School plan 2015 – 2017

Athelstane Public School 3453
### School vision statement

At Athelstane Public School we value each child as an individual with unique learning styles, interests and needs. We recognise that each child is different and we celebrate the diversity within our school, by providing an inclusive and supportive environment for all. We aim to provide students with the skills to become engaged 21st Century citizens and happy lifelong, self-motivated learners. We promote high expectations and risk-taking in a cooperative and supportive learning environment. Through our commitment to providing quality learning programs for all, students will become effective communicators who are challenged to achieve their potential.

As a school, we promote global citizenship, where the students have opportunities to become resilient leaders with a social conscience.

As a school we promote a culture of respect, acceptance and understanding that extends into the wider community.

### School context

Athelstane Public School is located in Arncliffe, a suburb in southern Sydney in close proximity to Sydney International Airport. The school is nestled amongst well established trees and the grounds are attractive and well maintained. The school currently caters for more than 300 students, which includes students in four specialised support classes. The school draws from a multicultural community with a significant percentage of the students from a new Australian Lebanese Muslim background. Recent development of high density living in the Wolli Creek end of the school's drawing area is seeing a number of new cultural backgrounds joining the school.

The school is staffed by highly committed and dedicated teachers who look to foster in students, a love of learning and a sense of wonder and curiosity in the world around them.

The school has embraced partnerships with Sydney University and the Australian Business Community Network who, through a variety of programs, considerably support the school in achieving the vision statement. The school and staff are active participants in a variety of Local Community of Schools initiatives and are looking to build upon relationships formed through Improving Literacy and Numeracy National Partnerships Programs.

Athelstane has recently embarked upon a Room 13-Fresh Air Artist in Residence Project which engages professional artists to operate alongside and guide the students in a working studio. This program is expected to be of significant benefit for both students and staff.

### School planning process

Athelstane Public School has established a culture of regular, ongoing evaluation to ensure we are effectively addressing the needs of our students and achieving our targets.

In 2014, the school sought feedback from students, parents and staff about the school in terms of culture, learning and future directions. The various groups had the opportunity to contribute their thoughts and opinions in a variety of ways including surveys, forums and individual meetings.

At a whole school level, project teams analysed data and formulated directions to address the priority areas and targets of the school. Teams established future directions and strategies to achieve each direction. Teams used backward mapping to develop a number of significant milestones to ensure the directions and targets are achieved in an effective manner.

The school leadership team regularly monitors practices and procedures to ensure priorities are being addressed and milestones are being achieved. The leadership team provides regular feedback to all levels of the school community regarding progress and future direction.

At a stage and grade level regular meetings are held to ensure all staff are assessing, evaluating and planning meaningful learning experiences which will achieve the set targets. Regular analysis of student data ensures consistent teacher judgement and achievement of milestones is achieved.
Purpose:
Quality Teaching, Learning and Engagement will ensure the students of Athelstane Public School are provided with the opportunities and experiences to become successful learners, attain higher levels of achievement and ensure they are equipped with the skills to become successful contributors to society in the 21st Century.

Research has clearly demonstrated it is the quality of pedagogy (the art and science of teaching) that most directly and most powerfully affects the quality of learning.

Student engagement is linked with high-quality learning outcomes. Understanding and effectively managing students' engagement plays a significant role in enhancing learning processes and outcomes for students.

Purpose:
Research has clearly demonstrated the impact effective leadership can have on improving the quality of teaching and learning.

Effective leaders create cultures of high expectation, provide clarity about what teachers are to teach and students are to learn. They establish strong learning communities and lead improvements in teaching practices. They support school wide conversations – including parents and students about aspects of current practice, areas for improvement and evidence of progress being made.

Purpose:
Current research from Australia and abroad has demonstrated that students achieve better outcomes from their education when schools, families and the community work together to support student learning.
Strategic Direction 1: Quality Teaching, Learning and Engagement

**Purpose**

Why do we need this particular strategic direction and why is it important?

Quality Teaching, Learning and Engagement will ensure the students of Athelstane Public School are provided with the opportunities and experiences to become successful learners and attain higher levels of achievement and be able to lead successful lives in the 21st Century.

Research has clearly demonstrated it is the quality of pedagogy (the art and science of teaching) that most directly and most powerfully affects the quality of learning.

Student engagement is linked with high quality learning outcomes. Understanding and effectively managing students’ engagement plays a significant role in enhancing learning processes and outcomes for students. This will ensure every student is challenged and achieving their personal best.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:**
Articulate the learning intentions and success criteria to students so they understand the purpose of their learning and they are able to gauge and know when they are successful.

Students can articulate that they are appropriately challenged in all learning situations and experience success in achieving their learning goals.

**Staff:**
Teacher professional learning focused on school strategic directions, quality teaching and deep curriculum knowledge.

