School plan 2018-2020

Randwick Public School 4250

School background 2018–2020

School vision statement

Randwick Public School provides a broad, quality education to ensure high levels of learning for all students.

The social, emotional, academic and physical wellbeing of students is supported through a safe and nurturing environment and diversity is acknowledged and celebrated.

Quality learning programs are planned, implemented and evaluated to improve student outcomes. All educators access the latest research and evidence–based teaching and learning strategies through ongoing professional learning in order to stay at the forefront of best educational practice.

Relationships between the staff, students, parents and the wider community are respectful and positive. All members of the school community work collaboratively and with the knowledge of collective responsibility to improve student learning outcomes.

School context

Randwick Public School is located in the Eastern Suburbs, adjacent to Randwick Junction, Coogee Beach, Randwick Racecourse, the University of New South Wales and The Prince of Wales Hospital.

Randwick Public School (enrolment 957 students, including 41% from a non–English speaking background), provides a nurturing and welcoming environment for students from diverse cultural and socio–economic backgrounds.

Staff actively participate in the development and leadership of quality learning programs. An active parent body provides a source of knowledge and expertise for stimulating programs as well as an excellent resource base for teaching and learning.

Strong academic results and a focus on continuous improvement, particularly in the areas of literacy, numeracy, technology, student welfare and leadership, support a broad, inclusive program. Differentiated class teaching programs, programs for gifted and talented students, learning support and EALD ensure individual student learning needs are met. There are high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs including two languages (Community language other than English–Mandarin, and Primary language other than English–Italian).

School planning process

Randwick Public School's 2018–2020 plan addresses three priority areas: Active learners, Effective teachers and Future focused leaders as being representative of what our school community believes are important to ensure that Randwick continues to grow as an exemplary public school.

The school plan was informed through information sources and analysis including student achievement data, information from school evaluations, feedback and consultation from parent, student and staff focus groups.

The staff engaged with the DEC School Excellence Framework V2 to assess the school's strengths and areas for improvement across the domains of learning, teaching and leadership.

Through the development of Professional Learning Communities, teachers and leaders worked to analyse, evaluate and create six main areas of development. These included English, Maths, Futures Learning, Creative and Critical Inquiry, Positive Behaviour for Learning, Visible Learning and leadership development.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Active learners

STRATEGIC DIRECTION 2
Effective teachers

STRATEGIC DIRECTION 3
Future focussed leaders

Purpose:

To ensure students become self directed learners who achieve excellence within a challenging and supportive environment. Learners are intrinsically motivated, resilient, value creativity and divergent thinking to achieve academic, social and emotional success.

Purpose:

To create a collaborative teacher environment through continuous and sustainable professional development to deliver high quality differentiated and evidence based teaching and learning programs that are responsive to future pedagogies and technological advances.

Purpose:

To actively develop future focused leaders across all levels of the school to ensure continuous and sustained whole school improvement.

Strategic Direction 1: Active learners

Purpose

To ensure students become self directed learners who achieve excellence within a challenging and supportive environment. Learners are intrinsically motivated, resilient, value creativity and divergent thinking to achieve academic, social and emotional success.

Improvement Measures

Increase the percentage of students who are engaged, challenged, confident of their skills and are purposeful users of technology.

Increase the number of students who can verbalise and reflect on their learning, successes and future goals/areas for development.

Increase the proportion of students demonstrating improved social skills and behaviours that support our school values and who have a feeling of belonging and being supported.

People

Students

Engage confidently in learning through the use of Visible Learning strategies, reflection, self regulation and technology .

Staff

Support high expectations for students and plan quality conceptual programs, embedding visible learning strategies and technology to enhance student engagement and learning outcomes.

Leaders

Develop a culture of learning excellence by supporting staff to implement the different aspects of conceptual programming, technology, Visible Learning and Positive Behaviour for Learning.

Parents/Carers

Understand and engage in student learning and celebrate student success through showcases, public presentations and technology driven communication systems.

Processes

Develop programs and lessons that reflect Visible Learning properties including learning intentions, success criteria, feedback and goals to develop student self direction in their learning.

Create a whole school comprehensive, consistent and positive approach to student wellbeing with an emphasis on self regulation using the Positive Behaviour for Learning framework.

Implement a whole school integrated approach to foster autonomous learners who are intrinsically motivated, find solutions to real world problems and use technology to support their learning.

Evaluation Plan

Tell Them From Me surveys

Classroom observations– videos and photographs

Programs

Internal surveys– exit tickets, yearly assessments

Parent collaboration– P&C meetings, newsletters

Focus groups

Seesaw

Behaviour and attendance data

Student self assessment

Practices and Products

Practices

Teachers include quality examples of learning intentions and success criteria using a standardised language to guide students in their learning with explicit feedback.

Every teacher monitors, reinforces and records behaviours in all settings using a consistent language and regular explicit lessons.

Teachers provide students with personalised, authentic and technology rich learning experiences through conceptual programming.

Products

Students receive explicitly targeted teaching and learning at their point of need, develop a deep knowledge, understanding and be able to articulate what to learn, how to learn it and what they need to do to improve their learning.

Students are self regulated learners with skills to manage their behaviour and well being and build productive relationships with peers and teachers.

