



School plan 2018-2020

Peakhurst Public School 2849



School background 2018–2020

School vision statement

Peakhurst Public School is a supportive, engaging and innovative learning community. We are committed to nurturing a love of life-long learning for all, embracing effective local, national and global partnerships.

Our students are challenged and empowered to be: flexible, informed learners; discerning, critical and creative thinkers; and compassionate, active global citizens who are equipped for a rapidly evolving world.

Our students will develop a strong sense of identity, act with integrity and resilience, and confidently advance beyond what they believe to be possible.

School context

Peakhurst Public School has an enrolment of 626 students including 67% from a non-English speaking background.

Peakhurst Public School is a dynamic, innovative, inclusive and empathetic learning community which enjoys a highly cohesive mix of experienced and early career teachers.

Current research drives the school's priorities and initiatives in collaborative professional learning; quality teaching; literacy and numeracy; future focused pedagogies; and student wellbeing.

The school offers an extensive range of extra-curricula activities including: languages; dance, band, choir, instrumental groups; chess; coding, robotics, technologies; gifted & talented programs; environmental and student leadership opportunities; and an extensive range of sports.

The school has an established academic partnership with Sydney University to support teacher professional learning and a developing alliance with Three Bridges Community to support student wellbeing.

Peakhurst Public School has a strong reputation within a supportive community which has high expectations and aspirations for a diverse range of students.

School planning process

Students, teachers and parent/carers were involved in the consultation process to develop this School Plan. The school's vision was developed in partnership with the School Council and reviewed in 2018.

Students in Year 4 to 6 participated in the "Tell them from me" survey. Parents and carers responded to an online survey.

All teachers participated in a self-evaluation process which included the analysis of: internal and external student assessment data; professional learning and development; and the evaluation of school organisation and practices against the School Excellence Framework. The results from the evaluation process together with current research and feedback from the student and parent surveys were used to develop the school's Strategic Directions.

Three planning committees were formed to develop the Purpose, Product, Practices, Processes and People for each Strategic Direction.

School strategic directions 2018–2020



Purpose:

To improve student outcomes in reading, writing and numeracy through:

- **targeted professional learning** which will include lesson observations and feedback to teachers; the teaching and learning cycle; and formative assessment
- **quality differentiated teaching practices** focusing explicitly on student learning goals and individual needs matched with purposeful engaging resources



Purpose:

To embed the teaching of future focused practices through purposeful curriculum which ensures that our students are:

- **creative, global citizens who have well developed critical thinking and problem solving skills**
- **challenged to take learning risks and develop a love of learning**



Purpose:

To strengthen and support the wellbeing of students and staff by

effectively engaging the whole school community resulting in an inclusive and supportive environment for all.

Strategic Direction 1: Improved literacy and numeracy outcomes

Purpose

To improve student outcomes in reading, writing and numeracy through:

- **targeted professional learning** which will include lesson observations and feedback to teachers; the teaching and learning cycle; and formative assessment
- **quality differentiated teaching practices** focusing explicitly on student learning goals and individual needs matched with purposeful engaging resources

Improvement Measures

Increased number of students achieving expected growth in reading and writing as tracked on the literacy learning progression.

Increased number of students achieving expected growth in numeracy as tracked on the numeracy learning progression.

At least 35% of Year Five students achieving in the top two NAPLAN bands in writing.

- Increased teacher confidence and skills in
- interpreting and analysing data to inform teaching
 - applying content and syllabus guidelines to deliver effective differentiated lessons
 - assessing and reporting on student achievement
 - giving accurate feedback to students and parents

People

Students

Every student makes measurable learning progress and gaps in student achievement decrease.

Students build the skills to assess their achievement in reading, writing and numeracy by reflecting on feedback and planning learning goals.

Staff

Every teacher increases their confidence and skills through targeted professional learning so they can adjust their teaching to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Leaders

The instructional leadership team facilitates and sustains a culture of effective, evidence-based literacy and numeracy teaching and improvement through best practice and high expectations.

Parents/Carers

Teachers and parents develop a shared understanding of expected student achievement in literacy and numeracy so students are motivated to continually improve

Community Partners

The school's curriculum provision supports high expectations for student learning in literacy and numeracy which is enhanced by learning alliances and academic partnerships.

Processes

Differentiated professional learning project

Plan high quality differentiated professional learning for all teachers based on evidence-based research and a whole school audit of teacher training in literacy and numeracy.

Literacy and numeracy project

Ensure curriculum delivery in literacy and numeracy across the school supports high expectations and maximum learning leading to measurable improvement in student outcomes.

Assessment and reporting project

Implement a consistent whole school approach to literacy and numeracy assessment, data analysis and reporting that uses systematic and reliable information to evaluate student learning over time.

Evaluation Plan

- Analyse professional learning data to ensure improvement in student outcomes
- Evaluate continuous improvement against the SEF
- Analyse internal and external school performance measures
- Measure parent satisfaction and expectations
- Scope and sequences and rubrics
- Pre and post survey data

Practices and Products

Practices

Teachers use the planned professional learning to inform and differentiate their teaching and focus on specific literacy and numeracy strategies based on student need.

