School background 2015 - 2017

School vision statement
Our goal is to educate children in our culturally diverse school to be confident, creative, resilient, responsible and respectful learners engaged in a curriculum where they are supported and challenged to be active, informed citizens contributing to our society.

School context
Arncliffe Public School is situated south of the Cook’s river in the Sydney suburb of Arncliffe. Our school values and culture underpin our daily work in ensuring a Safe and Respectful environment. The school provides an aesthetic and nurturing educational environment in which all students can access quality educational programs within a broad and varied curriculum. Students are organised into 17 classes from Kindergarten to Year 6 and come from diverse socio-economic and cultural backgrounds.

Arncliffe Public School has a highly dedicated staff that is committed to ongoing professional learning, ensuring best practice in curriculum delivery and access to engaging and relevant technologies. Our school consistently celebrates student achievements in academic, the performing arts, sporting and cultural achievements attracting widespread recognition of excellence within the school and the wider community. Promoting student’s voice is a priority and students are given opportunities to develop leadership skills through school based programs, the Students Representative Council, Peer Support, in elected leadership positions and external programs. The result is confident, articulate and responsible students well prepared for High School.

The school is well supported by an active Parents and Citizens Association and School Council who contribute a significant amount of time and funds to the school on an annual basis, provide feedback on school programs and work tirelessly to promote a sense of community. In addition parents are involved in classrooms and supporting school based learning and music programs.

School planning process
In 2014, a comprehensive review and reflection process was undertaken across the school to evaluate the effectiveness, operation and relevance of current practices and programs. This consisted of surveys, data analysis, reflective conversations and forums with staff, students and parents.

NAPLAN data was scrutinized along with summary reports from ESR, Stage and classroom assessment to inform the distribution of specialist staff and assistance programs across the school. The National School Improvement Survey was completed by each staff member and the accumulated data was used to inform the development of the new school plan. Staff member will complete their survey again at the conclusion of each year for the next three years to track progress towards achievement of targets. The Quality Teaching survey was completed by staff and students in Years 2, 4 and 6 to assess the quality of teaching at Arncliffe Public School. The results of these surveys directly informed the development of Strategic Direction 1.

A new survey was developed at the end of 2014 asking students, staff and parents what they want in their “School Bag” when they leave Arncliffe Public School. The results proved to be “values” and align with and endorse our current school values. These results were also used to develop the new school plan.

At the commencement of 2014 parents responded to the Communication Survey, which was designed to evaluate current practices and improve communication across the community. The feedback was extremely practical and many modifications and improvements were made throughout the year.

The School Council had a major input into the future directions of the school through data analysis, professional readings, vigorous discussions and the review of many policies and procedures and the construction of new policies. The School Council also had a significant input into the development of the school vision statement and the development of the three strategic directions. They were supported by the Students Representative Council (SRC) and the P&C.
Purpose:
To provide a learning environment that has high expectations and adds value to student learning in all areas of the curriculum. To embed a positive culture and set of values focussing on safety, respect and responsible learning. Assessment and reporting is supported by consistent and relevant feedback. To promote an explicit commitment to wellbeing.

Purpose:
To provide students with quality personalised and authentic 21st century learning opportunities focussing on critical thinking, problem solving, communication and collaboration. Increase leadership capability and succession planning using the Australian Professional Standards for Teachers and Principals and the Performance and Development Framework.

Purpose:
To continue to build a school community that operates in a collaborative and sustainable manner which values our cultural diversity, school values and high expectations. Through reflective practices, and whole school planning, expand and develop community partnerships to support student learning outcomes.
## Strategic Direction 1: Student Learning - Students will be confident and successful learners engaged in a relevant and interactive curriculum

### Purpose
To provide a learning environment that has high expectations and adds value to student learning in all areas of the curriculum.
To embed a positive culture and set of values focussing on safety, respect and responsible learning.
Assessment and reporting is supported by consistent and relevant feedback.
To promote an explicit commitment to wellbeing.

### People

**Students:**
Students are engaged in the development of assessment rubrics and establishing learning goals. They develop the skill of giving and receiving constructive feedback to monitor their learning in terms of growth and achievement.

