School background 2015 - 2017

SCHOOL VISION STATEMENT

At Como Public School we nurture each other in an inclusive, encouraging environment where staff and students care for and support each other. The staff and community work together to build confident, respectful and engaged learners who grow and flourish into resilient, active and responsible global citizens.

SCHOOL CONTEXT

Como Public School offers quality education in a caring environment on the banks of the Georges River. There is a strong academic focus with high expectations for learning. The school consists of 4 multistage classrooms. The teachers use quality teaching strategies to cater for individual needs and learning styles within a stimulating environment. Our school is committed to providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential, academically, socially and emotionally. We are a welcoming and friendly school that values its successful partnerships with parents and the wider community.

Our partnership with the Heart of the Shire Community of Schools provides a wealth of opportunities that include: professional learning opportunities leading to enhanced teaching/learning practice; creating close partnerships for our Stage 3 students to work closely with Stage 4 students; sharing of both human and material resources which all result in our ability to deliver rich, high quality learning opportunities for our students.

SCHOOL PLANNING PROCESS

The three strategic directions have been determined following collaboration and consultation with the staff and community. Evaluation and data collection has included:

- Surveying parents on the areas in which they believe are the key priorities for students
- Analysing NAPLAN data for 2014 and trend data from past 3 years;
- Collaboration with staff members regarding achievements of previous targets and identification of future areas on which to focus;

Key reforms were also considered and contextualised: these included Great Teaching, Inspired learning; Local Schools, Local Decisions, Every Student, Every school and the School Excellence Framework.
School strategic directions 2015 - 2017

Our students will be independent, confident and adaptable learners who are critically reflective and develop a passion to become lifelong learners. They will become global citizens who are responsible, collaborative and successful.

Our teachers will be dynamic, innovative and collaborative educators who critically reflect on their pedagogy to build their professional capabilities and the collective capacity of the school.

Our school community will build a shared identity and vision that reflects the aspirations of the school community focused on excellence, high expectations and inclusivity to ensure the continued growth of our school.
Strategic direction 1: To develop independent, self-directed, successful learners who hold a toolbox of resilience, adaptability, critical reflection and collaboration in order to be successful global citizens.

**PURPOSE**

Our students will be involved in creative and inquiry-based learning experiences to make sense of the world around them. They will be able to generalise their high-order thinking to a variety of experiences and contexts. They will be self-motivated to extend and apply their knowledge to life’s experiences.

**PEOPLE**

- **Students:** Students will be highly engaged, self-reflective learners who use 21st Century learning tools to make significant improvements in their learning.
- **Staff:** Staff will use appropriate assessment strategies to provide effective feedback to students in order to drive and increase student learning.
- **Parents:** Parents understand the importance of and have the capacity to participate in their child’s learning through quality programs and support from the school.

**COMMUNITY PARTNERS:**

Community of Schools will work together to provide GATS sessions, Leadership opportunities and professional learning opportunities to support and enhance student growth and engagement.

**LEADERS:**

Leaders will provide professional learning, monitor assessment practices, teaching programs and student growth to ensure effective classroom and teaching practices are utilised.

**PRODUCTS AND PRACTICES**

- **PRODUCTS:**
  - All students to achieve at or above expected growth in Literacy and Numeracy from Years 3-5 and Years 5-7.
  - Teaching programs reflect BOSTES syllabus documents, school scope and sequences, and quality teaching practices with evidence of differentiation.

- **PRACTICES:**
  - Evidence based quality teaching practices across the school demonstrated through differentiated Literacy and Numeracy programs.
  - Teachers confidently incorporate technology into their daily practice and programs to improve student learning outcomes.

**IMPROVEMENT MEASURE/S**

- All students to achieve at or above expected growth in Literacy and Numeracy from Years 3-5 and Years 5-7.
- Increased middle bands growth in NAPLAN.
- Increased percentage of students exit Stage 1 at or beyond Cluster 8 for Literacy and at Facile for Early Arithmetic Strategies for numeracy.

**EVALUATION PLAN:**

- Evaluation of NAPLAN data
- Reflective discussions
- Track and monitor against milestones
Strategic direction 2: To enable staff to work collaboratively, build knowledge, engage in quality teaching and reflective quality pedagogy. To become responsible, professional leaders of the education profession.

