Croydon Park Public School
Strategic Plan 2015 – 2017
School background 2015 - 2017

SCHOOL VISION STATEMENT
An Aspirational Community of Cultural Diversity

Croydon Park Public School is a diverse learning community that delivers quality teaching and learning programs, and focuses on lifelong learning in an inclusive environment.

Our learning community is committed to developing every learner’s potential in a stimulating and goal-oriented environment where mutual respect underpins effective collaboration. Parents, students and teachers work closely together to drive school initiatives, to learn from each other, to act responsibly, to communicate and to grow as a collaborative community of learners.

SCHOOL CONTEXT
Quality Education at the heart of the Inner West

Croydon Park Public School has an enrolment of 395 students, including 68% students from a non-English speaking background. Croydon Park Public School sits at the centre of a dynamic, growing and diverse learning community that provides quality education and lifelong learning in a caring environment. With a committed teaching staff, encompassing experienced and early career teachers, Croydon Park Public is dedicated to maximising student potential across the curriculum. The school has an outstanding administrative staff team who exemplify quality service to all members of the school community and have an active role in leading the school. The school’s inclusive curriculum includes an extensive band program, links with the National Institute of Dramatic Art (NIDA), a full range of sporting and a gym programs, dance ensembles as well as chess, public speaking and debating. Inclusive community links are further strengthened through a well-integrated speech pathology program, popular playgroup, Out of School Hours (OOSH) and vacation care programs.

SCHOOL PLANNING PROCESS
Plan together, Learn together, Celebrate together

During 2014 a review process was undertaken across the school to examine the established practices and procedures, collect information regarding the ways in which our learning community goes about its business and identify ways in which we might improve those systems and practices. Staff, students and parents were consulted in small groups, larger forums and through the collection of surveys. Members from each group came together during the year to collate and review the data. Following these discussions, a draft plan was formed for the next period of Croydon Park Public School’s growth and development 2015-2017. The process involved a review of the strengths and opportunities, and areas of further development across the school. Three strategic directions were identified as a basis for our shared commitment to future collaboration and success within our learning community. The strategic directions show how Croydon Park Public will move forward with a collaborative and consistent approach to delivering the teaching and learning programs that underpin the opportunities for success at our school.

These priorities speak to the learning community’s intent to nurture individual excellence inside and outside of the classroom, and reflect the areas of excellence set out in the School Excellence Framework.
Empower students to become creative and dynamic learners with the capacity to effectively apply literacy and numeracy skills to meet contemporary demands.

*Teaching Excellence*

Literacy and Numeracy underpin a dynamic contemporary curriculum

Fostering a love of learning and high self-esteem by engaging all students in a range of diverse sporting and creative arts experiences and increasing opportunities to participate, create and perform across the curriculum.

*Learning Excellence*

Student excellence achieved through diverse opportunities to participate and perform, and a love of learning across the curriculum

Engage all members of the school community by building a shared vision for the school through clear collaboration and aspirational goal setting.

*Leading Excellence*

Collaborative leadership of our learning community where students, staff and parents/carers are integral to school success
## Teaching Excellence

### PURPOSE
Empower students to become creative and dynamic learners with the capacity to effectively apply literacy and numeracy skills to meet contemporary demands.

### PEOPLE
- **Students** are collaborative partners in their learning.
- **Students** use of assessment and the feedback cycle to identify and work towards individualised learning goals.
- **Teachers** engage in professional learning to gain an understanding of the assessment and feedback cycle.
- **Teachers** develop and refine differentiated programs for students based on their understanding of the assessment and feedback cycle.
- **Teachers** collaborate with students to identify individualised goals and assist them to meet these goals.
- **Leaders** ensure equity for all students by assisting teachers to differentiate programs in literacy and numeracy.
- **Leaders** review and refine the formal assessment, reporting and interview procedures to reflect an innovative and collaborative approach to communication.

### PROCESSES
**Creative and Dynamic Literacy Learning**
- Students need to be given access to a contemporary, future focussed learning environment where Literacy skill is developed through quality teaching and learning opportunities.
  - Develop high quality practices in the planning and teaching of spelling including phonics and phonemic awareness.
  - Student/Teacher collaborate to identify goals and set targets for learning in literacy with an emphasis on spelling and grammar.
  - Engage in student led learning experiences that promote critical/creative thinking, questioning and investigation.
  - Implement and evaluate DEC developed scope and sequence by explicitly programming elements of grammar across all areas of literacy especially writing.
  - Staff form learning communities that explore innovative and research based practices in literacy.

