School plan 2015 – 2017
**School background 2015 - 2017**

**SCHOOL VISION STATEMENT**

JPPS is dedicated to delivering the very best education possible through a holistic focus on developing resilience, optimism and a love of learning in all students and teachers, enabling them to achieve their very best.

**We do this by:**

- making learning visible,
- learning as individuals and as an organisation, skills that will prepare us for the future,
- sharing success and
- uniting around our shared vision for our school and its community.

**SCHOOL CONTEXT**

John Palmer Public School was established in 2008 with a student group of 44 children. The last 7 years has seen significant growth in the student population and the number of classes. We now have 31 classes and over 800 students. We also have sixteen students in our Early Intervention support class.

Fifty percent of our students have a language background other than English, with 41 different language groups represented. Almost 20% of our students speak either Hindi or Punjabi at home. Significant numbers of other students regularly speak Indonesian, Dari, and Arabic.

This rapid growth has begun to stabilise, with 2015 seeing only a 11% increase in student numbers. This stabilisation, has enabled us to fill class teacher positions with permanent staff members and reduced the number of new employees at John Palmer PS.

This solid foundation of permanent staff members allows us to build staff capacity over a period of time to facilitate long term goal setting and investment in training and development.

This 2015-2017 School Plan is the first step in a 6 year process to transform learning based around the Visible Learning pedagogy.

**SCHOOL PLANNING PROCESS**

**Students**

Student input was gathered through completion and analysis of Tell Them From Me survey data as well as through focus group discussions on learning. Students identified that the characteristics of a good learner were centred around compliance, high levels of knowledge and getting work correct. Few students were able to articulate where they are in their learning journey, where they need to go next, and how they are going to get there. Little understanding of the link between learning, assessment and feedback was evident.

**Staff**

Staff engaged in discussion and professional learning activities focused on the following areas:

- What do we believe as a staff at JPPS?
- What do we believe about change?
- What do we believe about learning?
- What do we believe about using technology in learning?
- What do we believe about working with the community?

Teachers also completed an online self-assessment in relation to the Australian Teaching Standards and surveys on what it means to be a good learner and relational trust.

**Parents/ Community**

Parents were surveyed in relation to their understanding of current school practices that support student learning, as well as their capacity and confidence in supporting the learning process at home.

A YouTube clip presented by Will Richardson was made available for parents to view, followed by the opportunity to provide feedback in the form of a survey.

Discussion around the new School Plan was a key component of the Leadership Report at each of the P&C meetings during Terms 3 and 4.
**School strategic directions 2015 - 2017**

**STRATEGIC DIRECTION 1**
**Future Focused Teaching and Learning**
Teaching and Learning will be designed around the skills necessary to facilitate staff and students being self-directed lifelong learners.

**Purpose:**
All students and staff will engage productively with Visible Learning pedagogies and technology in a way that enhances communication, collaboration, creativity and critical thinking. All learners will:
- know where they are in their learning journey,
- where they are going and
- how they will get there.

**STRATEGIC DIRECTION 2**
**Organisational Effectiveness for Learning**
The effective and streamlined implementation of financial, information, organisational and management systems underpinning learning.

**Purpose:**
Through capacity building and development of leadership skills at all levels, John Palmer PS will be better positioned to ensure that all systems within the school will be refined and brought in line with updated DEC applications and structures. This will ensure that human, financial and physical resources are utilised in the most efficient manner to promote effective learning for students and staff.

**STRATEGIC DIRECTION 3**
**Community Engagement for Learning**
Increased connectedness between school, community and learning networks through improved communication strategies, sharing of skills and greater opportunities for community involvement and consultation.

**Purpose:**
Through greater connectedness between local schools and the community being informed and actively involved in the decision making process, the school community will be better able to support learners to achieve their learning goals and become:
- successful learners
- confident and creative individuals
- active and informed citizens

(Melbourne Declaration on Educational Goals for Young Australians Dec 2008)
Strategic direction 1: Future Focused Teaching and Learning

PURPOSE

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

All staff and students will engage productively with Visible Learning pedagogies and technology in a way that enhances communication, collaboration, creativity and critical thinking. All learners will:

- know where they are in their learning journey,
- where they are going and
- how they will get there.

PEOPLE

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

Students:

Students are supported to develop the skills necessary to clearly reflect upon and evaluate their learning, set achievable goals and plan for achievement of those goals. They will also have access to the tools necessary to engage productively with technology and software in a way that enhances communication, collaboration, critical thinking and creativity.

Staff

Staff are provided with the training and support necessary to develop the student’s capabilities through a Visible Learning Framework. This will be facilitated through the application of the same Visible Learning Framework to their own professional growth, and implemented through the new Professional Development Framework.

Parents/Carers

Through the focus on supporting students in their reflection and goal setting, parents will be enabled to participate in the learning discussion relating to their child’s education.

Community partners

Through the establishment of The Ponds Learning Community and shared learning opportunities, Executive staff and class teachers will develop the skills necessary to meet the needs of all students and adopt current best practice in a sustainable manner.

