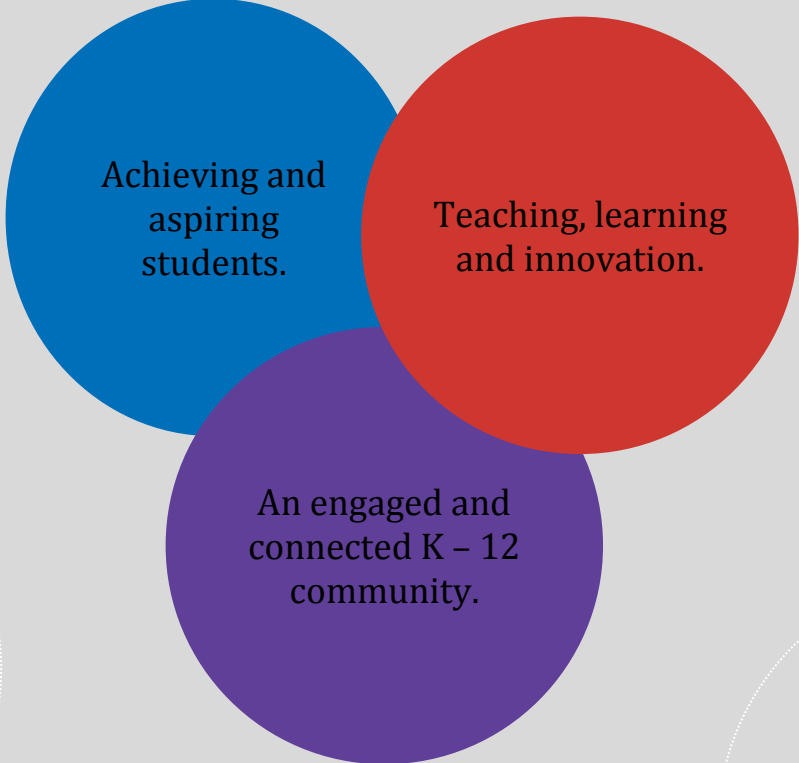


School plan 2015 – 2017

Alexandria Park Community School 8556



Achieving and
aspiring
students.

Teaching, learning
and innovation.

An engaged and
connected K – 12
community.



School vision statement

Alexandria Park Community School is a high performing school where our core business is to EDUCATE FOR SUCCESS.

Our vision is that all students will achieve an inspiring future through continuous and uninterrupted quality educational opportunities provided from Kindergarten to Year 12. These experiences allow all students to LEARN, LEAD & SUCCEED.

Our unique and vibrant school community setting reflects our position as the inner city Sydney hub for educational excellence and demonstrates our commitment to serve and respect our diverse local community through mutually authentic partnerships, collaborative decision making and respectful relationships.

School context

Our school has a proud past, dynamic present and exciting future. Recognised through our outstanding academic results as a high performing NSW Public School, our vibrant school community reflects our position as the inner city Sydney hub for educational excellence.

Uniquely designed as a Kindergarten to Year 12 school, our outstanding teachers deliver continuous and uninterrupted quality educational opportunities to all students across our junior, middle, senior and selective stream settings. Our school is a place of excitement and adventure for our students. We are proudly inclusive and offer a diverse range of academic endeavours so all children have the opportunity to succeed in areas such as academic, sport, technology, the creative and performing arts, leadership and citizenship, public speaking and debating, environmental and social justice programs.

We are proud of our authentic learning partnerships with students, parents, local businesses, educational providers, agencies and community leaders.

School planning process

In Terms 3 and 4 of 2014 the school leadership team facilitated an extensive focus group consultation to inform the development of the 2015-17 school plan. This standardised data driven approach engaged 168 participants and resulted in 783 responses from students, staff, parents, community agencies and the local Aboriginal community. The results drove the development of a renewed school purpose and vision statement, as well as the identification of key strategic areas and the articulation of the purpose and practice of these areas.



STRATEGIC DIRECTION 1

Achieving and aspiring students.

Purpose:

To educate students to acquire the knowledge, skills and values to be autonomous and motivated learners for their on-going personal success.

STRATEGIC DIRECTION 2

Teaching, learning and innovation.

Purpose:

To strengthen a school culture in which teachers are leaders who take ownership of their learning and development, and work collaboratively to implement best practice in curriculum, quality teaching practices and continuity of learning from K – 12.

STRATEGIC DIRECTION 3

An engaged and connected K – 12 community.

Purpose:

To enrich our Kindergarten to Year 12 learning community, through quality relationships within and beyond our school community with the express purpose of improving outcomes for students.

Strategic Direction 1: Achieving and aspiring students.

Purpose

To educate students to acquire the knowledge, skills and values to be autonomous and motivated learners for their on-going personal success.

Improvement Measures

Primary

- ❖ 60% of Kindergarten students to achieve a reading level of 9 or above.
- ❖ 60% of Year One students to achieve a reading level of 16 or above.
- ❖ 50% of Year Three students to achieve a Band 4, 5, or 6 in NAPLAN reading
- ❖ 85% of Year Five students will achieve expected growth in Reading

Secondary

- ❖ Increase 2 unit HSC results in bands 4, 5 & 6 from 70% in 2014 to 77%.
- ❖ Increase the % of Year 9 students who achieve equal or greater than expected growth in writing from 55.8% in 2014 to 70%.
- ❖ Increase the % of Year 3, 5, 7 & 9 students in the top 2 bands in (% at or above proficiency) in reading
- ❖ Aboriginal and Torres Strait Islander students achieve equal or greater than expected growth in NAPLAN.

