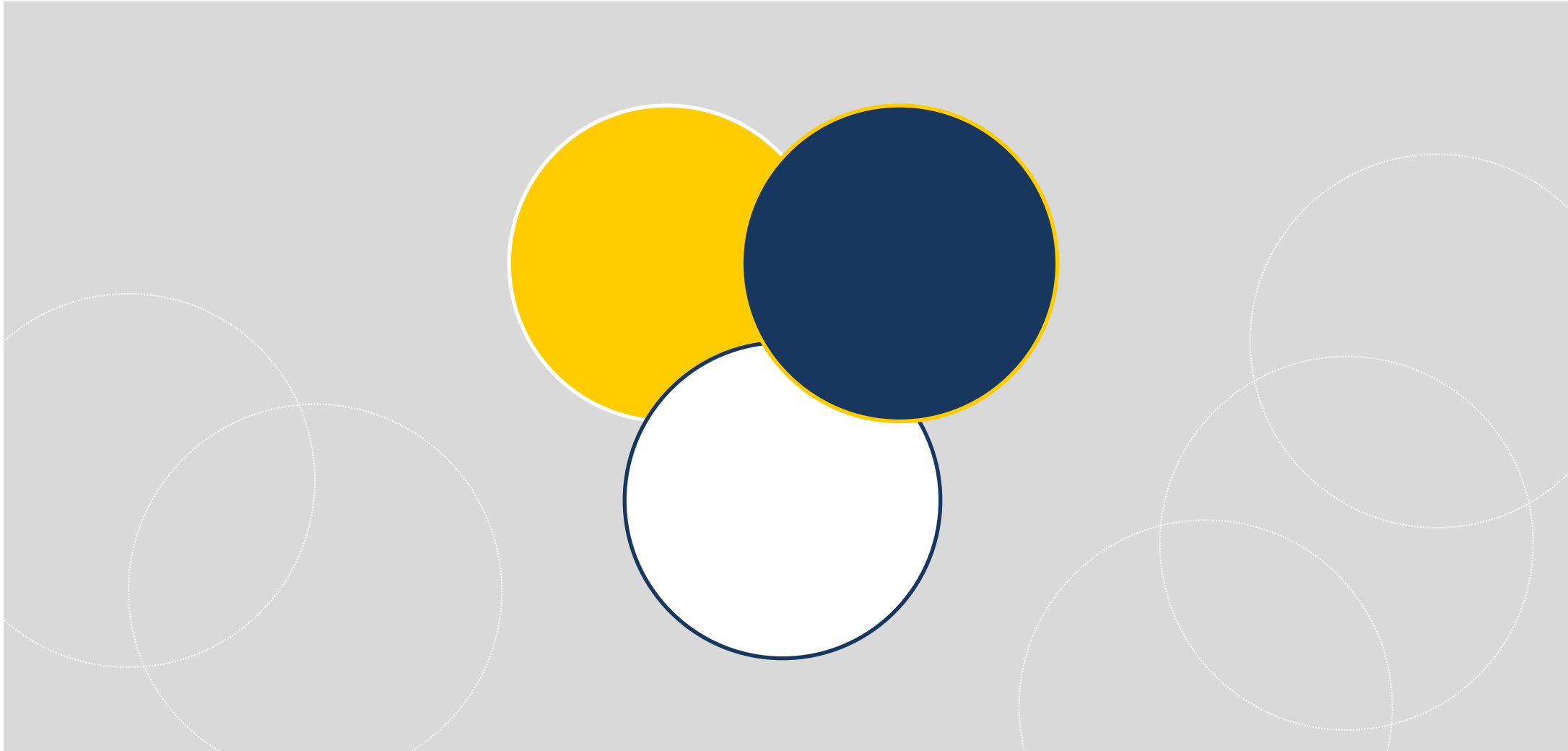


School plan 2015 – 2017

Prairievale Public School 4554

Updated Term 1 2016





School vision statement

We believe that a good school is one which . . .

Collaborates with all stakeholders and caters for individual needs to create successful and confident learners
Is inclusive where teachers, students and parents work together as a learning community to produce clear visions and goals.

We believe that a successful student is able to . . .

Work independently and as a team member.
Communicate, reason and problem solve.
Be resilient, flexible and creative.
Think critically, talk about their learning and communicate with others.
Be a respectful and engaged learner who is actively involved in their learning.

We believe an effective classroom is one in which . . .

Students are encouraged to be effective learners in a safe, fun and educational environment.
Everyone has a place. All students are treated fairly and are encouraged to succeed.
Is engaging and supports student's growth in all areas.

We believe a quality teacher is one who . . .

Is organised and knows their students
Reflects, collaborates and is always learning.
Has high expectations and provides opportunities for all students to achieve their learning goals
Believes in the capabilities of all students and understands how students learn

We believe an effective school leader is one who . . .

