School Plan 2015 – 2017

PYMBLE PUBLIC SCHOOL
School background 2015 - 2017

SCHOOL VISION STATEMENT

“Learn to Live”

The Pymble Public School Community strives to instil the core values of respect, responsibility and a love of learning in its students. The school's high quality teaching and learning programs aim to prepare students for the challenges of an ever changing global context. Highly dedicated, quality teachers strive to effectively engage all students in innovative, rich learning tasks. PPS values teacher professional learning and building teacher capacity to meet the needs of 21st Century learners. The school community aims to develop informed, creative, collaborative, critical global citizens and life long learners who can learn, unlearn and relearn. Social and emotional learning form the basis of effective student well-being programs at PPS which develop resilience, confidence, responsibility and persistence in children so that they can grow into mature, adaptable young adults. PPS is dedicated to providing all students with a high quality public education which espouses the principles of equality, excellence, innovation and community.

SCHOOL CONTEXT

Pymble Primary School was established in 1953 and currently has an enrolment of 651 students. Approximately 29% of our students are from a non-English speaking background and represent a wide variety of cultural groups. The school is set in a quiet, leafy residential location on Sydney’s North Shore. Features of the school include beautifully landscaped and covered learning outdoor areas.

In 2015 there are 651 students across 26 classes. The school offers a variety of support programs. In addition to our 2 day a week English as a Language and / or Dialect (EAL/D) teacher, we have a Support Teacher Learning Assistance and a teacher-librarian.

The school provides opportunities for students to participate in a large variety of sporting and performing arts pursuits in addition to our academic programs. The school choirs, dance group and bands actively participate in events within and external to our school. Extra curricula activities are also available in areas such as chess, debating, public speaking, drama, dance and band. Pymble PS also has a pool on site. All students K-6 participate in accredited swimming lessons during Terms 1 and 4 of the school year.

Pymble PS has a strong school community and parents value education and are very supportive of the school and its programs. The school has an active and supportive Parents & Citizens Association who contributes significant funds towards the school’s resources and activities.

The school has close links with neighbouring schools particularly Turramurra North, St Ives Park, St Ives and St Ives North public schools. PPS is actively pursuing innovative, engaging and creative pedagogy and learning environments in order to prepare students for the challenges of their global context.

SCHOOL PLANNING Process

The school leadership team worked collaboratively with the school community to establish Pymble Public School’s strategic directions and vision statements. The team examined student achievement data, demographic changes and targets for Pymble Public School. Teachers, students and parents were consulted via surveys on teaching and learning, student well being, school satisfaction and 21st Century learning. Parent focus groups were also conducted in order to further clarify survey responses.

This information was used to summarise the beliefs and vision statements and develop the school’s three strategic directions. The team utilised:

- analysis of student and school outcomes against performance measures and targets
- assessment of the achievements of the previous School Plans

The team re-examined the school context, curriculum, pedagogy, student diversity and resource management. Further the team considered all resources within the context of school planning. The school explored base line Best Start, PLAN and NAPLAN performances over three years.

School executive staff were up skilled on strategic thinking and planning.
At Pymble Public School we want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning. Our purpose is to support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens, and be capable of facing the future with resilience and optimism.

At Pymble PS we value academic achievement and will maintain our commitment to providing opportunities for all students to maximise their potential through excellence in teaching pedagogy and quality learning experiences. Pymble PS has an expectation of success and achievement for all. We will build on our tradition of success by continually reviewing and strengthening the quality of teaching, learning and leadership skills. In doing so each student can improve their performance and further develop their abilities and strengths. At Pymble PS we know that a quality education depends on great teaching and nurturing by all staff. The school leadership will collaborate and consult with the whole school community in order to build capacity in teachers to provide enhanced, rich learning experiences for all students at PPS.

