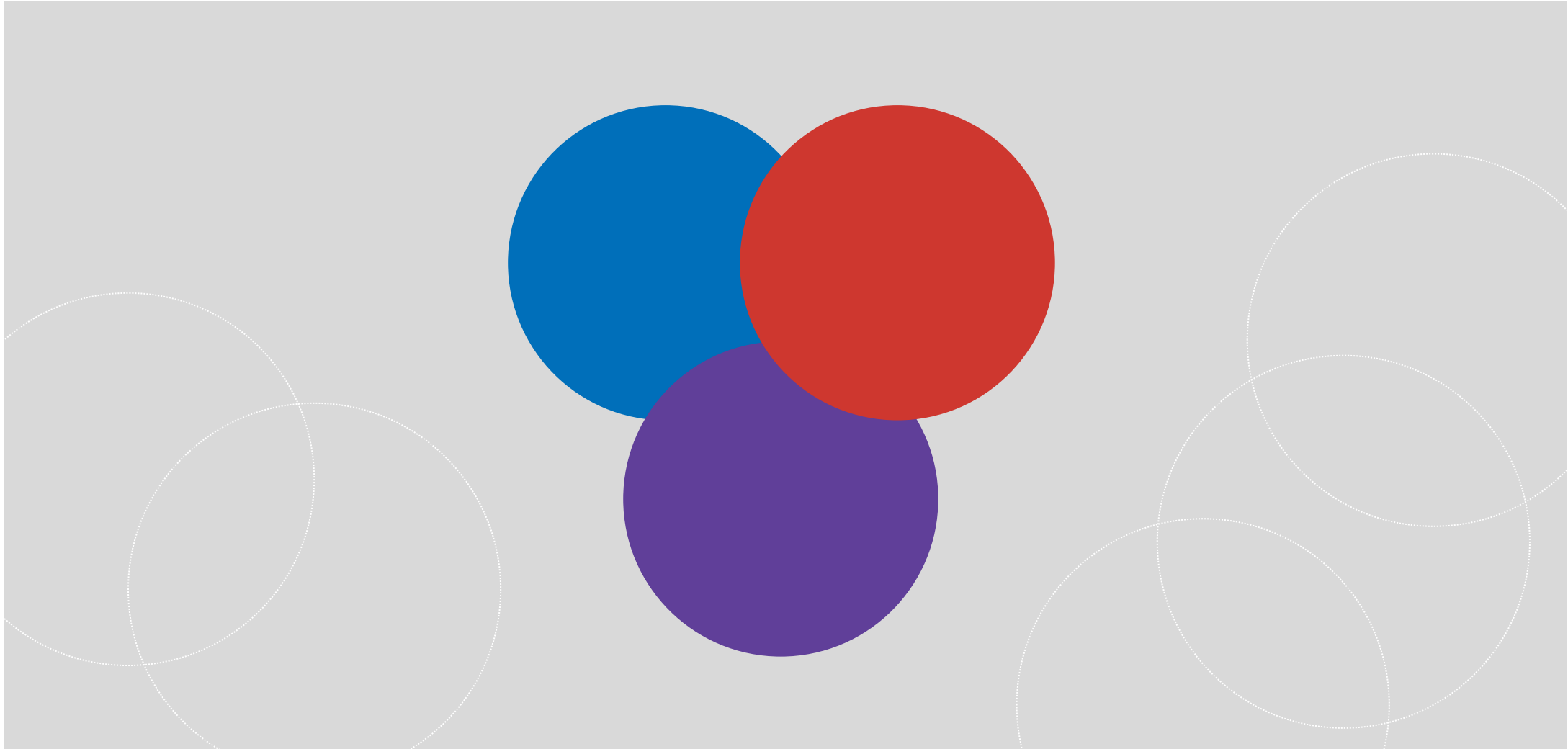


School plan 2015 – 2017

Australia Street Infants School 5104





School vision statement

Children bring to school family and community ways of **belonging, being and becoming**. We build upon these experiences to enable all students to feel secure, confident, and included. To experience continuity in how to be and how to learn. We encourage children to actively construct their own understanding and to contribute to the knowledge of others through a developed culture of ongoing learning and reflective practice for students, staff and community. We hold high expectations of our students, challenging them to become responsible, respectful citizens of the future. All children have the right to learn, play and to be heard. Students of our school will learn to; be independent thinkers, solve problems constructively, actively develop and value resilience.