Leads by example and is supportive and approachable.
Communicates well with all stakeholders in a consultative manner.
Has a clear vision and goals, acknowledges staff abilities and knows how to facilitate staff growth.
Shows pride in their school and is an effective role model.
Inspires, motivates and promotes achievement.

We believe a quality teaching program is one which...

Is tailored to the learners, their abilities, progress and needs.
Supports students to achieve their goals through engaging, rich tasks.
Is flexible and shows differentiation to meet varied student achievement.

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 2015 – 2017 planning period will stabilise at around 400 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 19 students of Aboriginal background, which represents 2% of enrolled students. Our parents, students and staff embrace our Special Education Unit which consists of two IO classes and an IO/Autism class.

Our school is staffed by one Principal, five Assistant Principals and 29 teachers who deliver programs to 16 classes in either a full-time or part-time capacity. Sixteen 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 three Student Learning Support Officers (SLSO).

School planning process

In Term 3 of 2014, a comprehensive process was undertaken to establish strategic directions for Prairievale Public School across student learning, staff learning and professional partnerships.

An evaluation team, consisting of Executive and teaching staff, ensured key stakeholders were involved in this process by:

- holding focussed discussions with the P&C;
- seeking written, collaborative feedback from staff; and
- surveying and interviewing students.

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 2015-2017 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.

Ms Nikki Perrin
Principal



STRATEGIC DIRECTION 1

**High quality education
for all students.**

Equipping students with the values, attitudes and skills to become lifelong learners through a differentiated curriculum.

STRATEGIC DIRECTION 2

**Teaching excellence
and leadership capacity
in all staff.**

Providing relevant professional learning for all staff based on best practice, DEC and school priorities and pedagogical excellence.

STRATEGIC DIRECTION 3

**Collaborative,
rewarding professional
partnerships.**

Foster relationships with our educational partners to enhance student and staff learning and to support our community.

Purpose:

To develop independent, confident students who are empathetic, resilient, honest and respectful.

To maximise success for all students through the provision of collaborative, rich, engaging and differentiated learning environments.

Purpose:

To target the needs of our students through the provision of quality staff learning, reflective of their individual needs, current learning theory and a commitment to individual and collective efficacy.

Purpose:

To maximise outcomes for students and to provide quality professional learning for staff through building authentic, collaborative relationships with:

- Students;
- Parents;
- DEC personnel;
- Our community of schools;
- Our local preschools;
- Outside experts; and
- All members of the Prairievale staff.

Strategic Direction 1: Delivering high quality education for all students.

Purpose	People	Processes	Products and Practices
<p>To develop independent, confident students who are empathetic, resilient, honest, aspirational and respectful.</p> <p>To maximise success for all students through the provision of collaborative, rich, engaging learning environments.</p>	<p>Students: Build the capacity of students to understand the criteria for success and steps for achieving this.</p> <p>Students: Develop in students the confidence and motivation to participate in a range of extra curricula activities that match their strengths and interests and develop their leadership capacity.</p> <p>Staff: Ensure staff have the knowledge and skills to differentiate the curriculum in English and Mathematics.</p> <p>Staff: Foster an understanding of student engagement and links to engaging learning spaces.</p> <p>Parents/Carers: Guide parents to develop curriculum knowledge through participation in workshops and understand the next step in their child's learning. Empower parents to assist their children to achieve their learning goals.</p> <p>Community Partners: Foster development of expertise which impacts on student learning.</p> <p>Leaders: Build the capacity of our school leaders to be responsive to the learning needs of students, teachers and parents.</p>	<p><i>Differentiation and Engagement</i> Implementing a differentiated and engaging curriculum in English and Mathematics with a focus on student wellbeing.</p> <p><i>Student Individualised Learning</i> Provide individualised learning through the implementation of projects such as TEN and TOWN and through the use of data to promote student learning.</p> <p><i>Extra Curricula Participation</i> Provide leadership and participation opportunities for students across a range of extra curricula areas and promote student engagement in the school community.</p> <p>Evaluation Plan Student and staff surveys Tracking NAPLAN band data Monitoring PLAN/Continuum data</p>	<p><i># Increased student engagement through the use of individualised learning intentions and personal goals for students.</i></p> <p><i>* Evidence of an upward trend in NAPLAN and PLAN data in English and Maths</i></p> <p>Classrooms that are rich and engaging and where all needs are met.</p> <p>Lifelong learners who problem solve, question, evaluate, communicate effectively and think creatively and logically</p> <p>Independent, confident students who willing to take risks and to engage in a wide variety of activities and events</p> <p>Students are active in their learning. They know the purpose of their work, what they are learning and how to achieve their goals.</p> <p>Students learn in environments that are collaborative, engaging and are flexible to meet the needs of students.</p>
Improvement Measures			

Strategic Direction 2: Developing teaching excellence and leadership capacity in all staff

Purpose

To target the needs of our students through the provision of quality staff learning, reflective of their individual needs, current learning theory and a commitment to individual and collective efficacy.

