School Strategic Directions

School vision statement

Providing excellence in a dynamic and positive environment.

School context

The community is proud of the history of Albury Public School.

Albury Public School welcomes diversity and has an established culture of high expectations of both students and staff.

Whilst recognising its heritage, the school is committed to providing educational programs for today’s students which will adequately prepare them for their place in society. The school aims to develop children who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. The academic, cultural, physical, social and moral development of each child is encouraged.

In 2014 the school introduced The Stephanie Alexander Garden Program for Year 4 students; Blueearth, a wellbeing program and Live Life Well.

School planning process

In 2014 a comprehensive process was conducted to gather information. The whole school community was consulted on: what was working in the school; what could be improve; and how to improve student outcomes.

Staff critically analysed NAPLAN data, with a specific focus upon trend data and they identified other forms of school held records which could be used to aid identification of areas of strength and future priorities. Dialogue and a sharing of information took place to determine agreed school directions.

Parents and students attended meetings, were invited to complete online surveys, and/or were interviewed to provide a broad range of perceptions of areas of strength in our current practices. These groups were also consulted to identify future priorities and directions for the school.

A focus group, consisting of new 2015 Kindergarten parents identified the type of school they would like their children to attend and the programs they would like their children to be involved in.

Additional community consultation occurred through various P & C meetings, newsletter articles and surveys. P & C members were informed about the current reforms and were also consulted to identify future directions.

The executive team collated information and developed the strategic directions and the 5'Ps.
School strategic directions 2015 - 2017

Positive and respectful relationships in an engaging, supportive and productive learning environment.

High performing, collaborative and dynamic teachers.

Excellent and responsive leadership with a shared commitment for growth for all.

**Purpose:**
Students who are innovative and resourceful achieving their best, utilising technology, communication skills, collaboration, independent thinking and resilience. Students demonstrating a social conscience and a values system to become productive and effective community members and lifelong learners.

**Purpose:**
Teachers and support staff working collaboratively to provide curriculum sufficiently flexible to meet the diverse needs of our students. Lessons and learning opportunities are engaging and teaching strategies utilised are evidence based. Teachers achieving excellence against national teaching standards.

**Purpose:**
Staff engaged in individualised, team and shared performance and development framework. A school community committed to the schools strategic direction and practices.
Strategic Direction 1: Positive and respectful relationships in an engaging, supportive and productive learning environment.

**Purpose**

Students who are innovative and resourceful achieving their best, utilising technology, communication skills, collaboration, independent thinking and resilience.

Students demonstrating social conscience and a values system to become productive and effective community members and lifelong learners.

**People**

**Students:**
Develop an understanding of their learning styles, whilst increasingly taking responsibility for their own learning and behaviours.

**Staff:**
Engage in and demonstrate a commitment to lifelong learning. This commitment reflects their growing ability to provide differentiation of learning activities to meet the individual needs of their students.

**Parents:**
Become active participants in the learning environment.

**Learning Community:**
Ensure continuation of learning expectations and share knowledge to develop greater opportunities for our students.

**Processes**

Incorporate an effective learning support process within the school community, which develops staff, engages students and encourages parents to be active participants in the learning process.

Teaching staff have developed deep knowledge of the Literacy and Numeracy continuums and incorporate PLAN data to prepare teaching programs which allow for differentiation of content based upon need.

The school leadership team encourages participation in effective, targeted, high quality professional learning activities.

Expansion of Parent Information activities to allow for greater breadth of topics and increased range of delivery times.

The three levels of schooling (Pre, Primary and Secondary) will be partners in ensuring smooth transitions for students, families and staff, especially at the major transition points of kindergarten and Year 6.

**Products and Practices**

**Product 1:**
- Albury PS student growth in literacy and numeracy is 10% above the state average growth rate at Year 3, Year 5 and Year 7.

**Practice 1:**
A comprehensive and inclusive framework to support student wellbeing, together with assessment data being utilised to monitor achievements and gaps in student learning are used extensively to inform planning for student groups and individual students.

The school uses collaborative feedback and reflection to promote and generate learning and innovation.

**Product 2:**
- 10% reduction in students entered into negative behaviour.

**Practice 2:**
Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development as learners.

**Improvement Measures**

- Albury PS student growth in literacy and numeracy is 10% above the state average growth rate at Year 3, Year 5 and Year 7.

