective communication to ensure parents are informed and aware of educational standards and achievement across all stages.</p> <p>Leaders:</p> <p>Facilitate change by providing a clear direction and support structures within school organisation to ensure all are working towards the school vision and goals. Give and seek feedback on the implementation of changes.</p>	<p>Practices</p> <p>Students monitor their understanding of the learning by ensuring they clearly understand the purpose of the learning and how to measure their own performance and success.</p> <p>Students demonstrate the ability to engage using a range of skills, knowledge and understanding to actively participate in learning experiences.</p> <p>Products</p> <p>90% of students in K–2 are achieving at or above national minimum standards (PLAN 2) in Reading, Writing and Numeracy (EAS).</p> <p>100% of students with specific learning needs are supported and make measureable gains in achievement against syllabus and PLAN 2 outcomes and measures</p> <p>Students can discuss the purpose of their learning in a given lesson and how they can assess their performance against success criteria.</p> <p>Evaluation Plan</p> <p>Review school based student data and track student learning outcomes against syllabus and Literacy and Numeracy Progressions. Review data for teachers and assess impact of professional learning through implementation of learning through observations, questionnaires and feedback.</p>

Strategic Direction 2: High quality teaching and leadership

Purpose	People	Processes	Practices and Products
<p>Teachers and leaders build a strong culture that has a growth mindset, collective efficacy and moral purpose.</p> <p>All teachers and leaders will be provided with opportunities to actively engage in future-focused, differentiated professional learning to enable the delivery of a flexible, evidence-based curriculum focused on improving student learning outcomes.</p>	<p>Students</p> <p>Provide the direction for teachers' professional learning. The needs of students gathered from student performance data guides the ongoing professional learning.</p> <p>Staff</p> <p>Actively seek and participate in high quality professional learning that reflects school direction and focus and supports teachers' individual learning needs identified and discussed in Professional Learning Plan.</p> <p>Parents/Carers</p> <p>Parents build an understanding of current practices and school focuses and become partners in learning.</p> <p>Leaders</p> <p>Promote and support professional learning at all levels by utilising both Professional Development and school plans to ensure all have opportunities to enhance professional knowledge and understanding.</p>	<p>Students are more strategically supported in their learning and demonstrate higher levels of understanding and knowledge across a range of learning activities.</p> <p>Professional learning is demonstrated through the implementation of a variety of teaching methodologies that are informed from the school direction and focus underpinned by teachers continued engagement in learning.</p> <p>Professional learning is embedded in the school culture and builds the capacity of teachers to deliver high quality and adaptive curriculum supporting student achievement.</p> <p>Evaluation Plan</p> <p>Collect and review data related to effectiveness of professional learning through Professional Development Plans and student achievement. Analyse student performance data to inform effectiveness of teaching practices.</p>	<p>Practices</p> <p>Staff are actively engaged in regular reflection and feedback and are committed to improving their own teaching practice to improve student learning outcomes.</p> <p>Staff are highly accomplished practitioners who deliver quality teaching focused on student achievement.</p> <p>High quality professional learning is valued and promoted by school leaders and staff.</p> <p>Products</p> <p>100% of teachers demonstrate and articulate the professional learning undertaken through modifying teaching and learning activities and engage in reflective professional dialogue.</p> <p>100% of teachers give and receive effective and constructive feedback and implement suggested change through professional support and learning to improve learning outcomes for students.</p> <p>100% of teachers link professional learning goals to school direction and focus and identify their own professional goal to enhance professional practice to improve learning outcomes for students.</p>
Improvement Measures			
<p>Early Action for Success (K–2)</p> <p>100% of teachers demonstrate and articulate the professional learning undertaken through modifying teaching and learning activities and engage in reflective professional dialogue.</p>			
<p>Instructional Rounds (Community of Schools)</p> <p>100% of teachers give and receive effective and constructive feedback and implement suggested change through professional support and learning to improve learning outcomes for students.</p>			
<p>Professional Development Plans</p> <p>100% of teachers link professional learning goals to school direction and focus and identify their own professional goal to enhance professional practice to improve learning outcomes for students</p>			

Strategic Direction 3: Authentic partnerships and learning alliances

Purpose

Community partnerships will be enhanced through fostering an authentic and responsive relationship between community members and the school to ensure continual improvement, innovation and shared professional practice. The positive partnership will build knowledge and understanding and strengthen quality relationships within and beyond the school.

Improvement Measures

Increase community participation in weekly supported Playgroup by 10% to enhance school/home partnerships and understanding of learning and children's wellbeing programs.

Utilise community organisations to provide classes and workshops for the school community to enhance their participation in all facets of schooling and enable the community to access services.

Increase community participation in parent information sessions and classes conducted at the school by community organisations by 10%.

People

Students

Provide the direction for community learning and participation needs. Students build and share core beliefs and values held within the school and in the community

Staff

Support and encourage active participation of the community through building of positive relationships ensuring communication is effective and clear. Ensure all community members from diverse cultural groups are able to actively participate in the school.

Parents/Carers

Actively participate in school and support initiatives. Parents are consulted and work collaboratively with school staff to ensure quality education and improved learning outcomes are the school focus.

Leaders

Build and foster positive relationships with the school community. Develop and articulate shared beliefs, values and practices.

Processes

Students are supported in their learning and demonstrate their core beliefs and values through the support of school staff, parents and the community.

Work closely with community members to develop educational priorities and collaboratively establish a positive and supportive learning environment.

Facilitate a positive learning culture through ongoing collaboration and discussion with all stakeholders ensuring open and honest communication and feedback is sought and given.

Evaluation Plan

Surveys and data collected through participation in playgroup, meetings and parent learning opportunities.

Analyse parental and community participation in school including parental satisfaction.

Practices and Products

Practices

The parents are partners in learning and are an integral part of the school supported by community organisations and staff to access information and services.

Parental participation is increased to enhance the ability of parents to actively support student learning and improve learning outcomes including wellbeing programs.

Products

Community organisations provide a broad range of classes and workshops for the school community to enhance their participation in all facets of schooling.

Increase community participation in playgroup by 10% to enhance school/home partnerships and understanding of learning and children's wellbeing programs.

Parents are provided with educational opportunities by community providers and the school to enhance their skills, knowledge and understanding to actively engage in the school and broader community.