**St Ives Park Public School 4400**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| The St Ives Park Public School vision is to ***Inspire and Nurture Successful Lifelong Learners.*** We offer our students a broad range of educational opportunities in a safe, caring and attractive environment. With our highly qualified teaching staff and excellent learning programs, our students have every opportunity to achieve their full learning potential.  Our programs deliver the foundation and enthusiasm for a lifetime of learning and are structured to ensure that the individual needs of each student are addressed in a personalised manner. In addition to academic excellence, St Ives Park offers every child opportunities to participate in sport, debating, public speaking, music, dance, technology and academic competition.  Our schools expectations of ***Respect, Responsibility*** and ***Personal Best*** promote positive engagement in learning, respectful relationships, social and personal responsibility towards others and the environment. |  | St Ives Park Public School is an established community school situated in a bush-land setting on a site of over 3 hectares.  It is a P 4 school, comprising an executive staff of a Principal, two Assistant Principals and a teaching staff of 11 teachers. The staff includes a specialist music teacher; English as a Language Dialect (EALD) teacher; Languages Other Than English (LOTE) teacher; a Teacher Librarian two days a week and a Learning and Support Teacher (LAST) two and a half days a week.  The school has an excellent reputation in the community for academic excellence, sporting achievements, student behaviour and staff commitment towards delivering quality teaching and learning outcomes.  . |  | The three strategic directions have been determined following a rigorous and multi-faceted evaluation and data collecting process and consultation with staff and parents including:  Collecting information on students’ social, personal and academic achievements.  Collecting data from parents and students to find out which school programs they value and which need improvement.  Analysis of NAPLAN and school-based data.  ***Consultation has been achieved through:***  Staff meetings to develop the school vision statement and strategic directions  Publishing the vision statement in the school newsletter providing the opportunity for feedback  Inviting parents to attend forums to develop the strategic directions.  TPL time involving all teaching staff to develop the 5 P’s into a school plan.  Inviting parents to a meeting to discuss provide feedback and finalise the school plan.  Key DEC reforms also considered in the shaping our plan were, Great Teaching Inspired Learning; Local School Local Decisions, Early Action for Success; Every School Every Student; Connected Communities; Literacy/Numeracy, Melbourne Declaration and School Excellence Framework. |
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| **Purpose:**  *To nurture, guide, inspire and challenge students to find the joy in learning in order to become self-motivated, lifelong learners, confident and creative individuals, with personal resources for future success and wellbeing.* |  | **Purpose:**  *To build, guide and support staff capacity and commitment towards a shared responsibility for the consistent delivery of excellence in teaching and learning that is focused on student engagement and improvement.* |  | **Purpose:**  *To sustain and grow the commitment and capacity of our wider school community to foster a broad school-culture of high expectations and a shared responsibility for student engagement, learning, development and success.* |

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| Strategic Direction 1: Engaged Students | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  To nurture, guide, inspire and challenge students to find the joy in learning in order to become self-motivated, lifelong learners, confident and creative individuals, with personal resources for future success and wellbeing. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Develop and monitor one personal, one literacy and one numeracy learning goal per term.  Understand how to achieve personal learning goals and PBEL expectations.  Demonstrate improved proficiency in the use of 21st Century learning fluencies across the KLAs.  **Staff:**  Develop capacity to use data to inform classroom planning.  Develop skills in teaching & integrating 21st Century learning fluencies.  Develop consistent implementation and tracking of PBEL objectives  **Parents/Carers:**  Develop understanding of how student achievement is measured against learning continuums and how to support the learning goals of their child/ren.  Develop knowledge of current curricula, 21st Century learning initiatives and benefits of PBEL.  **Community Partners:**  Local community of schools develop a collective mindset in supporting the learning and wellbeing of students. |  | **How do we do it and how will we know?**  Providing teacher professional learning to ensure all classrooms model innovation and 21st Century learning practice.  Through mentoring and professional learning, strengthen the capacity of teachers to develop differentiated programs that meet individual student needs including learning and support and gifted and talented students.  Provide mentoring and professional learning in how to develop clear learning intentions, success criteria and descriptive feedback.    Positive behaviour to Engage Learning is explicitly taught and consistently practised and rewarded.  Explicit processes are developed to improve the collection, analysis and reporting internal and external student / school performance achievement.  **Evaluation Plan**  Review and analysis of NAPLAN data.  Regularly monitor students’ achievement levels through PLAN and PBEL data.  Monitor and evaluate effectiveness of teaching/learning programs, assessment practices, Learning & Support team interventions and GATs programs. |  | **What is achieved and how do we measure? Products:**  >80% of students achieving cluster level benchmarks, in writing using PLAN.  >80% of students from Years 3 & 5 exhibit positive growth in the value added component of writing in NAPLAN  Differentiated teaching/learning programs that meet the learning needs of all students (L&S, GATS).  Increase in number of awards issued for positive behaviour aligned with school expectations and reduction in inappropriate behaviours evidenced in PBEL data.  **What are our newly embedded practices and how are they integrated and in sync with our purpose? Practices:**  Teachers utilise student assessment data to differentiate teaching/learning programs to engage all students in meaningful, authentic 21st Century learning.  Teachers set clear learning intentions, collaboratively develop success criteria with students and provide descriptive feedback from which future learning goals are formed.  Students clearly articulate explicit learning intentions identified by staff and use descriptive feedback to improve and achieve personal learning goals and school expectations of Respect, Responsibility & Personal Best. |
| **Improvement Measures** |  |
| Innovative, differentiated teaching/learning programs that meet the learning needs of all students (L&S, GATS).  Increase in number of awards issued for positive behaviour aligned with school expectations and reduction in inappropriate behaviours evidenced in PBEL data. |  |

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| Strategic Direction 2: Collective Efficacy | | | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** | | |
