Croydon Public School
Participating in Life and Learning

School plan 2015 – 2017

7411
### School vision statement

At Croydon Public School, we are preparing students for a complex, rapidly changing world. To be active and informed citizens who make the most of the opportunities that this future will present, they will need to be active and successful learners throughout their lives. We have an obligation to inspire students to develop a lifelong love of learning. An important part of this is ensuring that all students have the basic skills to be active and informed participants in Australian society.

To be confident and creative individuals, our students will need to be agile thinkers who can adapt to a world that is ever changing. This means that we need to prepare students for a world where technology will play an increasing role. Just as importantly, we must build resilience in our students by supporting their physical and emotional development.

The world that our students will grow into will be more global and interconnected. Australia will continue to develop as a vibrant multi-cultural society. We must support and encourage our students to embrace all of the opportunities that this will bring.

In all of these activities, we will only be successful if we engage effectively with our local community. We must be prepared to participate in the life of the local community and to draw on the strengths and capability of the local community to support our mission.

### School context

Croydon Public School, founded in 1884, is located in a well-established residential area in Sydney's inner west. It caters for 695 students with 59% of students from a language background other than English. A major reconstruction was undertaken in 1977 and again in 2010, balancing the heritage aspect with the need for a modern teaching environment. Staff, students and parents work closely together and the community has high expectations for the school. The school's current priorities include curriculum implementation, quality teaching and a focus on teacher professional learning. The staff is committed to continually improving student learning outcomes and valuing student well-being. Enrichment programs include choir, band, strings, dance, a specialist Korean language program and various sporting activities.

### School planning process

Consultation with the whole school community in 2013 and 2014 has led to the creation of a shared vision for our school.

The school vision has directly and significantly informed the planning process and underpins the School Plan for 2015-2017.

The vision statement will be reviewed annually by the school executive and every three years through consultation with the school community.

A Principal, School Leadership (PSL) worked with the school community to understand the new format and direction of school planning. Staff worked collaboratively to identify the three strategic directions based on the school vision and the PSL assisted in refine the directions. Staff then worked in teams to develop the 5Ps for each direction.
### Purpose:

**High quality teaching for students to develop knowledge and skills to succeed in a rapidly changing world**

To create a teaching and learning culture that promotes collaboration, embraces change, supports lifelong learning and builds capacity of all teachers.

Teachers will demonstrate curriculum innovation, creativity and responsive and reflexive practices.

Engagement in strategic professional development will allow teachers to improve student outcomes and to enable informed, evidence based practice.

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### Purpose:

**Empowering students to be informed, active and creative lifelong learners**

To engage students in meaningful learning experiences to develop their use of critical and creative thinking in the classroom and beyond.

To ensure students develop the ability to work independently and collaboratively to make sense of their world and apply their knowledge and skills when problem solving.

All students achieve their full potential as learners and become responsible, resilient and productive citizens.

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### Purpose:

**Participate in and engage with our communities**

To build sustainable, collaborative and cohesive partnerships within and beyond the school community to broaden knowledge and improve outcomes for all stakeholders.
### Strategic Direction 1: High quality teaching and learning for students to develop knowledge and skills to succeed in a rapidly changing world

#### Purpose
To create a teaching and learning culture that promotes collaboration, embraces change, supports lifelong learning and builds capacity of all teachers. Teachers will demonstrate curriculum innovation, creativity and responsive and reflexive practices. Engagement in strategic professional development will allow teachers to improve student outcomes and to enable informed, evidence based practice.

#### Improvement Measures
- Collaboratively planned, innovative teaching and learning programs utilised across all grades.
- High levels of student engagement and authentic use of technology in classrooms.
- School and external data on student achievement demonstrates growth.
- Distributive leadership practices are in place.
- Staff achieve all of their stated personal goals and a professional learning community is developed.

#### People
- **Students**: engage in experiences that allow them to recognise their potential, reflect on their learning and improve their achievement levels.
- **Teachers**: commit to building their capacity to deliver innovative and quality teaching through ongoing, targeted professional learning. They formulate personal goals in line with the Performance and Development Framework.
- **Leadership Team**: current and aspirant leaders will refine their leadership skills, demonstrate best practice and build the capacity of teachers.
- **Parents**: engage in practices that support school initiatives and teaching and learning programs to contribute to an effective home/school learning partnership.