Community engagement is essential to learning. We aim to work with our community to reinforce our school and departmental values in developing confident, competent, compassionate and creative learners. In an increasingly globalised world requiring students with the lifelong capacity to learn and adapt, every student must further develop their wellbeing, while strengthening their leadership capacity and be a responsible global citizen. Further we seek to build mutually respectful relationships through maintaining and strengthening a culture of inclusion and understanding in a welcoming community.
Strategic direction 1: Quality learning experiences for life-long learning. Successful students prepared for a global context.

**PURPOSE**

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**PEOPLE**

**Students:**
Students are provided a stimulating learning environment by increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking through problem based learning.

Students are provided regular, informed feedback which is varied and both in written and verbal form.

**Staff:**
Teachers understand the importance of contemporary pedagogy.

Teachers understand the need to use data to inform their teaching programs.

Through collaborative planning, staff understand its importance in developing consistency across the school.

Continue to build teacher capacity to consistently implement contemporary pedagogy and data based decision making.

Apply explicit engagement and critical reflection when investigating, creating and communicating new syllabus content.

Design programs that are developmentally challenging, contemporary in practice and responsive to our students’ needs.

**PRODUCTS AND PRACTICES**

Products:
The percentage of students in the top two bands in NAPLAN increases by 1.5% annually in the areas of writing, spelling and grammar and punctuation.

In the areas of NAPLAN reading and numeracy, an increase of 3% annually of the percentage of students in the top two skill bands is expected.

Increase the percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN reading from 67% in 2014 to 85% in 2017.

Academic achievement is maximised by quality teaching and quality school-wide systems for assessment and feedback.

The average gain in NAPLAN numeracy scores from Years 3 to 5 and from Years 5 to 7 will be equivalent to or better than the average gain made by all schools and will be greater than the average gains made by similar schools.

**Practices:**
Teachers deliver a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs and improve Literacy and Numeracy outcomes for all students.

Teachers effectively implement 21st Century teaching and learning practices with increased and transformational use of technology which cater for 21st Century learners and an ever changing global context.

**IMPROVEMENT MEASURE/S**

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**PROCESSES**

**Effective Pedagogy Project**
- Collaboration
- Differentiation

Build staff capacity to collaboratively plan and differentiate programming in literacy and numeracy using effective pedagogy to create school-wide systems and structures which support differentiation.

**Innovative Learning Project**
- Using technology
- Transforming learning

Design and implement blended learning experiences for students that employ technology in innovative ways and thereby ensure that curriculum delivery at Pymble is adaptive and transformative.

**Evaluation plan:**
- Review and adjust academic programs that are delivered to the highest possible academic level.
- Collection and analysis of qualitative and quantitative data to inform the learning and achievement of students.
- Evaluate feedback to students.
Community partners:
Promote the use of a range of networking opportunities to enhance collegiality and collaboration within and between school communities

Leaders:
100% of school leaders guide a process of pedagogical reform in literacy & numeracy differentiation and 21st Century learning.

context.

Teachers design and implement literacy and numeracy experiences that encompass deep thinking, innovation and creativity.

Explore opportunities for our students to access global programs and develop confident, creative and productive skills in the use of a variety of technologies.
### Strategic direction 2: Quality teaching, effective pedagogy, consultative leadership.

#### PURPOSE
At Pymble Public School, we want every student to be provided with high quality educational programs delivered by expert teachers. Teacher quality will be enhanced through targeted professional learning based on teacher performance and development plans (PDP) linked to School Plan strategic directions and the Australian professional teaching standards. Our purpose is to support and guide students in becoming life long learners and creative thinkers in an innovative, engaging educational setting.

#### IMPROVEMENT MEASURE/S
- All teacher performance and development plans (PDP) are aligned to the School Plan strategic directions and priorities. PDPs are evaluated as part of teacher performance reviews. Teachers are focused on collaborative planning and programming practices.
- Increased executive release time to mentor, provide lesson feedback and build teacher capacity to effectively engage students in rich learning tasks.
- All teachers are aligned to the Australian professional teaching standards and processes associated with teacher accreditation.