School context

Here at Australia Street Infants School we view every child as a capable learner, we acknowledge children learn and develop in different ways and facilitate this through quality teaching and learning programs motivating every student to achieve their personal best at school.

Australia Street is a 160 student Preschool to Year 2 school (infants) in the heart of Newtown. It is known for its small, pastoral environment providing quality literacy, numeracy and technology programs and our dedicated and talented staff have formed cohesive partnerships with a very supportive community.

We view ourselves as a Centre of excellence in Early Childhood Education and believe learning is enhanced in an environment where children and families feel they belong.

We work in partnership with local feeder schools to share expertise and professional learning which in turn allows continuity of care and information for students transitioning from us (infants) to primary school in year three and from local prior to school settings into kindergarten.

School planning process

Value, skills and attitude backpack presented to parents – 57% response rate

Online survey – Tell them from me for staff and parents

Consultation with staff through P/L afternoon looking at previous strategic plan and tabling new plan

Display in school foyer of draft school plan with facilities to add comments.

Display in staffroom for staff to offer feedback.

Tabled at P&C meeting and emailed to all members with a call for feedback.

Emailed to all parents for feedback prior to end of term so all stakeholders have clear vision for next three years.

Strengths analysis conducted

Shared professional learning needs audit conducted



STRATEGIC DIRECTION 1

Sustained student engagement and learning outcomes through innovative and creative teaching practice.

Purpose:

The Melbourne Declaration of 2008 indicates that successful learners 'are creative, innovative and resourceful and are able to solve problems in ways that draw upon a range of learning area's and disciplines. We promote pedagogy that encourages students to learn how to take information and turn it into knowledge – knowledge applicable to their own circumstances. We recognise students need to see a purpose for their learning and that creativity and innovativeness cannot be taught but rather such qualities need to be infused through the teaching and learning practices. Innovation will be firmly embedded in the professional discourse.

STRATEGIC DIRECTION 2

Ensuring high quality assessment is used to drive school and classroom programs as part of a reflective approach to planning, teaching and learning.

Purpose:

The School Excellence Framework states that schools that excel have consistent, school-wide practices for assessment and reporting in place which are used to monitor, plan and report on student learning across the curriculum. We recognise that each child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths.

To ensure learning opportunities for students are meaningful they must be evidence based. The early years learning framework and the literacy and numeracy continuums can be valuable tools for monitoring student capabilities and needs. Establishing a culture of regular monitoring and reflection will lead to improved student outcomes.

STRATEGIC DIRECTION 3

Develop an effective system of collaboration, communication and leadership within and beyond the Newtown Schools Network using these local networks to support staff at our school to build on strengths and pursue areas of professional interest and growth.

Purpose:

To build stronger positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence.

Strategic Direction 1: Sustained student engagement and learning outcomes through innovative and creative teaching practice.

