School plan 2015 – 2017

St Andrews PS
Children, First and Foremost

Wellbeing

Authentic Community Engagement

Quality Teaching and Learning

Children, First and Foremost
SCHOOL VISION STATEMENT
Children, First and Foremost

SCHOOL CONTEXT

St Andrews Public School is situated in a suburb named St Andrews in South Western Sydney, NSW, Australia. There are currently 800 students (7% Aboriginal, 44% English as an Additional Language/Dialect) K to 6 enrolled in our school, comprising 34 classes, including an Opportunity Class (OC) and five support classes.

St Andrews Public School prides itself on being a supportive educational setting which continually provides authentic learning experiences for all children, including gifted and talented students and students requiring additional support for autism and moderate and mild intellectual disabilities. We are an inclusive school community that focuses on the need to be safe, be respectful and be a learner.

Our staff and community have high expectations and aspirations for their children and these are realised through the skill and dedication of our highly qualified staff and are reflected in the quality learning outcomes achieved by our students.

Students at St Andrews Public School continue to achieve excellence in State and National testing in literacy and numeracy and also in the University of NSW competitions. The school curriculum provides programs that cater for a wide range of student abilities. The performing arts play an important role in the education of our students with opportunities to participate in dance, drama, school instrumental groups and choirs. Sport also plays an important role, with students given the opportunity to participate in PSSA inter-school sport and a range of other sporting events. St Andrews Public School also provides many other experiences such as debating, chess club, drama club and Korean language teaching. Our students are environmentally aware and we are very proud of our vegetable gardens, water tanks, worm farms and compost bins.

Our supportive and active parent body works in partnership with staff to provide programs and resources of the highest quality for our students. Proceeds from our annual fete and Parent Body fundraisers are contributing to the purchase of air conditioning units in every classroom.

SCHOOL PLANNING PROCESS

In 2014 our school reviewed its purpose and student, staff and community expectations. A comprehensive process to develop a new school vision was undertaken to ensure student, staff and community thoughts and aspirations were embedded into the St Andrews Public School three year plan.

We undertook an authentic consultation process to evaluate current school strengths and opportunities for improvement. A range of information was collected via surveys, student, staff and parent forums, workshops and focus groups. Data from all key stakeholders highlighted common themes that articulated current school strengths and areas for continuous school improvement. These common themes clearly identified the need for three strategic directions. These were Wellbeing, Authentic Community Engagement and Quality Teaching and Learning. Through this consultation process we believe the vision statement ‘Children, First and Foremost’ encapsulates the entire school community’s aspirations for the students of St Andrews. The consultation process identified three clear areas that were valued by the school community.
They were:

- **Wellbeing**: Wellbeing is to grow individuals into healthy, resilient, creative, respectful citizens who are aware of self and others;
- **Authentic Community Engagement**: Community engagement is achieved when effective partnerships between the school, parents, carers, families and the broader community leads to a shared responsibility that is responsive to each student’s needs;
- **Quality Teaching and Learning**: Quality teaching and learning is achieved through a collaborative approach that focuses on the individualised learning of students, leaders and teachers to ensure educational excellence.

As a school community, we believe these three areas will play a pivotal role for continuous school improvement in the 2015-2017 St Andrews Public School Plan.
To develop a holistic approach for the wellbeing of students, staff and the community, regardless of cultural background, experiences and abilities. In addition, to support the development of understandings, skills and attitudes needed to be happy, resilient, self-confident, caring and co-operative individuals who make meaningful contributions to the school learning community.

To design effective communication structures that engage and empower students, staff and the community in a way that is purposeful and authentic. In addition, to continue building a school culture that is well informed, innovative and responsive to student and community needs.

To support staff through a comprehensive, strategic and personalised approach to professional development and to cultivate reflective and collegial practice which tailors learning. In addition, to provide quality teaching and learning experiences that support our students to be literate, numerate, confident, creative and cooperative 21st century learners.
Strategic Direction 1: Wellbeing

**Purpose**
To develop a holistic approach for the wellbeing of students, staff and the community, regardless of cultural background, experiences and abilities. In addition, to support the development of understandings, skills and attitudes needed to be happy, resilient, self-confident, caring and co-operative individuals who make meaningful contributions to the school learning community.

**Improvement Measures**

- 100% of students identify as being safe, respectful and engaged learners
- 100% of students identified as requiring additional provisions are appropriately supported through personalised learning plans
- 100% of students setting ongoing personalised goals
- 100% of staff feel their wellbeing is supported and embedded into the implementation of school policies and procedures
- Improvement in student attendance by 1.5% (93.4%)

**People**

**Students:**
Students are continually supported to achieve their personal goals by utilising personalised programs and the PBL framework.

**Staff:**
Staff are supported in reflective professional learning for the implementation of the PBL framework and school support structures.

**Parents:**
School expectations are effectively communicated with parents and caregivers to develop a shared understanding of personalised learning programs/plans within the Positive Behaviour for Learning framework.

**Community partners:**
Collaborative community partnerships are developed which support the delivery of specialised programs and promote opportunities to share community culture, skill and expertise across the school.

**Leaders:**
Collaborative planning and consultation, internally and externally, is developed to build capacity and leadership skills. Leadership capacity and resilience across students and staff are developed.

**Processes**

**Student Wellbeing**
- Understand and articulate the expectations for behaviour that fosters positive and supportive relationships between students, staff and community.
- Develop internal and external processes that support students who require additional provisions.

**Staff Wellbeing**
- Staff are supported through a range of formal and informal structures that encourage the skills and attitudes needed to be happy, resilient, self-confident, caring and co-operative staff members.
- Staff are supported in the understanding and implementation of policies and procedures that relate to the wellbeing of students, staff and community.