**Parents/Carers:**
Actively support opportunities for the school community to be genuine partners in the education of our students, including school programming and planning.

**Community Partners:**
Strategic engagement of community partnerships which align to school priorities.

**Leaders:**
Ensure learning is the main priority and minimise disruption to learning through school organisational structures.

**Processes**

How do we do it and how will we know?

- Teacher professional learning aligns with strategic directions and focuses on building quality teaching and assessment practices.
- Ensuring students are explicitly taught learning intentions and success criteria and have the language to be able to articulate their understanding of these goals and their achievements to their teachers, peers and parents.
- Placing a high priority on ensuring that in their day-to-day teaching, classroom teachers identify and address the individual learning needs of their students.
- Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of need.
- All teachers understand and use quality teaching practices to ensure every student is engaged, challenged and learning successfully.
- Whole school scope and sequences driving explicit teaching and assessment.

**Products and Practices**

What is achieved and how do we measure?

- Relevant and quality professional learning
- Differentiated teaching and learning programs
- Students challenged and supported academically

**Product:**
- Quality teaching framework underpins all practices in all classrooms on a daily basis.
- Classroom environment is engaging and conducive to learning.
- Learning intentions and success criteria displayed for all lessons.
- Teachers have an in-depth knowledge of their students, including where they are on the continuum and where their learning needs to go next.
- Teachers authentically integrate technology into learning practices to support the teaching and learning programs.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**
- Regular and ongoing collection of student data and assessment of student learning.
## Improvement Measures

- **School based data clearly demonstrates students setting and achieving challenging learning goals and regularly reflecting on their learning.**
- **Student growth evident in all school based and external data measures.**
- **A consistent approach to assessment and tracking of student achievement across the school.**
- **Differentiated teaching and learning programs which are informed by regular review of teaching and learning practices.**
- **All staff members set goals through performance and development plans and reflect on personal learning.**

Ensure teacher professional learning is aligned with school strategic directions and builds capacity for quality teaching in curriculum implementation and evaluation.

- **Learning Support team structures ensure provisions for gifted and talented and students in need of support are identified and catered for.**
- **A high priority is given to the school wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance, behavioural and student wellbeing.**
- **Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.**
- **School leaders spending time working closely with teachers providing feedback on teaching and modelling effective teaching practices.**
- **School leadership team keeps up-to-date of research on effective teaching strategies.**

### Evaluation Plan

- **Evidence of collaborative planning and backward mapping**
- **Data on lesson observations and feedback to staff**
- **Regular collection of data on student achievement**
- **Effective use of data and feedback by students and staff to drive programming and improve learning.**
- **Teachers critically reflect on their own practice and how to maximise their impact on all students.**
- **21st Century learning skills compliment quality teaching and learning programs**
Strategic Direction 2: Quality Leadership and Practices

**Purpose**

Why do we need this particular strategic direction and why is it important?

Research has clearly demonstrated the impact effective leadership can have on improving the quality of teaching and learning. Effective leaders create cultures of high expectation, provide clarity about what teachers are to teach and students are to learn. They establish strong learning communities and lead improvements in teaching practices. They support school wide conversations – including parents and students about aspects of current practice areas for improvement and evidence of progress being made.

**Improvement Measures**

- School based data provides evidence of improved student leadership opportunities and outcomes.
- All teachers and school leaders set goals through performance and development plans and regularly reflect on progress and achievement of goals.
- All staff experience success achieving and/or maintaining various levels of accreditation.

