School plan 2015 – 2017

Arimdale City Public School

'Excel with Honour'
**School background 2015 - 2017**

### School vision statement

At Armidale City Public School we are committed to a tradition of excellence in academic, cultural and sporting achievements. We provide an inclusive education within an engaging and supportive environment which values the cultures and backgrounds of our diverse community. A challenging and differentiated curriculum is delivered through enhancing teacher quality based on current research and school excellence frameworks. Our students, staff and community work in a collaborative manner to enable all students to achieve to their potential.

Our school values the individual learner and all students are encouraged to ‘Excel with Honour’.

### School context

Armidale City Public School is situated in the centre of the Armidale township and is a school with a proud history of education in Armidale. It is the oldest primary school in the town and has significant historical features. With a school population of 420 students, Armidale City enjoys a reputation as a school with inclusive values and excellent academic achievements. As a member of the Armidale Community of Schools, our school works with schools across Armidale to provide the best education for all students by providing shared enrichment programs and cultural and sporting activities.

Armidale City is a spacious well planned school. The school buildings which were purpose built for Armidale’s cold weather are large, bright and well maintained. The school boasts a multi-purpose hall, two new art rooms, a student kitchen, a dance room and several large outdoor learning areas. The school has three fully equipped computer labs, networked computers in all rooms and interactive technology in the form of Smart boards or interactive TV’s in all classrooms to support teaching and learning. A mobile VC unit supports the VC facilities in the school.

The teaching community is a mix of experienced teachers who have been at the school for a significant time, experienced staff who have had a range of experiences in other educational settings as well as several vibrant new scheme teachers. Teachers and parents work together to provide many opportunities for students to participate in a range of school, community and regional activities and excursions. Students wear their uniform with pride on a daily basis. The school is acknowledged in broader educational contexts for its debating, sporting and cultural achievements.

### School planning process

As a team we have consulted and collaborated in the following ways as part of the school planning process:

- Set of key questions for parents which were developed in consultation with staff by the school executive team – variety of parents approached for input across all year and cultural groups. Responses then considered in formulating strategic directions and key focus areas.
- Current school ‘vision’ presented to School Council for revision and updating.
- Strategic directions formulated by executive in response to input from staff, parents and students.
- Focus groups utilised with a focus on ‘Why?’
- Individual and group staff responses collated
- School Council and P and C members asked directly for input into Strategic Directions.
- Strategic directions formulated and then presented to staff and key parent groups for input to purpose.
- Purposes written – staff and parents asked to identify key areas, executive then prioritised and develop 5Ps (including purpose already developed) and milestones.
- NAPLAN and other school based assessment data was collected and analysed as part of writing the strategic plan.
Purpose:
To build strong relationships as an educational community, promoting learning that results in the development of student and teacher ability to think critically, reflectively, creatively and ethically.

Challenging, inclusive and engaging curriculum through quality teaching and learning

Purpose:
To develop our students as individuals socially, culturally, physically and emotionally with a focus on wellbeing for all.

Confident, caring and well-adjusted individuals

Purpose:
To foster and further develop a school community culture which supports the use of current and developing technologies in the classroom and wider community.

Dynamic, informed, resourceful technology users

Armidale City Public School 1057
Page 3
Updated 24 April 2015
Strategic Direction 1: Challenging, inclusive and engaging curriculum through quality teaching and learning

Purpose
To build strong relationships as an educational community, promoting learning that results in the development of student and teacher ability to think critically, reflectively, creatively and ethically.

Improvement Measures
- All teachers and staff members work towards achieving their PDP goals, reflect and plan for future goals to improve on current practice.
- Curriculum programs and teaching practices effectively develop the knowledge, skills and understanding of all students with evidence directing all teaching practices. Programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.
- All students will be tracked against the PLAN Benchmarks to guide teaching practice and support the learning needs of our students. This will be evidenced in achievement, systematic in order to implement the new curriculum to support their child.
- Curriculum programs and teaching practices are systematically aligned with the National Standards.
- All teaching staff will utilise the Performance Development Framework to focus on teacher quality, providing a quality learning environment and to provide a challenging, inclusive environment for all students.
- All teachers and staff members work towards achieving their PDP goals, reflect and plan for future goals to improve on current practice.

