

School Plan 2015 – 2017

PAXTON PUBLIC SCHOOL





School vision statement

Parents, students and teachers all striving
for the best by aiming high.

Our vision is underpinned by Paxton Public School's core values of Safety, Teamwork, Achievement and Respect (STAR) which guide students, staff and community as they work as a team to create a culture of a safe, supportive and respectful teaching and learning environment that promotes student wellbeing and high expectations for academic success.

School context

Paxton Public School is located on large grounds in a semi-rural setting, approximately 10km from Cessnock in the Hunter Valley. It is a very well-resourced school, which operates with strong support from the wider school family and is an integral part of the local community.

Paxton Public School and its community are committed to providing a warm and nurturing environment aimed at developing students physically, intellectually, socially and emotionally to cope with our ever-changing world. That is, children are given skills for life, often based on K- 6 programs that develop family values of supportiveness, inclusiveness and empathy.

24% of our students have Aboriginal heritage and we are an Early Action For Success School.

Mount View High School is the partner high school and Paxton Public School supports its transition programs for senior primary students.

Paxton Public School maintains a focus on the creative and performing arts with weekly class rotations in this area and a whole school choir. In five weekly blocks, all students participate in drama, art, dance and music lessons.

Paxton Public School is enthusiastic about developing parent and community partnerships and creating opportunities for parents and carers to be informed and involved in their children's education. Parent surveys in 2014 demonstrate extremely strong support for the school's programs and values and very high levels of parental satisfaction with the school.

School planning process

Our planning process in 2014 began with: Collaborative meetings with the P&C group, the staff and the students to attain school aspirations of all stakeholders. The current vision statement was discussed and unanimously confirmed.

A parent survey was conducted indicating overwhelming approval of the school. One parent would like to see more extra curricula activity.

In 2015 our consultation processes included:

- Forming a school planning committee involving all teaching staff, sometimes as a whole group and also small focus groups.
- Evaluating analysis of Naplan, EAFS and school data.
- Opportunities for face-to-face consultation including small group discussions with parents and inviting the opinions of non-vocal parents and Aboriginal heritage families.
- Discussion with the P&C resulting in the strong endorsement of the school vision and the three strategic directions.
- Opportunities for staff to work in focus groups on the 5 Ps.
- Further processes of consultation as the 5 Ps of the plan were developed. This included consultation and surveys with focus groups of staff, students and parents.
- Coverage of the planning process in the school newsletter with an invitation to readers to comment.
- Opportunities for staff to work in focus groups on milestones.
- Identifying financial, human, and physical resource requirements to implement the School Plan.
- Opportunities to include the SAS in identifying financial resources in the school plan.
- Discuss, problem solve and review with other schools and department support staff.



STRATEGIC DIRECTION 1
Develop consistent high quality learning and educational practices.

STRATEGIC DIRECTION 2
A focus on teacher learning and leadership to deliver quality outcomes for all students.

STRATEGIC DIRECTION 3
Develop organisational practices to inspire a culture of collaboration and engaged communication.

Purpose:

To ensure students are literate, numerate, creative users of technology, and are productive participants in school and society for now and into the future by providing differentiated educational practices.

Purpose:

To build capacity of teachers and support staff through professional learning that meet the diverse needs of our students and result in increased student outcomes and incorporate 21st Century learning concepts and skills.

Purpose:

To embed across the whole community a positive culture and set of values based on safety, teamwork, achievement and respect which enable all students and the wider school community to be highly engaged in education and develop a strong social conscience.

Strategic Direction 1: Develop consistent high quality learning and educational practices.

Purpose

To ensure students are literate, numerate, creative users of technology, and are productive participants in school and society for now and into the future by providing differentiated educational practices.

Improvement Measures

- ❖ All students tracked using Literacy and Numeracy continuums with at least 70% showing expected growth per semester relevant to expected time frames (eg cluster movement quicker in ES1 than S3)
- ❖ Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students

People

Students:

- Expect teaching practices, curriculum programs and delivery mechanisms to be evidence based, innovative and to deliver the knowledge, understanding and skills of all students.
- Be a 21st century learner who is knowledgeable with deep understanding, a complex thinker, a creative person, an active investigator, an effective communicator and a participant in a global world.

Staff:

- Engage in professional learning to confidently implement new curriculum, assessment and reporting policy
- Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.
- Are familiar with School Excellence Framework
- Are familiar with the implications of the Great Teaching/Inspired Learning reform student engagement and learning are related.

Parents:

- Will engage with their children's learning
- Are updated on the progress of their children.

School Community:

- Engage other research practices and experts to support implementation and evaluation of pedagogical practice.

Processes

1. EA4S and Quality Teaching and Assessing

- Using data analysis to implement literacy, numeracy strategies to identify targeted intervention and address student learning needs.
- Focus on developing whole school scope and sequences in all key learning areas.

2. Differentiation

- Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using QT and ESES elements to create school wide systems and structures to support difference

3. Integrating Technology in the Classroom

- Using a multimedia and digital approach developing skills to design, create, share, publish and engage with IT based equipment and applications.