People

Students

Develop the mindset, capabilities and skills to take responsibility for their own learning

Staff

Understand and value the key impact that their skills and practices have on student learning and achievement

Teachers

Teachers are developed, supported and rewarded to create the inspired learning that will develop lifelong capacities in students.

Parents

Develop a greater understanding of their child's learning and achievement through reporting strategies.

Processes

Primary School Projects

1. **Language, learning and literacy (L3)** project. A research-based Kindergarten literacy program which targets text reading and writing.
2. **Focus on Reading** project. An intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency.

High School Projects

3. **Stage 4 & 5 & 6 differentiated instruction projects.** Development, implementation and evaluation of coordinated collaborative project based learning opportunities across Stages 4 & 5
4. **Positive Behaviour for Learning.** A school-wide system that addresses the diverse academic and social needs of students to support them in achieving the outcomes that enable them to be successful.

Products and Practices

Practices

Curriculum programs and teaching practices effectively develop the knowledge, understanding skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate

Students are actively engaged in purposeful learning and demonstrate the skills of successful and independent learners in achieving personal best.

Products

Primary

60% of Kindergarten students to achieve a reading level of 9 or above.
60% of Year One students to achieve a reading level of 16 or above.
50% of Year Three students to achieve a Band 4, 5, or 6 in NAPLAN reading
85% of Year Five students will achieve expected growth in Reading

Secondary

Increase 2 unit HSC results in bands 4, 5 & 6 from 70% in 2014 to 77%.
Increase the % of Year 9 students who achieve equal or greater than expected growth in writing from 55.8% in 2014 to 70%.
Increase the % of Year 9 Aboriginal and Torres Strait Islander students who achieve equal or greater than expected growth in writing from 60% in 2014 to 70%.

Strategic Direction 2: Teaching, learning and innovation.

Purpose

To strengthen a school culture in which teachers are leaders who take ownership of their learning and development, and work collaboratively to implement best practice in curriculum, quality teaching practices and continuity of learning from K – 12.

Improvement Measures

- ❖ 100% of teachers have a Performance and Development Plan which align to school plan targets.
- ❖ 100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.
- ❖ 100% of teachers collaborate within and across clusters and faculty teams sharing best practice and resources.

People

Students

Develop skills of critical reflection and feedback to teachers as part of the teaching learning, assessment and evaluation cycle

Staff

Understand the purpose of the professional development and performance framework and take leadership of their own and their colleagues professional development

Teachers

Appreciate the need to have the skills and mindset to work in action learning teams and lead research-proven pedagogical practices to improve student learning

Teachers

Teachers have the capabilities to collaborate with and learn from others, assess their own practice, respond to feedback, and leverage technology to improve student learning.

Parents

Have an understanding of student assessment and reporting and the capability to provide constructive feedback to teachers.

Processes

1. **Action learning projects** in teacher leadership, learning and innovation to strengthen quality teaching and improve student learning outcomes
 - Collaborative practice conferences
 - Focus on Innovation
 - MSG
 - Writing
2. A process to support the collaborative development implementation and evaluation of **Teacher Performance and Development' plans** which align to the school plan targets

Products and Practices

Practices

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement

The school has embedded an explicit system of collaboration, which uses evidence-based practices and innovative thinking in designing curriculum teaching learning and assessment programs

Teachers use the Australian Professional Standards for Teachers and advice from colleagues to develop their Performance and Development Plan

Teachers contribute to collegial discussions, share practices and apply constructive feedback from colleagues to improve professional knowledge and practice.

Products

100% of teachers have a Performance and Development Plan which align to school plan targets.

100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.

100% of teachers collaborate within and across clusters and faculty teams sharing best practice and resources

Strategic Direction 3: An engaged and connected K – 12 community.

Purpose

To enrich our Kindergarten to Year 12 learning community, through quality relationships within and beyond our school community with the express purpose of improving outcomes for students.

Improvement Measures

Student, staff, parent and community partner surveys and focus groups indicate that they have strengthened their engagement and connection to the school.

Positive Behaviour for Learning program is embedded into daily practice.

People

Students

Understand the importance of positive behaviours for learning from K – 12 and develop interpersonal skills to enable them to relate effectively and appropriately to others

Staff

Have a commitment and belief in our K – 12 learning community, are excellent communicators with students and parents and make cultural connections to engage with the school community

Staff understand and comply with the school's administrative, organisational and management processes.

Parents

Have the knowledge and understanding to support the school in student learning and well-being programs

Processes

Technology driven K-12 connectivity.

K – 12 communication and management systems, organisational structures, processes and procedures work to deliver services and information to support quality teaching, learning, and reporting to parents.

The school implements a **whole school approach to student well-being**

The school community supports a culture of **high expectations and community engagement**

Products and Practices

Practices

Students are safe respectful learners who build positive relationships and activity contribute to the school and the community.

Management systems, structures and processes work effectively to deliver services and information to support teaching, learning and student well-being.

The school builds opportunities to engage parents, carers and the community in the progress of the children and in the priorities and directions of the school.

Products

Baseline data from 'Tell Them From Me' survey is established.

Social media is used to engage and connect with the school and the greater community.