- 10% reduction in students entered into negative behaviour.
### Strategic Direction 2: High performing, collaborative and dynamic teachers.

#### Purpose
Teachers and support staff working collaboratively to provide curriculum sufficiently flexible to meet the diverse needs of our students'. Lessons and learning opportunities are engaging and teaching strategies utilised are evidence based. Teachers achieving excellence against national teaching standards.

#### Improvement Measures
- 75% of all teaching staff have improved at least one stage across all areas in the National Teaching Framework.
- 10% increase in staff and students utilising 21Century Learning technologies to engage in and attain educational learning outcomes.

#### People
- **Students:** Provided with opportunities to provide relevant feedback to their teachers.
- **Staff:** Engage in the professional learning process, regardless of their professional status. They are active participants and regularly engage in individual, team and formal reflection processes. Collaboration is a feature of the planning and evaluation processes within the school and is valued by staff as an opportunity to share expertise and grow professionally.
- **Parents:** Accept opportunities to be an active participant in developing their understanding of the learning which is occurring in the school.

**Learning Community:** Utilise shared knowledge and skills to enhance opportunities for our staff.

#### Processes
Familiarisation and utilisation of the Australian Professional Teaching Standards to improve understanding of the needs of professional teachers.

Collaboration, observation and feedback are features of staff professional learning plans. Formal accreditation standards will be understood, integrated and applied to create teaching environments in which learning is valued.

Increasingly teachers will demonstrate consistent and innovative practice, initiating and/or leading activities focussed upon improving opportunities for all.

Students engage in surveys to feedback information to the school and staff.

#### Products and Practices
**Product 1:**
- 75% of all teaching staff have improved one stage across all areas in the National Teaching Framework.

**Practices 1:**
- Teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and utilise evidence-based teaching strategies. Teachers collaborate within the school, across learning communities and across networks to ensure consistency of curriculum delivery, strategies for differentiation and consistency of teacher judgement.

**Product 2:**
- 100% of staff and utilise 21Century Learning technologies to engage in and attain educational learning outcomes.

**Practice 2:**
The teaching staff of the school demonstrate and share expertise and welcomes innovative effective learning opportunities for both students and staff.
### Strategic Direction 3: Excellent and responsive leadership with a shared commitment for growth for all.

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
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<tr>
<td>Staff engaged in individualised, team and shared performance and development framework. A school community committed to the schools strategic direction and practices.</td>
<td><strong>Students:</strong> Activities will be planned for students to initiate opportunities to lead activities throughout the school. These opportunities would include, but not be limited to: sport, playground activities, and in-class events. <strong>Staff:</strong> Increasingly staff will embrace leadership of school activities, to develop their own capabilities and share the responsibility for growth across all areas of the school. <strong>Parents and carers:</strong> Recognition for communication and opportunities to provide feedback will be valued and accepted. <strong>Learning Community:</strong> Utilise shared knowledge and skills to enhance opportunities for our students, staff and families.</td>
<td>Systems will be in place to: share leadership opportunities throughout the school; and develop the capabilities within our school community to lead small, group or whole school activities. A broader range of strategies will be utilised to gain feedback from stakeholders to collate directions for ongoing school improvement to ensure real engagement with the school community.</td>
<td><strong>Product 1:</strong> 20% increase in students who are designing, facilitating and leading student activities within the school. <strong>Practice 1:</strong> Students have access to a wide variety of leadership opportunities and to take responsibility for leading and organising events throughout the school. <strong>Product 2:</strong> 20% more staff have purposeful leadership roles based upon capability and professional expertise. <strong>Practice 2:</strong> Staff are engaged in and developing skills and knowledge which build capacity and nurture aspiring leaders. <strong>Product 3:</strong> 20% increase in parent/carer attendance and participation in community based forums or surveys for school involvement. <strong>Practice 3:</strong> The school community is actively engaged in decision-making and the evaluation of the school's strategic directions and priorities.</td>
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### Improvement Measures

- 20% increase in students who are designing, facilitating and leading activities within the school.
- Staff have purposeful leadership roles based upon professional expertise.
- 20% increase in parent/carer attendance and participation in community based forums for school involvement.