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<tr>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td>Through action learning, mentoring and teacher professional learning, develop and implement evidence-based teaching practices to support successful learning.</td>
<td><strong>Products:</strong></td>
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<tr>
<td>Students are provided with rich learning experiences and opportunities to further their 21st Century learning skills through high quality, innovative teaching and learning programs.</td>
<td><strong>Action Learning</strong></td>
<td>- All teacher performance and development plans (PDP) are aligned to the School Plan strategic directions and priorities. PDPs are evaluated as part of teacher performance reviews. Teachers are focused on collaborative planning and programming practices.</td>
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<td><strong>Staff:</strong></td>
<td><strong>Learning design</strong></td>
<td>- Increased executive release time to mentor, provide lesson feedback and build teacher capacity to effectively engage students in rich learning tasks.</td>
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<td>All staff are focused on improved teacher quality through reflective collaborative processes aligned to the Australian professional teaching standards and embedded in teacher performance development plans.</td>
<td><strong>Educational environments</strong></td>
<td>- All teachers are aligned to the Australian professional teaching standards and processes associated with teacher accreditation.</td>
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<td>All teachers have a collective vision based on high expectations for all students, high quality programs, high level rich learning opportunities and strong parent community partnerships.</td>
<td><strong>Teacher Mentoring</strong></td>
<td>Practices:</td>
</tr>
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<td>Teachers understand the processes of teacher accreditation and the importance of the Australian professional teaching standards in guiding quality teaching practices.</td>
<td>- Curriculum implementation</td>
<td>- Improved leadership, management and administration practices and processes based on transparency, consultation and collaboration. Teacher evaluations conducted to assess achievement of goals.</td>
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<td><strong>Parents:</strong></td>
<td><strong>Programming and planning</strong></td>
<td>- Teacher professional learning occurs regularly and is aligned to School Plan milestones, DEC requirements/policy, professional personal goals and professional teaching standards. Result of targeted professional learning evident in teaching and learning programs and improved teacher practice.</td>
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<td>Parents will have opportunities to develop their knowledge and understanding of curriculum and educational programs through newsletters and school information sessions.</td>
<td><strong>Teacher professional learning</strong></td>
<td>- Teachers implement assessment and tracking strategies using PLAN data and common assessment tasks, to inform teaching and learning programs K-6.</td>
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<td>Parent handbooks and information workshops will assist parents to understand current educational approaches to student learning, school teaching and learning programs and how parents can be engaged</td>
<td><strong>Leading and Managing School Performance</strong></td>
<td></td>
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<tr>
<td><strong>Products and practices associated with teacher accreditation</strong></td>
<td><strong>Targeted teacher professional learning</strong></td>
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in their child’s learning at home.

Community partners:
The school will enlist the support of academic partners in order to provide teachers with models of best practice and effective pedagogy; improving teacher quality.

Through our community of schools (COS) network, models of best practice will be identified and shared amongst teachers. Our COS network will also provide collegial sharing opportunities, a beginning teacher network and combined staff development days.

Leaders:
The executive team will have opportunities to develop their leadership skills using reflective and collaborative processes, focussing on strategic planning and effective leadership practices.

All executive will continue to mentor staff and provide effective feedback in line with the Australian Teaching Standards, building the capacity of teachers to provide innovative, high quality learning experiences for all students.

performance and development; learning outcomes; student welfare; financial resource management; and school/community partnerships.

Effective Pedagogical Practices
To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; collaborative teamwork; shared purpose; and enhanced student outcomes.

Evaluation plan:
- Teacher surveys conducted to review and evaluate teacher professional development, teacher supervision and collaborative planning processes.
- Classroom observations and structured feedback sessions evident in teacher performance development plans.
- Regular collegial professional sharing sessions timetabled and evident.
- Regular evaluation of the effectiveness of the school leadership team’s ability to build teacher capacity and collaboratively drive the school’s vision.
Strategic direction 3: Community engagement, student wellbeing facilitating the development of responsible global citizens.