**Creative and Dynamic Numeracy Learning**
- Students need to be given access to a contemporary, future focussed learning environment where Numeracy skill is developed through quality teaching and learning opportunities.
  - Student/Teacher collaborate to identify goals and set targets for learning in literacy with an emphasis on number and algebra.
  - Further develop problem solving skills in numeracy by continuing to complete ‘a problem a day’.
  - Engage in professional learning to assist in the individualisation of numeracy and the use of authentic evidence to drive teaching and learning.
  - Staff form learning communities that explore innovative and research based practices in numeracy.

### IMPROVEMENT MEASURES
- 65% of students achieve expected growth in all areas of Literacy and 60% in Numeracy as measured by NAPLAN.
- All teachers demonstrate high expectations of students through the use of individualised goals and demonstrated use of feedback in Literacy and Numeracy sessions.
- The learning community implements high quality practices that support literacy and numeracy learning at school and home.

### PRODUCTS AND PRACTICES
**Products:**
- 65% of students achieve expected growth in all areas of Literacy and 60% in Numeracy as measured by NAPLAN.
- All teachers demonstrate high expectations of students through the use of individualised goals and demonstrated use of feedback in Literacy and Numeracy sessions.
- The learning community implements high quality practices that support literacy and numeracy learning at school and home.

**Practices:**
- Consistent implementation of the school scope and sequence documents occurs across the school.
- Ongoing and consistent communication with parents and community.
- Regular evaluation of student goals conducted through a collaborative student led process.

**Evaluation Plan:**
- Regular monitoring and analysis of classroom assessment and NAPLAN data.
- Demonstration of self-directed learning opportunities through program reflection with supervisor.
- Registration of newly developed scope and sequence and assessment documents, and/or procedures in teaching and learning programs.
- Increased participation/collaboration of all stakeholders in developing home/school linked projects to support learning.
# Learning Excellence

## PURPOSE

Fostering a love of learning and high self-esteem by engaging all students in a range of diverse sporting and creative arts experiences and increasing opportunities to participate, create and perform across the curriculum.

## PEOPLE

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
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<th>Teachers</th>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
<th>Community</th>
<th>Leaders</th>
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</thead>
<tbody>
<tr>
<td>Engage in quality creative arts and sports lessons, demonstrations and cross curricula experiences that promote participation and performance.</td>
<td>Develop consistent and skills based teaching and learning programs that build self-esteem and provided students with an opportunity to participate and perform</td>
<td>Develop capabilities of teachers through ongoing professional learning opportunities</td>
<td>Ensure equity for all students by differentiating programs to meet the needs and build the skills of all students</td>
<td>Engage in workshops that encourage the development of their child's skills in creative arts and sport at home</td>
<td>Actively and regularly engage in meaningful creative arts and sports experiences using identified expertise, skills and passions.</td>
<td>Maintain partnerships with government and non-government agencies that provide students with an opportunity to participate and perform with increasing purpose.</td>
<td>Maintain partnerships with external creative and performing arts agencies and increase our involvement in external performance opportunities including NIDA</td>
<td>Support the development of specific cross curricula programs; skills based assessments and performance opportunities.</td>
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## PROCESSES

### Love to Learn, Want to Perform

- Participate in differentiated learning experiences in creative arts across the curriculum to build self-esteem and develop skill
- Provide extracurricular activities that promote a love of learning outside of traditional classroom structures
- Staff engage in professional learning to assist in the development of skills based programs and experiences that promote participation and performance.
- Parent awareness and understanding of the benefits that build regular participation and performance can bring to students self-esteem and assist in building a love of learning.
- Establish a collaborative learning community by providing information about teaching and learning in creative arts and how parents may help and/or become involved
- Maintain partnerships with external creative and performing arts agencies and increase our involvement in external performance opportunities including NIDA
- Identify and empower teachers with specific skills, expertise and passions surrounding sport and the creative arts.