**Community Wellbeing**
The community is supported through a range of formal and informal structures that promote positive relationships.

**Evaluation plan:**
Bi-termly reporting against milestones by team leaders

**Products and Practices**

**Products:**
100% of students are safe, respectful and engaged learners and all staff implement the Positive Behaviour for Learning framework. Students and staff are satisfied with their physical environment.

Students identified as requiring additional provisions are appropriately supported.

100% of staff support students in the development and achievement of personalised goals.

Staff feel their wellbeing is supported in the implementation of school policies and procedures.

**Practices:**
A school culture that recognises that wellbeing is dynamic and integral to learning.

Transparent and inclusive practices that support individual student need.

A shared understanding of the importance of goal setting.
Strategic Direction 2: Authentic Community Engagement

**Purpose**
To design effective communication structures that engage and empower students, staff and the community, in a way that is purposeful and authentic. In addition, to continue building a school culture that is well informed, innovative and responsive to student and community needs.

**People**

**Students:**
Students are provided with a platform to articulate opinions and contribute to school decision making through school leadership programs.

**Staff:**
Staff are provided with opportunities to be involved in community consultation and engage in professional development to strengthen community relationships.

**Parents:**
Opportunities are developed and communicated for parents to be active attendees and engaged in all facets of school life.

**Community partners:**
Community partner information is assessed by the school to inform and improve decision making.

**Leaders:**
Collaborative planning and consulting internally and externally, is developed to build capacity and leadership skills.

**Processes**

**Effective Communication:**
Relevant and innovative marketing, promotion and communication strategies will be used to share school expectations, values and achievements.

**Authentic Partnerships:**
- Reciprocal, meaningful and authentic relationships will be established through school consultative forums and focus groups.
- Collaboration between students, staff and community will inform school decision making.
- Students and parents will be empowered to take an active part in decision making around their learning through the Student Representative Council (SRC), the local AECG and Jnr AECG.

**Evaluation plan:**
Bi-termly reporting against milestones by team leaders
Sharing of milestone achievement to school staff and Parent Body each term
- Attendance data from school based events
- Review of school based data

**Products and Practices**

**Products:**
Attendance at school events will be promoted.

Increased advocacy and engagement in education will be promoted through two way communication systems that provide information and opportunities

There will be increased community involvement through a collaborative approach to decision making that is accountable, transparent and reflects local priorities (Parent Body and AECG).

**Practices:**
There will be regular, clear and consistent means of communication across the school community.

There will be a culture where partnerships are valued to create authentic, relevant and meaningful experiences for increased student engagement.

**Improvement Measures**

- 25% increase in community attendance at school events
- 75% of parents engage in formal student learning meetings
- 100% increase in community participation in school decision making forums
Strategic Direction 3: Quality Teaching and Learning

Purpose
To support staff through a comprehensive, strategic and personalised approach to professional development and to cultivate reflective and collegial practice which tailors learning. In addition, to provide quality teaching and learning experiences that support our students to be literate, numerate, confident, creative and cooperative 21st century learners.

Improvement Measures
100% of teachers have a Performance and Development Plan and are engaged in collaborative practice

85% of students meeting appropriate learning expectations

100% of school programs that support Aboriginal Students are aligned with the six domains of the National Aboriginal and Torres Strait Islander Action Plan

100% of students are engaged in teaching and learning activities that utilise the schools identified 21st Century Learning Skills

People
Students:
21st Century learners are able to clearly articulate learning intentions and success criteria. Students are involved in the formulation of Personalised Learning Plans.

Staff:
Staff engage in professional learning to apply research based pedagogy that will support excellence in practice.

Parents:
Curriculum requirements are communicated to parents/caregivers and feedback is provided on the skills and knowledge required.

Community partners:
Collective efficacy is promoted through the development of school networks and the sharing of information and resources that support learning.

Leaders:
Collaborative planning and consulting internally and externally, is developed to build capacity and leadership skills.

Processes
Learning
- Staff excellence is reflected through the development and implementation of individualised Performance and Development Plans aligned to The Performance and Development Framework.
- Teaching excellence is supported through a range of school structures that nurtures collaboration.
- A whole school approach to literacy and numeracy that supports a shared understanding of National Curriculum and its effective implementation is developed.

Aboriginal Education
The Partnership Agreement between the school and the Local AECG will drive improvement across the six domains of the National Aboriginal and Torres Strait Islander Action Plan.

21st Century Learning
Staff embeds the school identified eight key areas of 21st century learning skills.

Evaluation plan:
- Bi-termly reporting against milestones by team leaders
- Sharing of milestone achievement to school staff and Parent Body each term
- Student, staff and community surveys
- Review of internal and external data

Products and Practices
Products:
- 100% of teachers have a Performance and Development Plan and are engaged in collaborative practice that is based on current educational research.
- There is an increased percentage of students meeting appropriate learning expectations.
- All Aboriginal student's learning and extra-curricular experiences are aligned and tracked against the six domains of the National Aboriginal and Torres Strait Islander Action Plan.
- There is increased staff confidence in the implementation of the school identified eight key areas of 21st century learning skills.

Practices:
- National Professional Standards are used to guide and evaluate Performance and Development Plans. Teaching excellence is achieved through a collaborative approach to support whole school literacy and numeracy initiatives.
- An ongoing partnership between the school community and the Local AECG is maintained to enable continuous improvement for Aboriginal students.
- Teachers and students utilise the schools eight identified 21st century learning skills and innovative approaches to improve engagement and student outcomes.