Purpose

Pymble Public School values the strong community partnerships it has established and maintained and has close links within the local community across a range of sectors and key stakeholders. There is an active and supportive Parents and Citizens Association and strong support for the school’s programs and extra-curricular activities.

This high level community engagement provides students with a strong sense of self-worth and belonging and cultivates resilient, respectful and responsible citizens.

The school has developed links with universities and enlists the support of academic partners to further teacher professional learning and enhance student learning outcomes.

The school also actively engages with its COS network which provides valuable collegial support for teachers. The sharing of teacher professional learning within and beyond the PPS school community benefits teachers and students.

People

Students

Students understand the importance of community through involvement in internal and external activities, such as band performances at nursing homes.

Develop cross-stage student relationships through buddy programs, peer-teaching opportunities and in-school initiatives.

Students are given opportunities to develop the capacity and skills to interact with a variety of people, within and beyond the school.

Students are taught emotional and social learning through a range of interactive personal development activities.

Staff

Develop all teachers’ capacity to teach emotional and social learning through teacher professional learning and the development of a student well being program.

Ensure a consistent approach to student well being programs K-6 through regular whole school, teacher professional learning sessions.

Support teacher links with local community agencies, universities and parent groups.

Parents

Parents, community and staff work together to foster genuine and productive relationships which support student learning

Provide parents with opportunities to participate in classroom programs, school

Processes

Citizenship

Students participate in buddy programs and leadership training to develop and strengthen their interpersonal skills.

Development and implementation of a consistent student well being program, based on the analysis of welfare data and one which builds resilience, confidence and responsibility in students.

Communication

Use of technology to communicate with parents to maximise attendance at events and to make parents aware of programs and priorities.

The school website to provide, an updated calendar of events, information for parents on extra-curricular activities and a parent handbook.

Building Community

Organise and deliver in school and community events that reinforce our shared purpose.

Structures are developed for parents to share their expertise and experiences.

Evaluation plan:

Monitor achievement of School Plan targets via the assessing of milestones and school timelines.

Track improvement in student behaviour data through the school’s student well being systems.

Products and Practices

Products:

- Student well being policies/programs teach emotional and social learning and build confident, resilient, responsible, persistent, creative and engaged learners. Programs are consistent and evident across the whole school. A reduction in the number of student well being incidents (2015-2017).

- Annual parent and student responses to surveys about student well being show an improvement in the levels of student satisfaction and a reduction in incidents of bullying.

- Increased involvement of parent helpers with class programs and extra-curricular activities from 2015-2017.

- Increased involvement of academic partners in major educational projects and initiatives.

- Annual parent and student responses to surveys about student well being show an improvement in the levels of student satisfaction and a reduction in incidents of bullying.

- Increased parent satisfaction with organisation and levels of student participation in extra-curricular school activities.

Practices:

- Increased involvement of parent helpers with class programs and extra-curricular activities.

- Increased emotional and social intelligence; students are more resilient, confident, engaged learners.
- Annual parent and student responses to surveys about student well being show an improvement in the levels of student satisfaction and a reduction in incidents of bullying.

- Increased involvement of parent helpers with class programs and extra-curricular activities from 2015-2017.

- Increased involvement of academic partners in major educational projects and initiatives.

- Annual parent and student responses to surveys about student well being show an improvement in the levels of student satisfaction and a reduction in incidents of bullying.

- Increased parent satisfaction with organisation and levels of student participation in extra-curricular school activities.

Events, extra-curricular activities and policy development.

Community partners:
Parent/community information sessions will provide the school community with increased knowledge and understanding of school initiatives, programs, policies and curriculum.

Leaders:
School leadership team will participate in professional learning which builds their capacity to drive a shared whole school vision for the well being of its students.

Executive teachers will create opportunities within the school for increased parent and community involvement at PPS.

Evaluate and review student well being programs regularly
Survey and give parents the opportunity to provide feedback following community events.