School plan 2018-2020

Prairievale Public School 4554

School background 2018–2020

School vision statement

Prairievale PS promotes a culture of growth and lifelong learning. We are committed to an enriching collaborative, reflective environment with high expectations for all stakeholders.

School context

Prairievale Public School is a P3 school in Bossley Park, South West Sydney. We are a member of the Fairfield Network of Schools in the Ultimo Group. Our enrolment for the 2018 – 2020 planning period will stabilise at around 430 students.

The Prairievale Public School Family Occupation and Education Index (FOEI) is 153. The higher the FOEI measurement, the higher the level of disadvantage, with figures ranging from 0–300, with a NSW average of 100. The FOEI is developed using information provided on student enrolment forms.

Our students are from a diverse range of cultural backgrounds. Our community has 87% of students from Non English Speaking backgrounds, and 35 different language background groups recorded. The dominant languages being Assyrian, Arabic, Vietnamese and Spanish.

Prairievale Public School has 9 students of Aboriginal background, which represents 1% of enrolled students.

Our parents, students and staff embrace our Special Education Unit which consists of 3 Autism classes.

Our school is staffed by one Principal, five Assistant Principals and 29 teachers who deliver programs to 17 classes in either a full–time or part–time capacity. Fourteen of our teachers are currently employed in temporary engagement positions.

The non–teaching staff consists of our School Admin Manager, two Admin Officers, a General Assistant and five permanent School Learning Support Officers (SLSO).

School planning process

In Term 4 2017, Prairievale PS completed the External Validation process. This allowed the leadership team, in consultation with staff, students and parents to gather evidence to evaluate our current school plan and look for areas of strength and areas for improvement. This process included feedback from staff, students and parents, work samples, class programs, school data and classroom observations.

This information formed the basis of our new 3 year plan. All information was collated, with key, consistent themes emerging from all groups. These themes formed the basis of the practices outlined in this document and were fused together to create our strategic directions.

Staff feedback was again sought to develop our products, with current programs evaluated against a range of data sources available.

Together, the products and practices formed the outcomes of our plan, against which implementation strategies and milestones were collaboratively developed.

The Prairievale PS 2018–2020 School Plan flows from the strategic directions and sets clear goals and targets for our work. It forms the basis for the school's improvement and development directions for the next three years in partnership with the parents and community.

Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Strategic Planning for Growth

STRATEGIC DIRECTION 2
Improved Classroom Practice

STRATEGIC DIRECTION 3
Building Holistic Wellbeing Practices

Purpose:

Teachers use knowledge of curriculum and analysis of data to plan so that student learning is targeted and aspirational.

Purpose:

To create a responsive and reflective environment so that all learners are challenged and engaged.

Purpose:

Students, staff and members of the wider school community have a shared understanding ofthe behaviours, attitudes and expectations that enhance wellbeing so that students are resilient, respectful and contribute to the wellbeing of others.

Prairievale Public School 4554 (2018-2020)

Strategic Direction 1: Strategic Planning for Growth

Purpose

Teachers use knowledge of curriculum and analysis of data to plan so that student learning is targeted and aspirational.

Improvement Measures

Increase the number of students in the top 2 bands of writing.

Increase the number of students in the top 2 bands of reading.

Increased percentage of programs showing detailed and purposeful differentiation of learning intentions

Increased percentage of teachers analysing data regularly to inform planning cycles

Increase the number of students in the top 2 bands of numeracy.

People

Leaders

How to understand data and lead staff analysis

Deep understanding of K–6 Curriculum including Learning Progressions

Staff

Choose appropriate evidence for data

Analysing and Interpreting data

Understanding of the K–6 curriculum including Learning Progressions

Identify what students are learning and why

 Use data and curriculum to plan purposeful differentiated lessons

Students

Build and use learning specific vocabulary to demonstrate understanding

Parents/Carers

Understanding of student results and curriculum requirements

Processes

Curriculum

Developing a strong understanding of content through the use of Progressions, Syllabus and NESA standards to plan for quality teaching programs.

Data

Use collegial discussion and consistent teacher judgment to ensure consistency throughout the school, to ensure valid data , and to maintain and use effective tracking methods.

Application

Use a strong knowledge and understanding of curriculum and data to plan purposeful programs that ensure growth with a strong focus on differentiated learning.