Leaders

School leaders will be further developed through access to targeted learning opportunities and a greater focus on their ability to mentor and develop teachers at all levels of experience. A significant focus area for leadership development will be on experienced leaders managing and leading change initiatives and aspiring leaders developing their organisational and communication skills.

IMPROVEMENT MEASURES

- By the end of 2017, 100% of parents are informed of their child’s individual learning goals and provided with opportunities to participate in the development of these goals with their child’s teacher.
- By the end of 2017, 100% of staff will be able to provide evidence of their achievement of the Professional Teaching Standards.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Visible Learning Pedagogies

2015 Milestone: All K-6 teachers will have trialled Learning Intentions and Success Criteria into Mathematics (Number) and English (Writing)

2016 Milestone: All students, with the support of their teacher, participate in the development and review of individualised learning goals.

Accreditation and the Professional Development Framework

2015 Milestone: Clearly documented systems and practices are in place to support all staff in the implementation of their Professional Development Plan.

2016 Milestone: Professional Development Plans identify explicit links to the teaching standards at the levels staff choose to attain at Proficiency and beyond.

Future Focused Learning Habits

2015 Milestone: 95% of staff can articulate a clear understanding collaboration, communication, critical thinking and creativity and identify strategies that can be used to integrate these into their particular learning environment.

2016 Milestone: All teaching programs explicitly show evidence of collaboration, communication, critical thinking and creativity and these are communicated in a consistent manner to students in all classrooms.

Evaluation plan

2015 Evaluation Processes and Impact Assessment

1. Program supervision indicates that all staff are utilising Learning Intentions and Success Criteria in the planning of their units of work.

2. Procedures for the implementation and review of staff Professional Development Plans are documented.

3. Survey of staff

2016 Evaluation Processes and Impact Assessment

1. Class tracking sheets identify development and review dates throughout the year.

2. Review of all Professional Development Plans

Program supervision and classroom observations indicate that all staff are developing future focused learning habits.

How do we do it and how will we know?

LEARNING PRACTICES

- Well-developed and current policies, programs and processes identify, address and monitor student learning needs. LC-S&G-3
- Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. A&R-D-3
- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. C&L-E-1

TEACHING PRACTICES

- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. L&D-D-2
- Beginning and early-career teachers are provided with targeted support in areas of identified need. L&D-D-4
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas. L&D-S&G-2
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. CP-S&G-3
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. CP-S&G-4

LEADERSHIP PRACTICES

- Leadership development is central to school capacity building. L-S&G-2

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## Strategic direction 2: Organisational Effectiveness for Learning

### PURPOSE

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

Through capacity building and development of leadership skills at all levels, John Palmer PS will be better positioned to ensure that all systems within the school will be refined and brought in line with updated DEC applications and structures. This will ensure that human, financial and physical resources are utilised in the most efficient manner to promote effective learning for students and staff.

### PEOPLE

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

**Students:**

Students will require an understanding of the Visible Learning framework, enabling them to participate in the consultation process and the ongoing implementation, management and communication of their personal learning goals.

**Staff**

Through professional learning targeted towards the needs and experience levels of staff, consistent high quality mentoring and regular opportunities to participate in personal goal setting and reflection in line with the Professional Development Framework, staff will have the opportunity to develop the teaching and leadership skills necessary to be active participants in supporting the implementation of DEC reforms and school strategic directions.

**Parents**

Through improved communication strategies for disseminating information relating to DEC reforms and school Strategic Directions and a more streamlined processes for consulting and seeking parent feedback, parents will be able to play a greater role in supporting school strategic directions and their child’s learning.

**Community partners**

Through the establishment of The Ponds Learning Community and shared learning opportunities, Executive staff, class teachers and administrative staff will develop the skills necessary to implement DEC reforms and initiatives.

**Leaders**

School leaders will participate in significant internal and external professional development around the DEC reforms and the identified school Strategic Directions. Leadership capacity to drive change will be developed through mentoring and professional learning for existing leaders and the implementation of an in school Aspiring Leaders group for future school leaders.

### PROCESSES

**How do we do it and how will we know?**

**Compliance requirements for the NSW Government Schooling System**

2015 Milestone: All compliance requirements reviewed and areas requiring improvement in either systems, practice or evidence collection identified.

2016 Milestone: All compliance areas requiring improvements in systems and practice are updated and implemented.

**DEC administrative systems**

2015 Milestone: Senior Executive and School Administration Manager participate in all necessary administrative systems training in preparation for the 2016 implementation.

2016 Milestone: SAP, SALM and HR Implementation Team transition school to new systems and identify practices requiring refinement for sustainable, successful implementation.

**Leadership strategy refined and strengthened.**


2016 Milestone: Senior Executive develop individual and corporate leadership development goals following successful completion of the AITSL 360o Reflection Tool for the Australian Principal Standards.

**Evaluation plan**

2015 Evaluation Processes and Impact Assessment

1. Compliance plan documented and timelines.

2. SAP, SALM, HR Implementation plan developed.

3. Individualised school leadership development plans for current and aspiring leaders 2016-2017 collaboratively created and documented.