**Staff:**
Staff set explicit, challenging and achievable learning goals for all students. They support students to recognise and gather evidence and data of their learning and to reflect and report on this collaboratively.

Equip students with knowledge, skills, attitudes and strategies to understand and manage their relationships and contribute to the well-being of others.

**Parents/Carers:**
Parents will engage in a collaborative learning community by providing opportunities for parents and teachers to work together to have a shared understanding of formative and summative assessment and the importance of feedback and data.

**Leaders:**
Leading professional dialogue practices and facilitating teacher learning in summative and formative assessment.

Build staff capacity to collect, collate, scrutinise and manage data analysis to track student learning, growth and value added trends.

Ensure K-6 Scope and Sequences are reflective of Australian Curriculum.

### Processes

- Build staff capacity to collaboratively plan and differentiate programming and pedagogy using the Quality Teaching elements and Australian Professional Standards.
- To create school wide systems and structures to support differentiation including teacher training in L3, TEN and TOWN.
- Data driven planning, programming, teaching, assessing, evaluating and resourcing.
- Regular tracking of students on the literacy and numeracy continuum K-6.
- Implementation of effective feedback strategies including classroom observations.

### Products and Practices

- There are policies, programs and processes to identify student learning needs including the needs of EALD and Aboriginal students.

**Product:**

- Increased % of students experiencing expected or better growth in Literacy and Numeracy as reflected in school based assessments, NAPLAN, PLAN and standardised tests.
- All teaching staff will embed formative assessment strategies in curriculum planning and programming.
- Increase the % of students who monitor their own learning, ask questions and use a range of strategies to decide what they know and can do and how to use assessment for new learning.

**Practice:**

- Evaluate the effectiveness of student wellbeing policies and safe working practices
- The school will embed the KidsMatter Framework to ensure whole school understanding of mental health and well being
- Introduce the “Step-Up” transition to High School project which will be delivered by St George Youth Services.
- Introduce a Speech Therapy program to increase oral and written skills for students and up skill teachers.
- Dylan Wiliam assessment strategies (LISC) introduced and practiced by all staff members so that they use assessment for learning, as learning and of learning when determining teaching directions and effectiveness.

### Improvement Measures

- There are policies, programs and processes to identify student learning needs including the needs of EALD and Aboriginal students.

**Evaluation Plan**

Student growth in school based assessment in Literacy and Numeracy is tracked on PLAN and Best Start. Regular monitoring of progress through observations and conference with students. Develop differentiated programs to improve student outcomes in areas identified for improvement

Regular analysis of the Summary Reports generated by the Easy School Report (ESR) by teachers, Stages and the school Executive to monitor trends.

Use diagnostic tests to monitor students’ progress to National Standards.

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## Strategic Direction 2: Quality Teaching and Leadership – Staff will be collaborative, dynamic, reflective and high performing

### Purpose

To provide students with quality personalised and authentic 21st century learning opportunities focussing on critical thinking, problem solving, communication and collaboration.

Increase leadership capability and succession planning using the Australian Professional Standards for Teachers and Principals and the Performance and Development Framework.

### Improvement Measures

- 100% staff providing opportunities for students to think creatively, work collaboratively, problem solve and communicate.
- 100% of staff apply their individual Professional Development Plan (PDP) plan to improve their practice.

### People

**Students:**
Deconstruct the 21st Century Framework and develop their skills to think creatively, work collaboratively, develop problem solving and critical thinking strategies, communicate and collaborate effectively.

**Staff:**
Know the school’s vision, their expectations and responsibilities and personal commitment to deliver through quality teaching and learning programs in a supportive, positive and dynamic learning environment so that students are engaged in learning tasks that are relevant, authentic and valued that reflect the 21st century Framework.

Using the Professional Development Framework to identify their professional learning needs, staff will build their capacity to collaboratively deliver innovative teaching and administrative practices.

**Parents/Carers:**
Develop collaborative relationships between school and community by providing opportunities for parents and teachers to work together to improve the quality of educational programs within the school. This will include providing community learning workshops on Literacy, Numeracy and Science.

Parents introduced to the Framework for 21st Century Learning and the Quality Teaching Framework.

**Community Partners:**
Collaborative partnerships will be strengthened with external community support networks to provide new and additional learning opportunities for staff and students.