### Love to Learn, Want to Play

- Participate in differentiated learning experiences in sport across the curriculum to build self-esteem and develop skill
- Promote extracurricular activities that sustain a love of learning outside of traditional classroom structures
- Assess all students in basic fundamental movement skills at the beginning of the year and the end of the year; using developed fundamental movement skills checklists.
- Collaborate with the learning community by providing information about teaching and learning in sport and how parents may help and/or become involved.
- Engage specialist coaches and participate in visits from sport teams and associations to assist in the development of student skills and extend those who are identifies as gifted and talented.

## PRODUCTS AND PRACTICES

### Products:

- All students access authentic teaching and learning that focuses on fundamental skill development and differentiates for the individual
- 85% of students achieve level 3 or higher for commitment to learning in Creative Arts and Physical Educational semester reports
- 75% of students trial or auditioning for a PSSA sporting team, specialist music ensemble or dance group.

### Practices:

- Creative and Performing Arts is integral to the life of the school.
- A balanced curriculum integrates opportunities to participate and perform
- Learning across the school demonstrates connectedness through involvement of outside agencies and individuals
- Students are confident learners with knowledge of their capacity
- Quality teaching and learning is demonstrated through differentiated creative arts and P.E/sports lessons

## IMPROVEMENT MEASURES

- All students access authentic teaching and learning that focuses on fundamental skill development and differentiates for the individual
- 85% of students achieve level 3 or higher for commitment to learning in Creative Arts and Physical Educational semester reports
- 75% of students trial or auditioning for a PSSA sporting team, specialist music ensemble or dance group.

## Evaluation Plan:

- Differentiation for students in creative arts and sports registered in teacher programs
- Partnerships with government and non-government agencies regularly monitored and improved
- Classroom assessments qualify student commitment to learning
# Leading Excellence

## PURPOSE

Engage all members of the school community by building a shared vision for the school through clear collaboration and aspirational goal setting.

## PEOPLE

**Students** engage and collaborate with the school community to actively influence decisions and processes.

**Teachers** establish and strengthen effective lines of communication with colleagues, students, parents and the wider community.

**Teachers** Actively participate in the development of whole school directions, goals and parent partnerships.

**School Administrative and Support Staff** (SASS) participate in school planning and development in areas of teaching and learning as well as administration and support.

**Parents** contribute to the development school policies and directions through their active participation in school management bodies.

**Parents** engage in collaborative learning communities to create a climate of continuous improvement within all facets of school life.

**Community partners** identify, establish and sustain partnerships including government agencies, non-government agencies and local business.

**Leaders** guide staff in the establishment of strong community links and lines of communication.

**Leaders** empower SASS to participate more in school planning.

## PROCESSES

### Engage me Initiative

- Establish and sustain the role of Assistant Principal (Engagement) to facilitate the strengthening of ties between students, staff, parents and the wider community.
- Engage with all members of the community by leading school management bodies that are inclusive and collaboratively.
- Create, promote and sustain opportunities for teaching and non-teaching staff to perform higher duties tasks and gain experience through experience in leadership roles.
- Parents are active in all facets of school life and regularly engage in meaningful experiences using identified expertise, skills and passions.
- Refine and sustain the role of Student Leaders and SRC, and increase opportunities for students to become active in school management bodies.
- Engage in networks or communities of practice (teaching and non-teaching background) related to areas of expertise or responsibility.

### Communicate with me Initiative

- Actively engage in the development of effective and innovative lines of communication.
- Refine and maintain formal interview processes and three way conferences with parents.
- Determine and implement training requirements for new staff.
- Engage the local community in school decision making processes, events and activities to build a strong partnerships.

## IMPROVEMENT MEASURES

- Increased community participation in school management bodies, committees and events.
- Develop and maintain effective and innovative lines of communication with our learning community.

## PRODUCTS AND PRACTICES

**Products:**

- Increased community participation in school management bodies, committees and events.
- Develop and maintain effective and innovative lines of communication with our learning community.

**Practices:**

- Parents and students engage in diverse learning opportunities across the school.
- Teaching and non-teaching staff are a part of goal setting and decision making.
- The broader community is a part of the life of the school.

**Evaluation plan:**

- Formal and informal interviews, website comments and social media posts collated to monitor participation in online forums.
- Biennial survey of community to evaluate the effectiveness of communication platforms.
- Regular monitoring by school and the P&C of participation in school activities and events by all members of the school community.