2016 Evaluation Processes and Impact Assessment

1. External peer review of compliance practices.

2. SAP, SALM, HR implementation review completed.

3. Documented practices to support leadership development at all levels (aspiring and Assistant Principal working towards Highly Accomplished and Lead standards, Deputy Principal towards Principal standards and Principal at Principal standards).

### PRODUCT AND PRACTICES

**What is achieved and how do we know? - Product**

Through strengthened leadership at all levels and quality community consultation practices, DEC reforms and Compliance requirements will be implemented effectively and efficiently.

- Compliance expectations fulfilled and evidenced in accordance with BOSTES requirements.
- All Executive staff and identified Aspiring Leaders provide documented evidence of their leadership capabilities in alignment with Highly Accomplished, Lead Teacher and Principal Standards.

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

**Practices**

**LEARNING PRACTICES**

- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. W-S&G-2

**TEACHING PRACTICES**

- Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes. PS-D-2

- LEADERSHIP PRACTICES

  - The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice. L-D-5

  - An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. SPIR-D-5

  - Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. SPIR-D-6

  - The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. MPP-D-4

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**IMPROVEMENT MEASURES**

- Compliance expectations fulfilled and evidenced in accordance with BOSTES requirements.

- All Executive staff and identified Aspiring Leaders actively develop their leadership capabilities in alignment with Highly Accomplished, Lead Teacher and Principal Standards.
Strategic direction 3: Community Engagement in Learning

PURPOSE

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

Through greater connectedness between local schools and the community being actively informed and involved in the decision making process, the school community will be better able to support learners to achieve their learning goals and become:

- successful learners
- confident and creative individuals
- active and informed citizens

PEOPLE

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

Students:

Student leaders will be involved in the process of communicating the school values to the student body, and following a greater understanding of the values and key messages, all students will be enabled to play an increasingly significant role in school evaluations.

Staff

Staff involvement in the development of the key messages and improved communication strategies will enable them to better articulate these messages to the students, parents and wider community. This will also enable staff to participate in the development of systems and practices that support them to actively engage in their child’s learning.

Parents

Parental involvement in the review process and opportunities to collaboratively develop communication strategies plan will enable parents to develop their capacity to better articulate their values and messages to the school.

Community partners

Through the establishment of The Ponds Learning Community and shared learning opportunities, community partners will be involved in the development of communication plans that will enable them to better articulate their values and messages to the school.

PROCESSES

How do we do it and how will we know?

Improved communication practices and the promotion and integration of John Palmer PS’s key messages

2015 Milestone: Communication strategies will be refined and strengthened following community consultation. This will include the development of JPPS key messages, the embedding of our school motto into school culture, and the visible promotion of our values throughout the school community.

2016 Milestone: Communication plans consistently utilised to ensure the school key messages relating to values, learning and school direction are clearly articulated and understood by all stakeholders and embedded in communication with staff, students, parents and the wider community.

Increased participation of the John Palmer PS community into school life

2015 Milestone: Improved communication and organisational practices that enable parents and carers to participate more fully in school events and classrooms.

2016 Milestone: Increased parental involvement in student learning at home and in classes through structured parental supports and workshops.

Strengthened Learning Community

2015 Milestone: The Ponds Learning Community established with a clearly articulated vision of supporting teacher and student growth through the sharing of resources, knowledge and skills.

2016 Milestone: Established practices support ongoing learning links with The Ponds Learning Community schools.

Evaluation plan

2015 Evaluation Processes and Impact Assessment

BASELINE DATA:
- Tell Them From Me (TTFM) student feedback survey (Term 1), Focus on Learning teacher survey, and Partners in Learning parent survey (Term 3).
- Tracking and review of parental and community involvement in events and learning.
- Establishment of The Ponds Learning Community

2016 Evaluation Processes and Impact Assessment

- Tell them From Me Student, Parent and Teacher surveys completed.
- Clearly articulated structures implemented across schools that meet staff, student and parent needs.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product

- By 2017, parent satisfaction surveys indicate that the refined communication strategies and clear key messages have significantly improved community understanding of school directions and increased opportunities for the John Palmer PS community to engage in collaboration for school improvement.
- By 2017, The Ponds Learning Community of Schools will collaborate on the future directions of the Learning community and this will be evidenced in the alignment of key aspects of the School Plan in each member school.

Practices

LEARNING PRACTICES
- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. LC-D-1
- Teachers involve students and parents in planning to support students as they progress through the stages of education. CAL-S&G-3
- Student reports contain detailed information about individual learning achievement and areas for growth, which provide the basis for discussion with parents, AAR-S&G-2
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners. LC-E-2

TEACHING PRACTICES
- The school leadership team engages the school community in reflecting on student performance data. DS-S&G-3

LEADERSHIP PRACTICES
- Parents and community members have the opportunity to engage in a wide range of school-related activities. L-D-1
- The school leadership team communicates clearly about school priorities and practices. MPP-D-1
- Accountability practices are tied to school development and include open reporting to the community. MPP-D-3