Purpose	People	Processes	Products and Practices
<p>The Melbourne Declaration of 2008 indicates that successful learners 'are creative, innovative and resourceful and are able to solve problems in ways that draw upon a range of learning area's and disciplines. We promote pedagogy that encourages students to learn how to take information and turn it into knowledge – knowledge applicable to their own circumstances. We recognise students need to see a purpose for their learning and that creativity and innovativeness cannot be taught but rather such qualities need to be infused through the teaching and learning practices.</p>	<p>How do we develop the capabilities of our people to bring about transformation?</p> <p>Students: Students will develop dispositions for learning in a collaborative and creative manner. They will develop skills to hypothesise ,problem solve, through asking and refining questions, designing and constructing, gathering, analysing and interpreting data.</p> <p>Staff: Teachers will be confident to pose problems using open ended questions and activities. Teachers will differentiate learning activities to cater for all students in their class. Teachers will utilise professional learning opportunities to ensure teaching practice remains innovative and contextual.</p> <p>Parents/Carers: Parents to gain an understanding that processes are as important as product. To engage in their child's learning journey.</p> <p>Community Partners: To develop a link with the school to ensure students view themselves as part of a wider community.</p> <p>Leaders: To model innovative teaching practices; provide mentoring opportunities to encourage self and others to strive for ongoing professional growth. To create a local model of instructional practise index to assess student engagement</p>	<p>How do we do it and how will we know?</p> <ul style="list-style-type: none"> Ongoing whole school approach to project based (PBL) and play based learning. Children are given opportunities to resource their own learning through connecting with people, place, technologies and natural and processed materials.(PBL) Embedding technology to transform learning. Establish a whole school 'play policy' for student welfare. Innovation will be firmly embedded in the professional discourse School executive to institute instructional practice index to assess and enhance student engagement. <p>Evaluation Plan</p> <p>Checking programs to ensure differentiated learning is occurring through innovative and creative teaching practices.</p> <p>Using data collected from IPI to identify changes necessary to teaching practice to improve sustained student engagement.</p>	<p>What is achieved and how do we measure?</p> <p>PRODUCTS</p> <ul style="list-style-type: none"> New 'play policy' implemented and monitored with modifications made if necessary. Termly 'learning ' showcase for each class for PBL High quality differentiated teaching and learning programs. <p>PRACTICES</p> <ul style="list-style-type: none"> School leaders will regularly assess student engagement using the IPI model and staff will use this data to reflect on teaching practice. Children are given opportunities to resource their own learning through connecting with people, place, technologies and natural and processed materials.(PBL) Playground opportunities – implementation of a range of extra-curricular clubs for children to access at lunchtime. Regular 'check and connect' to monitor professional development and growth plans for both early career teachers and experienced teachers linked directly to the AITSL standards. Regular Planning meeting to backward map PBL
<p>Improvement Measures</p> <p>To improve student engagement by 10 % as measured by the instructional practice index</p> <p>100% teachers programs reflect teaching and learning that is innovative and creative.</p>			

Strategic Direction 2: Ensuring high quality assessment is used to drive school and classroom programs as part of a reflective approach to planning, teaching and learning.

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>The School Excellence Framework states that schools that excel have consistent, school-wide practices for assessment and reporting in place which are used to monitor, plan and report on student learning across the curriculum. We recognise that each child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. To ensure learning opportunities for students are meaningful they must be evidence based. The early years learning framework and the literacy and numeracy continuums can be valuable tools for monitoring student capabilities and needs. Establishing a culture of regular monitoring and reflection will lead to improved student outcomes</p>	<p>How do we develop the capabilities of our people to bring about transformation?</p> <p>Students: Students will reflect on their learning and work with teachers to plan future learning.</p> <p>Staff: Teachers will use high quality assessment data to monitor student achievements and gaps in student learning. School-wide systems will be developed to ensure consistent teacher judgement is developed. Teachers will evaluate the effectiveness of their teaching practises and take shared responsibility for student outcomes.</p> <p>Parents/Carers: Parents to develop and understanding of what and how their children are learning and how assessment facilitates learning.</p> <p>Community Partners: Community to develop an understanding of the needs and capabilities of incoming and outgoing students for local feeder prior to school programs and local primary schools for those transitioning to year three.</p> <p>Leaders: Develop a transparent culture of self-reflection leading to evidence based practices. Support and lead the use of assessment for, of and as learning. Provide mentoring opportunities to encourage self and others to strive for ongoing professional growth.</p>	<p>How do we do it and how will we know?</p> <ul style="list-style-type: none"> Ongoing data collection with entry and exit data either each term or each semester To develop individual and collaborative professional learning plans linked to school strategic directions. Establish a cycle of student self-reflection and assessment indicative of a P- 2 setting. Provide opportunities for parents to gain an understanding of the role assessment plays in the teaching and learning cycle. <p>Evaluation Plan</p> <p>Collection and monitor of teachers programs and PLAN data to ensure and ongoing cycle of assessment is evident to inform classroom teaching strategies and student growth</p> <p>Collection and monitoring of student self-reflection to ensure clear understanding of concepts and developing ability to articulate learning needs.</p> <p>Gather regular feedback from teachers around interpretation of the data and the learning continuum to ensure consistent teacher judgement.</p>	<p>What is achieved and how do we measure?</p> <p>PRODUCTS</p> <ul style="list-style-type: none"> 75% of parent respondents articulate an understanding of the importance of assessment in the teaching and learning cycle through an online survey. Developed a self-reflection template specific to a P-2 setting to accompany in-class assessments. <p>PRACTICES</p> <ul style="list-style-type: none"> Termly entry of PLAN data is used to guide programming, learning support allocations and whole school planning. Student assessment data is used as a key indicator to reflect on the success of teaching and learning programs and is used to adapt these programs to meet student needs.
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ 100% of programs reflect evidence based practise ❖ Increase by 25% per annum the number of students able to articulate what they are learning and where they are placed on the learning cycle. ❖ Increase the use of consistent teacher judgment to moderate assessment tasks by 25% each year. 			