**Leaders:**
Create a positive and supportive culture which promotes and enables 21st century teaching and learning.

Understand and drive professional learning across the school through distributive leadership.

### Processes

- Enable students to learn the essential skills for success in today’s world, such as critical thinking, problems solving, communication and collaboration. In particular reference to the English, Mathematics, Science, History and Geography syllabus documents.
- Expand delivery of 21st Century learning through a 3 year strategic technology plan including software, hardware, professional learning, website upgrade and review of the Digital Citizenship policy.
- Implement the cycle of Performance and Development for teachers through observation, reflection, evaluation, and professional learning to address the Australian Professional Standards.
- Build staff capacity through targeted professional learning opportunities. Success can be measured through student growth.
- Build the capacity of non-teaching staff to navigate change through professional development that is targeted internally and externally and the establishment of a network of learning with neighbouring schools to form a community of schools.

### Products and Practices

- 100% staff providing opportunities for students to think creatively, work collaboratively, problem solve and communicate.
- 100% of staff apply their individual Professional Development Plan (PDP) plan to improve their practice.

**Product:**
- Embedded systems for collaboration, classroom observation and feedback to drive and sustain improved teaching practice, student outcomes and whole school improvement.
- Increase leadership opportunities for staff across the school and community.

**Practice:**
- Students actively demonstrating problem solving, critical thinking, communication and collaborative skills.
- All teachers and SASS engage in the Performance and Development Framework which are collaboratively supported by the Executive.
- Implement a cycle of observation, reflection and evaluation using the classroom practice continuum.

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**Evaluation Plan**
Student growth in school based assessment in Literacy and Numeracy is tracked on PLAN and Best Start. Regular monitoring of progress through observations and conference with students. Develop differentiated programs to improve student outcomes in areas identified for improvement.

Analyse NAPLAN data for areas to improve.

Regular analysis of the Summary Reports generated by the Easy School Report (ESR) by teachers, Stages and the school Executive to monitor trends.

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## Strategic Direction 3: Community Engagement - A school community that is inclusive, informed, reflective and engaged

### Purpose
To continue to build a school community that operates in a collaborative and sustainable manner which values our cultural diversity, school values and high expectations.

Through reflective practices and whole school planning, expand and develop community partnerships to support student learning outcomes.

### People

#### Students:
Build positive relationships and actively contribute to the school and wider community by providing feedback using the Tell Them From Me (TTFM), Kids Matter and school based surveys on school programs and future planning. Students will be engaged in school decision making about policy and future directions.

#### Staff:
To provide feedback using the Tell Them From Me (TTFM), Kids Matter, school based surveys and the School Excellence Framework as tools to provide feedback on school programs and future planning.

#### Parents/Carers:
To provide feedback using the Tell Them From Me (TTFM), Kids Matter, school based surveys and the School Excellence Framework as tools to provide feedback on school programs and future planning. Have to opportunity to engage in a wide range of school based activities.

#### Community Partners:
To continue to seek and build on partnerships to support key programs and utilise this additional expertise to enrich school programs and projects.

#### Leaders:
Engage the school community in reflecting on student performance to inform future directions. Promote the school and expand partnership opportunities within the community to access resources to support and improve student learning.

### Processes

- Review school operational systems and undertake professional learning to prepare for the rollout of LMBR.
- Review and broaden school evaluation procedures to include external (TTFM, Kidsmatter, School Excellence Framework) and internal platforms for school feedback.
- Invite parents/caregivers and community members to be members of school curriculum, student welfare and strategic direction committees.
- Advocate the role and importance of the School Council and P&C

### Products and Practices

#### Product:
- School community, including Aboriginal and EALD members, is committed to and engaged with the school’s strategic directions and practices.

#### Improvement Measures
- School community, including Aboriginal and EALD members, are committed to and engaged with the school’s strategic directions and practices.

#### Evaluation Plan
Collated feedback from the Tell Them From Me (TTFM), Kids Matter, school based surveys and the School Excellence Framework will be used to inform future directions and programs for the school.

#### Practice:
- Evidenced based collaborative decision making which reflects local priorities.
- Working with parents/caregivers to optimise student learning and wellbeing.
- School practices and operational systems are responsive to community feedback.

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