#### Processes
- **Curriculum**: Collaboratively develop and implement a school wide approach to programming, teaching, assessment and reporting in line with the NSW Syllabus for the Australian Curriculum. Focus on Reading program for all training delivered to all staff.
- **Innovation**: Adapt the way we deliver education to reflect our changing society. With a futures focused approach, involving authentic use of technology, formative assessment practices, innovative and engaging teaching practices that foster student creativity and enterprise. Teaching programs will contain differentiation to meet the needs and interests of individual students.

#### Development of Staff
- Early career teachers are supported to develop their skills, expertise and knowledge of effective pedagogies. Mid career teachers are provided with opportunities for professional development to ensure they maintain best practice and keep pace with innovations in education. Aspiring leaders will participate in leadership development opportunities building their leadership capacity through a distributive leadership model. All staff will be involved in developing their understanding and application of Positive Education practices.

#### Products and Practices
- **Practices**
  - Culture of high expectations, explicit teaching practices and effective classroom management.
  - Utilise up-to-date teaching practices
  - Programs collegially developed
  - Effective analysis of student data
  - Collegial dialogue and reflective practices embedded in stage meetings
  - Sharing skills and expertise within and across stages
  - Strategic professional development (aligned to the school plan and the needs of staff)
  - Knowledge and skills gained from professional development shared with all staff
  - Mentoring partnerships for teachers at all career stages
  - Build capacity of teachers
  - Support for early career teachers
  - Utilisation of Positive Education practices.

- **Products**
  - Improved student outcomes for all students
  - Improved teacher practices
  - Quality teaching programs and whole school scope and sequences
  - Active implementation of curriculum and innovative practices
  - Informed decision making
  - Strong professional learning community established
  - All staff have individual Professional Learning Goals

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Strategic Direction 2: Empowering students to be informed, active and creative lifelong learners

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<thead>
<tr>
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<th>Processes</th>
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<tr>
<td>To engage students in meaningful learning experiences to develop their use of critical and creative thinking in the classroom and beyond.</td>
<td><strong>Students</strong>: engage in opportunities to develop critical and creative thinking. They participate in a variety of experiences that build confidence and resilience.</td>
<td><strong>Student Wellbeing</strong> Develop and implement programs that enhance student wellbeing – Kids Matter, Kids Hope &amp; Positive Behaviour for Learning.</td>
<td><strong>Practices</strong> • Students set personal, achievable learning goals. • Students demonstrate confidence as learners and reflect on their progress against their personal learning goals and school values. • Students understand how to use success criteria to achieve desired learning intentions. • Opportunities provided for students to extend their knowledge and skills. • Student wellbeing a priority. • Clearly defined behavioural expectations across the school.</td>
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<td>To ensure students develop the ability to work independently and collaboratively to make sense of their world and apply their knowledge and skills when problem solving.</td>
<td><strong>Teachers</strong>: stimulate and extend students by providing challenging and differentiated learning experiences. Teachers deliver a range of programs that enhance student wellbeing.</td>
<td><strong>Creative Arts Programs</strong> Extend and build on the current creative arts program to provide opportunities for students to express and experience a wide variety of visual and performing arts.</td>
<td><strong>Products</strong> • challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents - music and performing art programs - language and cultural programs - technology and ‘e-learning’ - enrichment programs - opportunities to express critical and creative thinking skills - debating, public speaking</td>
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<td>All students achieve their full potential as learners and become responsible, resilient and productive citizens.</td>
<td><strong>Leadership Team</strong>: are educational leaders who drive curriculum innovation and lead by example. They seek opportunities to implement programs to improve student wellbeing and promote balance.</td>
<td><strong>Environmental/ Sustainability Programs</strong> Participate in programs that support students to develop their knowledge of sustainable practices – Growing School Communities. Through experiential learning, students will develop an understanding that their actions can have a global impact.</td>
<td><strong>Whole school approach to student wellbeing</strong> • Students are socially engaged, have positive friendships and have a sense of belonging at school • Kids Hope, Kids Matter and Positive Behaviour for Learning operate across the school • Environmental &amp; sustainability programs – Growing School Communities Program in place. School Master Plan for outside environments prepared.</td>
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**Improvement Measures**
- Individual and whole school wellbeing is improved (Tell Them From Me, KidsMatter surveys)
- A range of extension and enrichment opportunities are available for students.
- Environmental and sustainability practices and programs are in place.