People

Students:
Engage students with the skills and capacity to evaluate, create and problem solve across all Key Learning Areas. Students will understand and be able to demonstrate through individual learning goals what effective learning looks like and how they can achieve to their potentials.

Staff:
Provide quality, differentiated professional learning to support all staff with their professional learning goals. Through engaging with research and participating in collaborative, reflective practice all staff will believe that the quality of teaching and learning makes a difference.

Parents/Carers:
Parents as educational partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through participation in school events/school parent information sessions.

Community Partners:
Strengthen community partnerships to support the learning needs of our students.

Leaders:
Leaders will be mentored through individual professional learning plans to build their leadership skills and capacity aligning with the National Standards.

Processes

Differentiation
Staff collaboratively plan and differentiate programming and pedagogy using Quality Teaching elements, Australian Teaching Standards and School Excellence Framework directions. MultiLit and Norta Norta programs run for identified students. EALD students access EALD/ESL program as needed and strategies implemented in class based programs to support their identified needs. 100% of G and T students have access to appropriate programs to meet their social, academic and extra-curricular needs.

National Curriculum Implementation
Professional learning in the National Curriculum syllabus documents will be systematic in order to implement the new curriculum according to DEC and BOSTES guidelines. Information sessions for parents run to further develop understanding of new curriculum to support their child.

Assessment
Teachers develop quality assessments informed by the developmental needs of students to identify starting points for teaching and plan innovative and integrated learning programs in Stage teams. 3-6 Students are tracked on PLAN against the following strands – Reading texts, Comprehension, Writing and Numeracy and 100% of students K – 2 tracked on PLAN for all strands – 2015. Tracking of students will inform teaching practice and guide differentiation in line with the SEF.

Evaluation Plan
All teaching staff will utilise the Performance Development Framework and their individual Performance Development Plan to focus on teacher quality, providing a quality learning environment and to provide a challenging, inclusive environment for all students.

Products and Practices

Product: 100% of staff demonstrates progress towards their PDP goals. Sharing innovative practice and collaborating on quality teaching aspects.

Product: 100% of students show progress on the literacy and numeracy continuums which then provides direction for quality teaching and learning programs K-6.

Practice: Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evidenced in classroom practice, programming and reporting.

Practice: A co-ordinated plan of professional learning for the ongoing implementation of the National Curriculum, Quality Teaching and national teaching standards is implemented.

Practice: Teachers collaborate with parents of Aboriginal students to develop and implement PLPs for all students. AEO supports the development of relationships with Aboriginal families.

Practice: Teachers demonstrate confidence in implementing the new syllabuses relating to the Australian curriculum, programming for teaching and learning activities with relevance to new syllabuses. Evidence in class programs and through peer collaboration. Ongoing discussion in school executive meetings.
## Strategic Direction 2: Confident, caring and well-adjusted individuals

### Purpose
To develop our students as individuals socially, culturally, physically and emotionally. Focus on wellbeing for all.

### People

| Students: | Students participate in a whole school approach to wellbeing that has clearly defined behavioural expectations and promotes positive respectful relationships valuing cultural identity and diversity. |
| Staff: | Whole school staff demonstrates moral purpose implementing whole school practices to support cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. |
| Parents/Carers: | Support a culture of respect, inclusivity and positive partnerships with parents for the benefit of students. |
| Community Partners: | Enhance community partnerships to promote confident socially well-adjusted students. |
| Leaders: | Acknowledge and support teaching and whole school practices and collaboration with staff and other agencies. |

### Processes
The school will continue to be a YCDI school and develop student and staff awareness of mental health issues and social and emotional wellbeing.

Students participate in YCDI vertical groups K-6 focusing on supporting one another and developing their own networks across the school.

Aboriginal students participate in Leadership training in collaboration with Medicare Local and local AECG, led by AEO. Focus on resilience and self-esteem in students in Years 4-6.