| **Why do we need this particular strategic direction and why is it important?**  To build, guide and support staff capacity and commitment towards a shared responsibility for the consistent delivery of excellence in teaching and learning that is focused on student engagement and improvement. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Develop skills and attitudes which will promote self-efficacy and successful lifelong learning through goal setting.  Understand the purpose of learning intentions and success criteria.  **Staff:**  Develop a deep understanding of current educational reforms.  Align performance development goals and professional learning with the school plan / priorities.  Develop the capacity to support colleagues in the delivery of school priorities/projects.  **Parents/Carers:**  Develop a deep understanding of current educational reforms.  Understand how the importance of learning to work with the school to support their child’s autonomy as a successful lifelong learner.  **Community Partners:**  Understand how schools use community partnerships to support and promote inspired teaching and learning.  **Leaders:** Develop themselves as instructional leaders in order to build the capacity of staff to collaborate on key projects that will enhance student learning and engagement outcomes. |  | **How do we do it and how will we know?**  Staff engage in planned individual and collaborative professional learning encompassing: school priorities, syllabus requirements, quality teaching, 21st century learning and differentiated curriculum  100% of teaching and learning programs and lessons show evidence of differentiated, 21st Century learning and implementation of the Australian curriculum.  Visible teaching and learning is incorporated into phases of the performance development framework for teachers and school leaders.  Professional learning schedules and school structures allocate regular opportunities for staff to collaborate and learn from each other ways to maximise positive impact on student learning.  **Evaluation Plan**  Teachers PDPs include reference to the ‘visible learning’ practice, 21st Century pedagogy.  There is a collective belief that all students can succeed.  Class programs have evidence of planning & assessment practice that include explicit learning intentions and success criteria, 21st Century fluencies.  Students’ capacity to articulate their learning progress. |  | **What is achieved and how do we measure? Products:**  All staff demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals and vision – ‘inspiring and nurturing successful lifelong learners’.  All staff develop individual Performance and Development Plans designed to develop personal and collective capacity to improve student learning.  Teachers work together effectively to consistently deliver inspired, school-wide, data informed learning experiences every day in every classroom.  **What are our newly embedded practices and how are they integrated and in sync with our purpose? Practices:**  Research-based teaching practices are adopted across all sectors of the school for maximum positive impact on student learning.  Consistent implementation of mandatory syllabus documents. Student assessment, success criteria and explicit learning intentions are aligned to improving student learning outcomes.  Positive, collaborative school-wide relationships support ongoing staff development. | | |
| **Improvement Measures** |  |
| All staff develop individual Performance and Development Plans designed to develop personal and collective capacity to improve student learning.  Teachers work together effectively to consistently deliver inspired, school-wide, data informed learning experiences every day in every classroom |  |
| Strategic Direction 3: Effective Partnerships | | | | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** | | |  | **Products and Practices** | |
| *To build, sustain and grow the commitment and capacity of our wider school community to foster a broad school-culture of high expectations and a shared responsibility for student engagement, learning, development and success.* |  | How do we develop the capabilities of our people to bring about transformation?  **Students:**  Develop positive & productive relationships through extra-curricular activities, stage classes, peer support and inter-school initiatives.  Develop the capacity to support self and peers in the achievement of PBEL expectations and 21st Century Learning.  **Staff:**  Develop staff capabilities to implement PBEL, leading to a consistent approach and reinforcement of expectations.  Develop professional networks beyond our local community of schools, with schools and universities.  Staff commitment sharing quality teaching and high expectations of student achievement with the school community.  **Community Partners:**  Develop understanding of shared purpose to foster genuine and productive relationships which support student learning.  **Leaders:**  Develop instructional leadership capabilities across the wider-school community to promote and build collective achievement of key project objectives that improve student learning outcomes & opportunities. |  | How do we do it and how will we know?  **PBEL/Citizenship:**  Regular communication and reinforcement positive behaviours through explicit teaching, rewards system and behaviour management strategies.  Communicate the benefits of buddy program, Peer Support and leadership training in developing and strengthening students’ interpersonal skills.  **Communication:**  Use of school app, email and website to communicate with parents to maximise attendance at events and to make parents aware of programs and priorities.  **Building Community:**  Organisation and delivery of in school and community events that reinforce our shared purpose.  Enable staff to collaborate with other schools in the delivery of programs. Particularly technology, wellbeing and curriculum.  Draw and build on community expertise and resources to enhance school programs.  Foster strong parental involvement and positive advocacy for the school.  **Evaluation plan:**  Track achievements and objectives through the Milestones of key projects.  Provide opportunities for parents to give feedback following community events.  Collection and analysis of PBEL data and TTFM | | |  | What is achieved and how do we measure? **Products:**  Increased engagement by all members of the school community to strengthen and deliver school learning priorities.  Increased parental involvement in school/P&C activities, school satisfaction surveys and parent forums.  Greater involvement with community of schools’ network, corporate and academic partners in achieving learning priorities  Successful school community support of Positive Behaviour Engaging Learning (PBEL) and 21st Century initiatives and learning and future focused learning.  **Practices**: What are our newly embedded practices and how are they integrated and in sync with our purpose?  Increased communication of student wellbeing and how it aligns with PBEL expectations.  Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development as lifelong learners.  Promoting teaching practices that demonstrate quality teaching, high expectations and engagement  Regular monitoring and analysis of achievement & incidents recorded on behaviour spreadsheet and parent communication. | |
| **Improvement Measures** |  |
| There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.  Successful school community implementation of Positive Behaviour Engaging Learning (PBEL) initiative. |  |