Whole school consistency in literacy and numeracy planning, assessment and reporting is evident through school wide improvement in teaching practice, data analysis and student results.

Teachers involve parents and community partners in planning to support learning and share expected outcomes to ensure consistent expectations of student achievement.

Products

Teaching and learning programs show evidence of revisions based on feedback of teaching practices, consistent reliable student assessment and continuous tracking of student progress and achievement.

Increase in teacher confidence and skill in analysing and assessing student achievement data in reading, writing and numeracy and delivering quality differentiated literacy and numeracy lessons.

Students use assessment criteria and specific teacher and peer feedback on their learning to build the skills they need to assess their own achievement and develop explicit literacy and numeracy learning goals.

Strategic Direction 2: Excellence in future focused pedagogies

Purpose

To embed the teaching of future focused practices through purposeful curriculum which ensures that our students are:

- **creative, global citizens who have well developed critical thinking and problem solving skills**
- **challenged to take learning risks and develop a love of learning**

Improvement Measures

All staff will improve their capacity and confidence in the programming and implementation of future focused pedagogies.

Improved use of school wide future focused learning spaces.

Increased proportion of students applying critical and creative thinking skills.

People

Students

Through the development of future focused skills, every student will have ownership of and be risk takers in their learning.

Staff

Every teacher will be supported to embrace future focused, innovative learning pedagogies through targeted, differentiated professional learning.

Leaders

Every leader will recognise and support opportunities for future focused learning.

Parents/Carers

Parents and teachers develop a shared appreciation and value the pedagogies of future focused learning.

Community Partners

The school will utilise the expertise of community partnerships and external alliances to implement effective future focused learning pedagogies.

Processes

Research driven curriculum project

Draw on research to improve whole school teaching and learning programs and frameworks which authentically embed future focused learning skills in order to enable students to think critically and creatively.

Future focused professional learning project

Build staff capacity and confidence in the delivery of innovative future focused pedagogies to ensure every student experiences high quality, contemporary content so they become effective global citizens.

Flexible learning environments

Enhance the physical environment and develop staff capacity to creatively utilise flexible, future focused spaces to optimise learning.

Evaluation Plan

- Evidence of future focused learning in teacher programs
- Data – pre and post surveys collated e.g. technology use, staff capacity and confidence
- Analysis of lesson observations and feedback
- Staff and students utilising the Discovery Headquarters

Practices and Products

Practices

Teachers facilitate and guide learning programs to enable students to develop independence in order to take ownership of their own learning.

Teachers demonstrate a deep understanding of the pedagogy underpinning flexible learning spaces in order to enhance the development of future focused learning skills.

Teachers authentically implement future focused learning pedagogies e.g. STEM, coding, green screen, robotics, 3D printing, CCT Crunches, Thinking Hats.

Teachers effectively and confidently use online programming and technologies.

Products

Students are informed, globally aware and connected citizens, who are self-motivated, confident and creative learners.

Future focused pedagogies and technologies are expertly integrated into lessons by teachers.

Students effectively use flexible learning spaces to socially construct new meanings and understandings.

Strategic Direction 3: Positive whole school wellbeing

Purpose

To strengthen and support the wellbeing of students and staff by

effectively engaging the whole school community resulting in an inclusive and supportive environment for all.

Improvement Measures

Increased use of positive behaviour strategies to support student wellbeing and reduce the number of inappropriate behaviours exhibited by students.

Evidence of program revisions for students with a range of individual needs.

Increased parent and teacher satisfaction with home/school communication.

Enhanced whole school wellbeing.

People

Students

- Students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community
- Every student builds the skills to recognise and take responsibility for their own behaviour and wellbeing so they can connect, succeed and thrive.

Staff

- Teachers are respected, valued, encouraged, supported and empowered to succeed.
- Every teacher consistently applies evidenced based practices which enable students to connect, succeed and thrive.

Leaders

Every leader supports a culture of positive wellbeing and shared accountability.

Parents/Carers

Parents and teachers will develop a shared understanding regarding behaviour support, learning and student wellbeing.

Community Partners

External alliances are active partners in supporting student wellbeing.

Processes

Differentiated learning project

Collaboratively develop procedures and processes to ensure the effective delivery of differentiated teaching and learning in all classrooms e.g. IBPs, PLPs and student learning profiles.

Positive behaviour for learning project

Implement and establish Positive Behaviour for learning (PBL) to strengthen wellbeing and improve student outcomes.

School communication project

Develop a coordinated and consistent approach to communication processes.

Evaluation Plan

- Evidence of differentiation in programs
- PBL pre and post data
- Tell Them From Me survey data
- Increased engagement with the school website, online and Instagram accounts

Practices and Products

Practices

School wide collective responsibility for student learning and success shared by parents and students. Planning for learning is informed by holistic information about each student's wellbeing needs in consultation with families and external alliances.

Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing for all to ensure optimum conditions for teaching and learning across the school.

Clear, consistent and effective school wide communication practices.

Products

A positive culture strengthened across the school.

School procedures and guidelines promoting measurable improvements in wellbeing and engagement.