### PURPOSE

Teachers will incorporate a range of effective teaching and assessment strategies in their daily planning. Teachers will actively seek professional learning opportunities to enhance personal pedagogy. Teachers will collaborate and share knowledge, skills and resources to ensure best practice.

### PEOPLE

**Students:**
Students achieve increased outcomes in all areas of the curriculum and are engaged through improved teacher pedagogy.

**Staff:**
- Develop staff knowledge and skills for implementation of new BOSTES syllabus.
- Staff have deep understanding of latest research into best practice for teaching literacy, numeracy and technology.
- Develop staff skills through professional learning, classroom observation, team teaching, and collaborative programming opportunities.
- Staff understand and meet the Professional Standards for Teachers

**Parents:**
- Parents will support the school by providing resources and 21st century learning tools.
- Parents will provide opportunities for staff to receive feedback about the quality of teaching and learning programs.

### PROCESSES

- Staff engage in professional learning on new syllabus implementation
- Staff use principals of NSW Quality Teaching Framework to collaboratively plan school programs.
- Staff use Professional Development Framework to write personal learning plans.

**Evaluation plan:**
- Internal regular reporting against milestones.
- Monitor professional learning plans and achievement of professional learning goals

### PRODUCTS AND PRACTICES

**Products:**
- Staff have deep knowledge of the new NSW English, Mathematics, Science and Technology and History syllabus for the Australian Curriculum and engage in quality teaching practice.
- All teachers use the Performance and Development Framework to implement personalised learning plans that reflect the school directions and the Australian Teaching Standards

**Practices:**
- Staff engage in collaborative professional learning to enhance their knowledge and understanding of the NSW syllabus for the Australian Curriculum.
- All staff meet the Australian Teaching Standards; as evidenced by Professional frameworks that include classroom observation, review of professional learning goals, individual conferences and monitoring of professional learning goals.

### IMPROVEMENT MEASURE/S

Personal and professional goals achieved the implementation of the Performance and Development Framework. Evidence if current pedagogies are incorporated into teaching and learning programs are implemented in classrooms and results are observed and reported on.
Strategic direction 3: To foster partnerships focussed on shared student learning. Engaging all community members to be committed to improving student outcomes and promoting excellence throughout the school.

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<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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<td>To build stronger, positive relationships as an educational community, embedding a culture where students feel a strong sense of self-worth and belonging; and are resilient, respectful and responsible citizens of the school and the broader community.</td>
<td><strong>Students:</strong> Students will develop positive cross-stage relationships through buddy programs, peer teaching opportunities and in-school initiatives. Students understand the importance of community through the involvement in internal and external activities including HOTS Community of School initiatives. Students have the capacity and skills to interact with a wide variety of people within and beyond the school. Students demonstrate their ability to be safe, respectful learners. <strong>Staff:</strong> Staff develop their capabilities that enable a consistent approach to student welfare that promote and encourage high expectations. Staff develop networks within the HOTS Community of schools that provide opportunities for students to develop relationships beyond Como Public School.</td>
<td>• Stage 3 students will participate in the Rock and Water Program. • All students participate in Bounce Back program to promote student welfare. • Use of technology such as Facebook to improve communication with parents to maximise attendance at programs and to make parents aware of programs and priorities. • Purchase of SENTRAL program to track student’s behaviour, attendance and enhance reporting to parents. • Staff will participate in “Coach In A Box” Professional learning to enhance communication skills</td>
<td>Products: Increased parental involvement in school activities. Practices: Staff promote positive behaviour practices through student wellbeing program. Staff enter incidents into SENTRAL and are involved.</td>
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<td><strong>IMPROVEMENT MEASURE/S</strong></td>
<td><strong>Parents:</strong> Parents, community and staff work together to foster genuine and productive relationships that support student learning.</td>
<td>Evaluation plan: • Track achievement and objectives through milestones. • Provide opportunities for parents to provide regular feedback in a variety of ways. • Analyse student behaviour data through SENTRAL</td>
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<td>Increased parental involvement in school and classroom based activities. Increased parent response to surveys.</td>
<td><strong>Leaders:</strong> Leaders will provide Professional Learning opportunities that promote effective communication</td>
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