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<th>Processes</th>
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<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td><strong>Students:</strong> Students have the skills, capacity and opportunity to actively engage in leadership roles and confidently undertake these roles</td>
<td><strong>Ensuring senior students have the opportunity to take on a leadership role through structured programs and initiatives including SRC, School leadership team, House Captains, Sports Captains, Peer Support Leaders.</strong></td>
<td><strong>100% of senior students will be given the opportunity to undertake a leadership role.</strong></td>
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<td><strong>Staff:</strong> Staff have a thorough understanding of the school improvement agenda and how data on student outcomes is crucial to this agenda. Building the capacity for all staff through distributive leadership, collegial sharing of expertise, mentoring and Teacher Professional Learning aligned with school strategic directions. Actively engage in developing and evaluating Performance and Development Plans to support school strategic directions.</td>
<td><strong>Students successfully taking on their leadership roles in a variety of capacities across the school and reporting on these roles to the whole school community.</strong></td>
<td><strong>School based data provides evidence of improved student leadership opportunities and outcomes.</strong></td>
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<td><strong>Leaders:</strong> School leaders place a high priority on the ongoing professional learning of all staff which supports school strategic directions. School leadership group has developed and is driving an explicit and detailed school improvement agenda. Specific improvements in student performance aligned with national improvement priorities with clear targets and timelines.</td>
<td><strong>Teachers are aligned with a colleague mentor to take part in formal mentoring and coaching support to improve teaching and leadership practises.</strong></td>
<td><strong>All teachers and school leaders set goals through performance and development plans and regularly reflect on progress and achievement of goals.</strong></td>
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<td><strong>Teachers have achieved and are maintaining accreditation at their appropriate levels.</strong></td>
<td><strong>All staff experience success achieving and/or maintaining various levels of accreditation.</strong></td>
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<td><strong>Establish a strong collegial culture reflected in the fact that teachers regularly invite leaders and colleagues into their classrooms to observe their teaching.</strong></td>
<td><strong>Product:</strong></td>
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<td><strong>Teaching staff demonstrate expertise and have high levels of content knowledge and teaching practises.</strong></td>
<td><strong>All teachers are involved in the performance and development process, including professional learning that facilitates their professional growth.</strong></td>
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<td><strong>All teachers have a deeper understanding of the Australian Professional Standards for Teachers.</strong></td>
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<td><strong>All teachers are accredited and are able to successfully maintain their accreditation.</strong></td>
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<td><strong>Effective use of data to inform and drive explicit and differentiated learning.</strong></td>
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School leaders clearly articulate that reliable data on student outcomes is crucial to the school's improvement agenda.

School leaders support all staff through the development of performance and development plans aligned with school strategic directions and achieving the accreditation process.

- A formal feedback process which will show a teacher’s professional progress towards achieving their goals based on evidence and developed through constructive dialogue.
- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

**Evaluation Plan**

All teachers have a Performance and Development Plan and participate in regular review and monitoring through self-reflection, formal review and feedback.

Opportunities are provided for staff to undertake leadership roles across the school.

- The school has established and is implementing a systemic plan for the collection, analysis and use of a range of student achievement and wellbeing data.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- School leaders engage staff in professional dialogue around the Performance and Development framework to ensure ongoing feedback, reflection and refinement of teaching practices.
- All teachers are provided with opportunities to participate in a mentoring program to support and maintain accreditation at all levels.
- The school has established and is implementing a systemic plan for the collection, analysis and use of a range of student achievement and wellbeing data.
## Strategic Direction 3: A Positive School Community

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<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
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| Research from Australia and overseas has demonstrated that students achieve better outcomes from their education when schools, families and the community work together to support student learning. | **Students:** Showcase achievements and efforts of students to the wider community. | • Facilitate a culture to exhibit values that underpin personal best achievement across all areas of school life. | **Product:**
| | **Staff:** Provide multiple opportunities for families and teachers to discuss student’s academic and social progress. Actively encourage parent involvement in school activities and initiatives. | • Student work is showcased throughout the school in a way that demonstrates how it meets academic standards. | • Supportive school community actively participates in planning and student learning. |
| | **Parents/Carers:** Regular communication and opportunities for involvement in school events, planning, achievements. Authentic opportunities for parental decision making in school programs. | • To establish a family-school reference group (including students, staff and parents) to develop key educational priorities for improving community relationships and a positive learning culture at the school | • Smooth transitions for students and families at key points in the education continuum. |
| | **Community Partners:** Create opportunities and partnerships which will enhance learning opportunities and outcomes for students and families. | • Effective communication between school and families using a variety of strategies to regularly share information about students achievements and learning, school policies, practices and community initiatives. | **Practice:**
| | **Leaders:** Leadership commitment to family and community engagement in student learning. | • School policies, practices and programs acknowledge families as partners in their children's education and create a culture of welcome, inclusion and belonging that reflects and respects the diversity within the school community. | • School policy to ensure parents have a voice in all relevant decisions that affect students. |
| | School leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes. | • School recognises and builds on the capacity of families to assist | • Parent survey results are reflected in school plan. |

### Improvement Measures

- Increased community participation in school events and planning processes.
- Regular and increased attendance at school council and P&C meetings.
- Improved communication between school and all levels of the school community.

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- Regular and increased attendance at school council and P&C meetings.
- Improved communication between school and all levels of the school community.
Ensure ongoing and effective communication and documented plans for monitoring and reviewing effectiveness of partnerships to achieve intended outcome.

- Families and community members are active contributors to school decision making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice and community building initiatives.

- School leadership team makes deliberate and strategic use of partnerships with families, local business and community organisations to access resources not available within the school for the purpose of improving student outcome and are established in response to an identified need.

Evaluation Plan

- School collects evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students.

- Parent feedback/data included in school plan

Information is shared and strategies to promote services are developed.

- School and parent leaders work with the community and business representatives to develop programs to support student learning.

- Families, the community and school staff communicate in numerous interactive ways, both formally and informally.

- The school has formal and informal structures to support families to hold conversations with school leaders.