4. Aboriginal Focus

- Identifying Aboriginal students and formulating partnership with family and aboriginal community

Evaluation

Plan data.
Regular reporting of milestones

Products and Practices

Products:

- Increased attainment of one year growth for all students.
- Performance for equity groups within a school is comparable to the performance of all students in the school.
- Individual Education Plans for all students in consultation with staff, students and parents.
- Personalised learning plans for all Aboriginal students developed in consultation with staff, students and carers.

Practices:

- Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students
- Explicit processes to collect, analyse and report internal and external student and school performance data.
- All Aboriginal students fully engaged in learning including active involvement in cultural experiences.
- Performance and development processes explicitly targeted at developing teacher capacity to cater for learner diversity.

Strategic Direction 2: A focus on teacher and leadership learning to deliver high outcomes for all students.

Purpose

To build capacity of teachers and support staff through professional learning that meet the diverse needs of our students and result in increased student outcomes and incorporate 21st Century learning concepts and skills.

Improvement Measures

- ❖ Professional Development Plans for all teachers to identify key areas of development in relation to school plan and priority areas.
- ❖ Increased use of 21st Century Learning concepts and skills in classrooms.

People

Staff:

- Teachers participate in professional learning targeted to school priorities and their professional needs.
- Staff will participate in professional learning that will increase their skills in differentiated learning.
- Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their efforts. Principal and school leaders support staff with new reforms, drivers and policies.

Students:

- Engage and actively participate by learning through a variety of curricula and extra – curricular programs to achieve outcomes.

Parents:

- Participate in forums and meetings to actively engage with their students learning.

School Community:

- Work together to establish a continuum of learning, care and curriculum.

Processes

1. Build teacher capacity.

- Develop individualised professional development plans explicitly targeted at developing teacher capacity to cater for learning diversity and improving leadership capability in line with the Professional Teaching Standards.

2. Develop Leadership opportunities.

- Staff has purposeful leadership roles based on professional expertise.

3. Engaged and Accomplished Community of Learners:

- Build staff capacity to teach and implement the National Curriculum within the classroom.
- Engage staff in training with the National Teaching Standards
- Provide opportunities of Professional Development for all staff in up skilling of areas that target the school priorities and their professional learning needs.

Evaluation

Development and performance framework
Authentic and reliable evidence systematically collected and monitored

Products and Practices

Practices

- A coordinate plan of support for the introduction of the National Curriculum and teaching standards.
- School wide and inter school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.
- Career development and satisfaction from improved teaching skills and leadership.
- Liaison with parents regularly to present literacy and numeracy information sessions each year.

Products:

- Individualised learning plans for all staff based on the Performance Development Framework.
- Differentiated programs and assessment tasks
- Teachers achieve post graduate qualifications and National Teaching Standards certification
- Professional development programs to include:
 - * L3 Kindergarten
 - * Targeting Early Numeracy
 - * Focus on Reading
 - * Positive Behaviour for Learning
 - *

Strategic Direction 3: Develop organisational practices to inspiring a culture of collaboration and engaged communication

Purpose

To embed across the whole community a positive culture and set of values based on safety, teamwork, achievement and respect which enable all students and the wider school community to be highly engaged in education and develop a strong social conscience.

Improvement Measures

- ❖ Students demonstrate resilience and positive behaviour techniques in the classroom and the playground
- ❖ At least 95% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground each term.

People

Students:

- Engage with PBL and its embedded merit schemes
- Use effective techniques for resilience, positive behaviour and citizenship
- Students requiring behaviour adjustments and learning support have strategic support in times of need.

Staff:

- Use PBL data to successfully monitor and manage student behaviour and learning
- Promotes positive psychology and resilience in wellbeing of themselves and their students,
- Deliver group performance and showcase of Paxton School

Leaders:

- Build positive and respectful relationships across the school community that underpin a productive learning environment,

Parents:

- Aware of PBL expectations and strategies for students, staff and parents.
- Promote and showcase the excellence of Paxton School.

School Community:

- The school is recognised as supportive and responsive by its community as a result of its effective engagement with members of the local community.

Processes

1. Positive behaviour and Learning Program

- Consistently implementing a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment

2. Collecting and Analysing Data

- Analyse welfare data on Sentral to actively plan relevant support strategies and techniques for resilience and positive behaviour.

3. Extra Curricular Learning

- Provide extra-curricular learning opportunities that are strongly aligned with the school's vision, values and priorities to support student development and self-esteem.
- TTFM
- PBL Survey
- Sentral Records

Products and Practices

Product

- At least 95% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground each term.
- PBL SET tool reflects consistency in practice across the school.
- Tell Them From Me Survey indicates continued growth on social/emotional outcomes and high levels of parent and staff satisfaction.

Process

- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring a positive learning environment.
- Creative and attractive work and play spaces developed to encourage creative, cooperative and collaborative learning practices
- Staff professional learning is relevant, and underpinned by the Quality Teaching Framework and the Melbourne Declaration and Professional Development Framework.
- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.