**People**

- **Students**: engage in opportunities to develop critical and creative thinking. They participate in a variety of experiences that build confidence and resilience.
- **Teachers**: stimulate and extend students by providing challenging and differentiated learning experiences. Teachers deliver a range of programs that enhance student wellbeing.
- **Leadership Team**: are educational leaders who drive curriculum innovation and lead by example. They seek opportunities to implement programs to improve student wellbeing and promote balance.

**Processes**

- **Student Wellbeing** Develop and implement programs that enhance student wellbeing – Kids Matter, Kids Hope & Positive Behaviour for Learning.
- **Creative Arts Programs** Extend and build on the current creative arts program to provide opportunities for students to express and experience a wide variety of visual and performing arts.
- **Environmental/ Sustainability Programs** Participate in programs that support students to develop their knowledge of sustainable practices – Growing School Communities. Through experiential learning, students will develop an understanding that their actions can have a global impact.

**Products and Practices**

- **Practices**
  - Students set personal, achievable learning goals.
  - Students demonstrate confidence as learners and reflect on their progress against their personal learning goals and school values.
  - Students understand how to use success criteria to achieve desired learning intentions.
  - Opportunities provided for students to extend their knowledge and skills.
  - Student wellbeing a priority.
  - Clearly defined behavioural expectations across the school.
- **Products**
  - challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents
    - music and performing art programs
    - language and cultural programs
    - technology and ‘e-learning’
    - enrichment programs
    - opportunities to express critical and creative thinking skills
    - debating, public speaking
  - **Whole school approach to student wellbeing**
    - Students are socially engaged, have positive friendships and have a sense of belonging at school
    - Kids Hope, Kids Matter and Positive Behaviour for Learning operate across the school
    - Environmental & sustainability programs – Growing School Communities Program in place. School Master Plan for outside environments prepared.
Strategic Direction 3: Participate in and engage with our communities

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<td>To build sustainable, collaborative and cohesive partnerships within and beyond the school community to broaden knowledge and improve outcomes for all stakeholders.</td>
<td>Students access quality learning opportunities through community partnerships that provide real world contexts.</td>
<td>Community Partnerships Utilise the expertise in the school and broader community to enhance teaching and learning.</td>
<td>Practices use current technology to enhance communication/accessibility of information with parents</td>
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<td>Teachers develop increased capacity with reference to the building of quality relationships/partnerships within the school and the broader school community.</td>
<td>Communication Clear and consistent communication procedures, using a variety of media that develop and maintain the professional image of the school.</td>
<td>combined Staff Development Days, workshops and inservices with Concord PS and Five Dock PS showcasing the expertise of teachers and school practices</td>
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<td>Teachers develop a range of strategies that focus on feedback, self-evaluation and sharing of professional practice within our Community of Schools.</td>
<td>Community of Schools Establish links with high schools and other primary schools to share expertise to develop the skills of our teachers.</td>
<td>engage in middle-school programs with local high schools</td>
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<td>Teachers utilise technology to engage and communicate with the community in practical and meaningful ways.</td>
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<td>utilising/accessing expertise of high school staff and students to provide workshops for specified curriculum areas of interest</td>
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<td>Improvement Measures</td>
<td>Parents and Community Partnerships have opportunities to participate and engage in a positive partnership with the school through shared language and values to support the development of positive partnerships between their child/students, teachers and the broader school community.</td>
<td>Products increased involvement of a wider group of stakeholders in school activities</td>
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<td>❖ Parent and community engagement is improved. ❖ Review communication procedures and development of a new Communication Policy. ❖ Established formal and informal professional relationships with Burwood Girls HS, Ashfield Boys HS, Concord PS and Five Dock PS. ❖ Sharing of skills and expertise across Community of Schools is common place.</td>
<td>Parents and Community Partnerships have opportunities to participate and engage in a positive partnership with the school through shared language and values to support the development of positive partnerships between their child/students, teachers and the broader school community.</td>
<td>expected programs maximising best practice, maintenance of accreditation. Increased knowledge and understanding of professional standards</td>
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<td>Products increased involvement of a wider group of stakeholders in school activities</td>
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