Selected students to participate in groups for specific purposes e.g. SRC including School Captains and Councillors, Peer Leaders, Student Leadership Groups.

Staff effectively use school wide wellbeing processes and reward system.

Students care for self, and contribute to the wellbeing of others and the wider community.

### Products and Practices

| Product: | Decrease in the number of reported incidents of socially inappropriate behaviours, focus on the school playground from 8 incidents per week to less than 4 per week. |
| Product: | All staff will build their knowledge and capacity to support students through participation in professional learning relating to student wellbeing. Class programs and welfare initiatives across the school will incorporate key features from professional learning. Staff will present key points to in collaborative learning sessions. |
| Practice: | You Can Do It will continue to be the underpinning social emotional program of the school evidenced in all aspects and policies. Year 6 students will complete peer leadership training and then lead YCDI lessons for students in vertical groups K-6 throughout the year. All class programs will include key components of YCDI for positive reinforcement and explicit lessons will be taught weekly in all classrooms. Student Representative Council will continue to represent the needs and views of students working collaboratively with members of school executive and staff. |
| Practice: | Staff consistently follow school procedures and respond appropriately to student needs by reporting on RISC and completing student referrals. |
| Practice: | Teaching staff have access to and utilise student achievement, learning support and well-being data to ensure learning needs of students are being met. |

### Improvement Measures
- Students in Years 4-6 complete the Tell Them From Me Survey – 2015 – responses evaluated and resulting strategies implemented at school level so that we can ensure student voice is being taken into account when planning activities for all students.
- RISC data – evaluate % in different categories and investigate strategies to reduce negative incidences across the school – particular focus on playground incidences – 2015.
- 100% of staff undertake mandatory compliance training, ensuring implementation through class and support programs.
- 100% of staff complete Non-violent Crisis Intervention training and implement recommendations – SDD T3 2015.
# Strategic Direction 3: Dynamic, informed, resourceful technology users

## Purpose
To foster and further develop a school community culture which supports the use of current and developing technologies in the classroom and wider community.

## People

| Students: | Students will acquire the skills needed to participate in 21st Century life through the development of their ability to interact, collaborate and share in an increasingly digital world. |
| Staff: | Staff will develop their ability to integrate 21st Century technologies into classrooms and support students in understanding the impact of social media. |
| Parents/Carers: | Parents will work collaboratively with the school community to support their child in becoming a responsible 21st Century technology user. |
| Community Partners: | Community works with the school to provide opportunities for students, staff and parents to engage in furthering their understanding of digital technologies. |
| Leaders: | Leaders engage in appropriate professional learning to build their own capacity and ability to support students, staff and parents. |

## Processes
The school will continue to increase its capacity to implement ICT through the acquisition of hardware and through teacher professional learning and its use.

- Update technology K-6 Scope and Sequence and link assessment tasks to it.
- Develop procedures and policies for the safe use of technology in the school.
- Hold a parent information session using community partners around digital technologies and the safe use of them.
- Teachers explicitly teach skills based on the K-6 Scope and Sequence for ICT.
- ICT school team, in consultation with the whole school community, including P and C ensures the ongoing upgrade of technology infrastructure and resources.

## Products and Practices

| Product: | Students are confident, creative and responsible users of 21st Century technologies. Entries into events such as short film festivals including Films by the Sea and North West Film Festival produced by students in collaboration with school staff. |
| Product: | All staff will follow the K-6 Technology Scope and Sequence; ensuring students are supported to meet desired technology based outcomes. |
| Practice: | Classroom programs reflect the syllabus general capabilities and ICT Scope and Sequence including learning goals leading to constructive feedback. |
| Practice: | Students have access to a greater range of technology. Including iPads and other mediums and are led in the effective use of apps by school ICT coordinator and staff. |
| Practice: | Technology based activities will be reflected in all teaching programs, informed by the Science and Technology K-6 Syllabus information and communication technology capability. |

## Improvement Measures
- An increased number of parents participate in information sessions relating to use of technology and social media.
- The school will develop a social media policy with clear guidelines for staff, community and student use.
- 100% of teachers provided with high level professional learning in ICT implementation – based on identified individual goals.