Students are equipped with 21st century skills and capabilities to lead their own learning and become autonomous, critical and creative learners.

Strategic Direction 2: Effective teachers

Purpose

To create a collaborative teacher environment through continuous and sustainable professional development to deliver high quality differentiated and evidence based teaching and learning programs that are responsive to future pedagogies and technological advances.

Improvement Measures

Increase the percentage of students achieving expected or higher than expected growth in NAPLAN across all areas of Literacy and Numeracy from Years 3–5.

Increased use of collaborative futures learning practices in teachers' programs and classroom lessons and successful adaptations to new learning environments.

All students make consistent progress as tracked on the Literacy and Numeracy progressions.

People

Students

Establish a positive and open mindset about accepting feedback and taking risks in Literacy and Numeracy to achieve their goals. They will develop persistence and motivation to become meta–cognitive thinkers.

Staff

Collaborate, experiment and reflect on student and teacher behaviours/relationships in open–learning spaces.

Utilise data to explicitly set student learning goals and provide targeted, differentiation in Literacy and Numeracy.

Evaluate records and assessment data to adjust their teaching strategies to maximise student learning.

Leaders

Engage in evidence–based conversations about student improvement in Literacy and Numeracy using flexible learning spaces through the use of futures–learning models.

Parents/Carers

Support student learning and value successes through positive parent participation.

Processes

Collaboratively analyse student data and draw on evidenced based teaching and learning strategies to inform and differentiate high quality literacy programs and practices.

Draw on research to develop and implement high quality professional learning to inform teaching and learning programs, practices and assessment in Numeracy.

Develop effective collaborative teaching practices to support students in a futures–learning environment through team teaching and technology–driven instruction.

Evaluation Plan

NAPLAN

SCOUT

Tell Them From Me

Learning Progressions

Futures Learning Department documentation

School assessment qualitative and quantitative data

Work samples

Observations

Lesson plans

Professional Development

Teaching programs

Practices and Products

Practices

An explicit teaching approach to Literacy and Numeracy is supported through ongoing collaboration and action learning embedded in data driven research and evidenced based practice.

Student learning in Literacy and Numeracy is differentiated, based on formative and summative assessment, analysis of data and the implementation of collaborative evidenced–based teaching practices.

Teachers will collaborate, communicate, use technology and independent learning instruction to engage students to achieve learning goals and maintain high levels of engagement in all learning areas.

Products

Engaged, independent and self–reflective student learners who are able to use their Literacy and Numeracy skills for future learning.

Literacy and Numeracy programs informed by student assessment and data are differentiated in accord with individual student need and presented through explicit teaching.

Collaborative programs and teaching practices supported by technology actively engage students to identify, achieve and articulate their learning goals.

Strategic Direction 3: Future focussed leaders

Purpose

To actively develop future focused leaders across all levels of the school to ensure continuous and sustained whole school improvement.

Improvement Measures

Leadership density will be maintained or increased at all levels of the organisation evidenced through effective teacher leaders, credentialing and promotion.

The school, its teachers and leaders are recognised by its community as achieving a high level of excellence, catering for a diverse range of learners and fulfilling the community's expectations for its children.

Improved support for new and developing teachers and leaders through quality professional development, collaborative planning and reflective practice.

People

Leaders

Senior executive will support executive development and teacher leaders through professional development and identified teacher leader opportunities.

Staff

Teacher leaders will be developed through leading/co–leading Professional Learning Communities and supported in leadership of school programs. They use data to identify student needs, to drive student improvement and to monitor effectiveness of programs.

Parents/Carers

Parents participate in all facets of school life. Regular opportunities are provided for parents to understand school functions and developing programs.

Students

Student voice provides evidence for the effectiveness of programs led across the school.

Processes

Professional Learning Communities led by teacher leaders will complete action research in target areas: Literacy, Mathematics, Positive Behaviour for Learning, Creative and Critical Inquiry, Futures Learning and Visible Learning.

Staff expertise is shared across the school through collaborative planning, team teaching, classroom observation and professional dialogue. Staff are encouraged to develop leadership skills through leading a variety of school programs.

Comprehensive, high quality induction program and ongoing support for early career teachers to enhance their teaching skills.

Evaluation Plan

Internal and external surveys including TTFM

Attendance and frequency of parent information sessions

Data analysis

P&C meeting minutes and agendas

Staff meeting minutes and agendas

Professional development

Highly Accomplished Teacher and Lead Teacher accreditation

Principal Credentials

Performance and Development Plans

Practices and Products

Practices

Establish and improve processes which build the capacity of staff to understand data and engage in evidence based conversations about school improvement.

Teachers and executives are supported through coaching and mentoring to build skills and expertise in collaboration, content knowledge, data analysis, integration of technology and parent/community communication and engagement.

Consistent systems and processes support early career teachers to improve practice through collaborative planning and reflection and targeted professional learning.

Products

Enhanced leadership capacity, reflected in greater collaboration, action learning, increased expectations and cohesion across teacher teams.

Teachers and executives engage in professional learning to become expert instructional leaders using evidence based practices.

Early career teachers achieve accreditation at Proficient level and demonstrate effective classroom management and lesson delivery.