Strategic Direction 3: Develop an effective system of collaboration, communication and leadership within and beyond the Newtown Schools Network using these local networks to support staff at our school to build on strengths and pursue areas of professional interest and growth.

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To build stronger positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence.</p>	<p>How do we develop the capabilities of our people to bring about transformation?</p> <p>Students: Recognise their role in making a positive difference in their own lives and the wider community.</p> <p>Staff: Value collaboration as a mechanism to develop self and others in the pursuit of excellence.</p> <p>[</p> <p>Parents/Carers: Parents within the network to understand they are part of a collective to enhance educational opportunities for children.</p> <p>Community Partners: To work with the collective network to enhance opportunities and relationships for students, staff and parents.</p> <p>Leaders: To facilitate opportunities to meet regularly to develop, establish and sustain this Newtown Schools Network above and beyond its current school executive</p>	<p>How do we do it and how will we know?</p> <ul style="list-style-type: none"> • Early Career Teachers network will meet regularly with school executive • Newtown Principals Network Meetings to plan and reflect on progress • Student Leadership project • Leadership and mentoring project for aspiring executive and non-executive • Newtown Professional Learning Executive Committee to develop systems in place for shared learning, school visits and sharing of practice and resources • Principals and P&C Team will work together to identify strengths and needs <p>Evaluation plan: <i>Tell Them From Me Survey</i> tools for staff, students and teachers will be used annually to measure improvements in students and teacher understanding of what is quality teaching and learning. Teacher and student pre and post surveys will be used to evaluate progress towards goals in the Network plan. Evaluation data will be used to measure success of TPL sessions across the network</p>	<p>What is achieved and how do we know?</p> <p>PRODUCTS</p> <ul style="list-style-type: none"> • Innovative teacher programs and assessment tasks are shared across the network • Professional development plans (PDPs) demonstrate evidence of across network TPL priorities • Evidence for the evaluation of goals in PDPs demonstrate the success of mentoring • Teacher evaluations reflect collaboration across schools <p>PRACTICES</p> <ul style="list-style-type: none"> • Early career and beginning teachers are receiving targeted support in areas of their own identified need. • Teachers are collaborating across the network, identifying, establishing and sharing best practice to improve student engagement and outcomes. • Leadership development for staff, students and community is central to Newtown Schools Network capacity building • Parents across the schools are communicating with and supporting each other to improve the quality of the learning opportunities for all children
Improvement Measures			
<p>Tell Them from Me Survey tool Aggregated data across the 5 schools will be used as initial data and evaluative data From Teachers data 2015 From Students data 2015 From Parents data 2015 Pre and post survey data from teachers and students will be used to evaluate progress</p>			