Evaluation Plan

Program collection

Team Meeting notes

NAPLAN data

Practices and Products

Practices

Lesson planning references curriculum requirements and student achievement data

Teachers analyse and interpret data to inform planning and interventions

Accommodations and adjustments are made to programs as necessary

Continuous tracking of achievement of progress

Teachers clearly articulate lesson purpose

Products

Teaching and learning programs are syllabus based with clear and achievable learningintentions evident

Teaching and Learning programs across the school lead to continuous improved learningand ensure students are challenged at all levels of achievement

Valid and reliable data

Teachers give regular, specific and explicit feedback for student improvement

Students articulate their learning

Strategic Direction 2: Improved Classroom Practice

Purpose

To create a responsive and reflective environment so that all learners are challenged and engaged.

Improvement Measures

Increased percentage of staff participating in purposeful classroom observations and receiving collegial feedback for growth.

Increased percentage of staff using rubrics in English and Maths to share Success Criteria to students.

Increased percentage of students able to articulate Learning Intentions and Success Criteria

Increased percentage of classroom programs showing modifications to lessons in response to Formative Assessment information

People

Leaders

Strong understanding of effective practice

Large repertoire of future–focused strategies for monitoring student progress

Strengthen ability to critically observe and provide effective feedback

Understanding and ability to recognise and construct effective rubrics

Staff

Knowledge of how to narrow focus and reflect on their practice objectively

Continually build a range of future–focused strategies for monitoring progress

Develop skills in critically observing and providing effective feedback

Teachers have knowledge on how to write a responsive, effective rubric

Students

Students know how to use rubrics to monitor their own learning

Students use feedback to reflect on their own learning

Parents/Carers

Have an awareness of the students' responsibility for learning

Processes

Formative assessment and Engagement

Implement strategies to promote a strong student centred ethos including student self–assessment, teacher to student feedback, student to student feedback and rubrics. Establish a strong futures focused environment.

Instructional Collaboration

Build a culture of continuous improvement amongst all staff through strategies such as Instructional rounds, Coaching and mentoring , walk throughs and teacher to teacher feedback.

Evaluation Plan

Walk throughs

Photos

Programs

Lesson observation feedback notes

Instructional rounds data

Practices and Products

Practices

Embedded and explicit structures that allow for modelling of effective practice and provision of specific and timely feedback between teachers

Teachers continually reflect on their practice

Formative assessment is used as an integral part of daily classroom instruction

Teachers use a range of explicit strategies to explain and break down knowledge

Teachers share criteria for student assessment with students

Products

Ongoing school wide improvement in teaching practice and student results

Student learning is monitored for growth

Students have a clear understanding of what they need to do to succeed

Formative and summative assessments create opportunities for students to receive feedbackon their learning

Feedback from students on their learning informs further teaching

Teachers modify their practice based on feedback and their own reflections

Strategic Direction 3: Building Holistic Wellbeing Practices

Purpose

Students, staff and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing so that students are resilient, respectful and contribute to the wellbeing of others.

Improvement Measures

100% of students participating in daily heavy movement

Decrease in number of students attending planning room multiple times each term

Decrease in negative behaviour incidents via Sentral (Wellbeing)

100% of classrooms using visual timetables and visual aides to support students

100% of students have a class management plan with evidence of modifications for targeted students

People

Leaders

Knowledge of research–based practices around mindfulness

Understanding of how to implement mindfulness practices across the school

Deep understanding of the research underpinning PBL

Staff

Knowledge of research–based practices around mindfulness

Understanding of how to implement mindfulness practices with their students

Knowledge of the research underpinning PBL in order to effectively implement

Students

Understanding of mindfulness

Strategies for mindfulness

Know and apply the expectations for behaviour and use this knowledge for pro–social behaviour

Parents/Carers

Understanding of mindfulness in order to support its implementation

Know and support the expectations for behaviour and use this knowledge for pro–social behaviour

Processes

Behaviour:

Implement a whole school plan to develop a consistency of language, expectation and management.

Mindfulness:

Implement a whole school strategy to increase mindfulness, resilience and student wellbeing through brain research, sensory education, and activities such as Brain Breaks, Circle time and heavy movement.

Evaluation Plan

Walk throughs

Photos

Sentral data

Practices and Products

Practices

Success is celebrated

Expectations for behaviour are co–developed with students, staff and the community

Consistent language about expected behaviour communicated across the school

Experiences that develop character by promoting mindfulness (self–regulation and pro–sociall behaviour), resilience and leadership

Products

Students are succeeding at making positive behaviour choices

Whole–school approach to behaviour

Explicit teaching of consistent language is used to support behaviour

Students and staff understand mindfulness and the impact it has on wellbeing

Students are self–aware and regulate their own emotions and behaviours

Students have the social and emotional skills to develop and maintain positive relationships and engage in pro–social behaviour