Improvement Measures

100% of teaching programs show evidence of individualised learning

* 100% of teachers using formative assessment practices in their teaching

Growth and quality of in class support from school leadership team

100% of whole school professional Learning is linked to DEC, School or Staff priorities

People

Students: Develop student's ability and confidence to provide reflective feedback on the teaching and learning process

Staff: Foster ongoing professional growth in relation to the National Teaching Standards and develop pathways to achieve these goals.

Staff: Provide professional learning to build staff capacity to deliver innovative and quality teaching/learning opportunities.

Parents/Carers: Develop strategies to ensure our diverse community provide opportunities for progressive and ongoing feedback about school learning programs.

Community Partners: Enable community partners to promote a shared understanding of professional learning and links to student learning.

Leaders: Empower leaders to foster ongoing professional growth in relation to the National Teaching Standards and to develop pathways for staff to achieve these goals.

Processes

Teacher Centred TPL

Provide opportunities to identify areas of need and foster ongoing professional growth in relation to the National Teaching Standards and Principal Standard and develop pathways to achieve these goals.

Utilise internal and external expertise (specialised) to facilitate and provide collaborative learning to relevant stakeholders.

Strategic and co-ordinated Professional Development which links closely to PPS Strategic Directions and to staff goals/areas of need with reference to their PDPs.

Student Centred TPL

Differentiated and responsive TPL which is evidence based and is implemented through observation, demonstration, feedback and professional learning networks with a strong focus on differentiation, engagement and formative assessment

Evaluation Plan

Program supervision
Analysis of TPL time using PL logs
Collection of Assessment Plans
Analysis of School PL timetable
Staff Surveys

Products and Practices

Curriculum programs and teaching practices effectively demonstrate that the teacher is aware of the knowledge, understanding and skills of all students, and cater for this using engaging and differentiated teaching practices.

* Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning.

Relevant professional learning which focusses on the needs of individual staff reflective of their expertise and/or experience based on:

- student need
- current learning theory
- DEC and school priorities
- pedagogical excellence

Evidence of an upward trend in NAPLAN and continuum tracking data in English and Maths

Teachers are reflective in their practice. They know their students and cater for the differences of all their students.

Staff are engaged in their own professional development and monitor this through their PDP.

Leaders know their team and guide them through explicit and systematic professional development.

Strategic Direction 3: Developing collaborative, rewarding professional partnerships.

Purpose	People	Processes	Products and Practices
<p>To maximise outcomes for students and to provide quality professional knowledge for staff through building authentic, collaborative relationships with:</p> <ul style="list-style-type: none"> · Students; · Parents; · DEC personnel; · Our community of schools; · Our local preschools; · Outside experts; and · All members of the Prairievale staff. 	<p>Staff: Encourage and foster community participation in classroom activities.</p> <p>Staff: Professional learning on a range of community issues by external agencies.</p> <p>Parents/Carers: Access to learning opportunities via forums and workshops to engage in children's learning</p> <p>Parents/Carers: Develop parent understanding of, and confidence in, becoming more actively involved in school activities.</p> <p>Community Partners: Cultivate and maintain relationships between strategic community partners and the school</p>	<p>Community Participation Employ CLOs to develop and grow community partnerships</p> <p>Create opportunities for parents/community to become actively involved in school based programs and initiatives</p> <p>Develop pathways for parents to become more actively involved in educational activities to support student learning</p> <p>External Partnerships Establish and build collaborative relationships with external organisations to expand opportunities for school development as well as growing and utilising Community of Schools Partnerships</p>	<p># Parents regularly attend and support school based activities and initiatives.</p> <p>^ The local community stays well informed through regular and planned communications</p> <p>* Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.</p> <p>Strong partnerships exist with local agencies, our parents and community of schools to support the academic, social and emotional growth of each child.</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> * 100% Parents involved in development of PLPS * 100% of students achieving individual goals in PLPs * Increased numbers of parents participating in Parent Teacher Interviews * 100% of parents attending review meetings # Increased parent numbers at school events and initiatives ^ Increased percentages of parents accessing information via Facebook, website and skoolbag app. 	<p>Leaders: Develop pathways to promote community collaboration and participation in school activities and programs</p> <p>Leaders: Build capacity of leaders to develop a communication strategy to share information with all stakeholders</p>	<p>Communication and Promotion Positive promotion of the school within the local community</p> <p>Evaluation Plan Monitoring of Student PLPs Monitoring number of parents at school events Parent surveys</p>	<p>Strong connections with local schools, DEC staff and other agencies to support our professional practice and learning.</p> <p>Enhanced networks with our local community.</p> <p>Parents/Carers and teachers are committed to forming meaningful partnerships.</p>