## School background 2015 - 2017

### School vision statement
At Governor Philip King Public School, every mind is inspired, every person is valued and every potential is fostered. We are committed to creating a dynamic, supportive and cooperative environment that will ensure our students, staff and community are moving forward while promoting academic and personal excellence.

### School context
Governor Philip King Public School is located in the Hoxton Group of schools. The school population currently stands at 573 students. The school is 93% non-English speaking background with children from over 40 different cultural identities. Governor Philip King offers a broad, well balanced, quality education for all students. Our programs emphasise tolerance and understanding. The school motto 'Striving for personal excellence' encompasses all areas of school life and is reflected in the wide variety of opportunities our students have access to. Our students have a commitment to high standards in all areas, including academic, citizenship, student leadership, sports and the arts. Quality teaching underpins all that we do at Governor Philip King PS. Our highly experienced, dedicated teachers ensure that high expectations and quality programs across all Key Learning Areas are at the forefront of what we do every day with students. Quality teaching, consistent teacher judgement in assessment, syllabus expertise and accountability are common themes in the school planning cycle. Students are expected to be responsible for their behaviour and active participants in the learning process. Parents are encouraged to be active partners in their child's education. Special events during the school year include Open Days for Public Education Day and Education Week, Grandparents' Day, Multicultural Celebrations and Book Week. Other special programs include Community Languages, School Parliament, Performing Arts and a Values education Program.

### School planning process
The planning process has been comprehensive. Consultation with staff, students and community members, was conducted through face-to-face meetings, surveys, staff meetings and online polls.

Over multiple sessions, starting in Term 4 2014, staff reflected on educational viewpoints, our school vision, goals for the future and the needs of our school community. They discussed and defined the needs of the school and recreated or affirmed their agreements for our school vision and goals for the future.

Staff have identified their three main strategic directions, using their own knowledge, as well as information taken from student and community surveys and online polls.

In Term 4 2014, students and teachers completed a survey. Parents were invited to complete a survey through our newsletter. Over a week in Term 1 2015, parents had the opportunity to complete a survey via ipads, before school, in the playgrounds.
**Purpose:**
To ensure that students are engaged learners who are able to access curriculum through planned explicit and systematic learning activities. Learners achieve their social, emotional and academic potential through supportive quality educational delivery, and through consistent, high standard and shared professional practices.

**Purpose:**
To ensure all staff are proficient in identifying, understanding, and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. All staff are professionally developed to enable them to actively participate as leaders of learning across the school.

**Purpose:**
To ensure that a safe, respectful, learning environment and culture is created and maintained so that the experience of teaching and learning is enhanced for all members of the school community. To ensure that curriculum and organisational structures promote whole school wellbeing, engagement, academic achievement and the development of active, informed citizens.
## Strategic Direction 1: Nurturing and Creating Successful Learners

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<tr>
<th>Purpose</th>
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<th>Processes</th>
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| **Why do we need this particular strategic direction and why is it important?** To ensure that students are engaged learners who are able to access curriculum through planned explicit and systematic learning activities. Learners achieve their social, emotional and academic potential through supportive quality educational delivery, and through consistent, high standard and shared professional practices. | **How do we develop the capabilities of our people to bring about transformation?** | **How do we do it and how will we know?** | **What is achieved and how do we measure?**  
**Effective Curriculum Implementation**  
- New Scope and Sequence  
- Get Reading Right program  
- Core programming  
- Speaking and Listening initiative  
**Achieving Learning Potential**  
- Differentiation  
- Support Staff  
- Tracking  
- LaST programs  
- Timetabling  
- Targeted programs  
**Evaluation Plan**  
Monitoring of all teaching programs through discussion, professional development, implementation, team teaching, sharing and evaluation/reflective.  
- School based assessments  
- PLAN data |

| Improvement Measures | 85% of students demonstrate growth in school based reading, public speaking and mathematics assessments.  
85% of students demonstrate growth in the Literacy Continuum – recorded in PLAN data. |

### Products and Practices

**Product:**  
- Programs and assessment tasks reflect changes to pedagogy and curriculum.  

**Practice:**  
- Professional development of all staff in all areas of the curriculum. This is provided whole school, grade/stage groupings, individually and with mentors, and professional learning communities. Knowledge attained is embedded into teaching programs.  
- A system of identifying and assisting identified students with academic, social and behaviour issues, that involves flexible staffing and targeted programs.  
- Ongoing cycles of reflection, planning, implementation and evaluation of teaching and learning programs using student assessment data.  
- Innovative timetabling to support learning. Targeted support from Learning Support Team, based on identified student need to ensure all student needs are met.

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**Leaders:** establish mentors, grade teams and collaborative practices to promote quality programs and best teaching pedagogy.  

**Staff:** Through collaboration, improve staff knowledge in creating and teaching engaging programs that specifically target student needs.  

**Parents/Carers:** Increase engagement and develop a shared understanding of expectations for our students through ongoing involvement of parent/carers in their child’s learning.  

**Community Partners:** Involve outside agencies where applicable to support student learning.  

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**Evaluation Plan**  
Monitoring of all teaching programs through discussion, professional development, implementation, team teaching, sharing and evaluation/reflective.  
- School based assessments  
- PLAN data
Strategic Direction 2: Fostering Excellence in Leadership, Teaching and Learning

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| To ensure all staff are proficient in identifying, understanding, and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. | Students: Engage in quality programs and events that meet their identified needs. Learn in quality learning environments with quality teaching approaches. | Whole School Assessment  
- Benchmarking – reading  
- Pre and post Mathematics  
- NAPLAN  
- Best Start/PLAN  
- Reporting to parents | Product:  
- Improved student outcomes in all Key Learning Areas, with a particular focus on Science. |
| All staff are professionally developed to enable them to actively participate as leaders of learning across the school. | Staff: Engage all staff in personalised professional development through a range of strategies that focus on individual and whole school needs. | Utilising Data  
- Reading comprehension data wall  
- Analysing NAPLAN/Best Start/PLAN/Mathematics | Professional Learning Communities |
| Improvement Measures | | Leadership  
- Grade teams  
- Extended Executive Team  
- PLC  
- Mentoring  
- Professional Development | What are our newly embedded practices and how are they integrated and in sync with our purpose? |
| 100% Staff individual Professional Development plans completed with goals set and achieved, with accreditation at the appropriate level. | | Practice:  
- Targeted Professional Learning – whole school and individualised - that aligns with the School plan. |
| All staff are engaged in personalised learning. | | Effective school-wide practices for assessment are used to monitor, plan and report on student learning. |

**Evaluation Plan**
Monitor NAPLAN, PLAN, Best Start and school based assessment results to analyse student performance and develop targeted programs, thereby ensuring that evidence informs decisions made by the staff across the whole school. Monitor Accreditation data, Professional Development Framework and Tell Them from Me data. All staff demonstrates their leadership capabilities through discussion and performance.

**Improvement Measures**
- 100% Staff individual Professional Development plans completed with goals set and achieved, with accreditation at the appropriate level.
- All staff are engaged in personalised learning.
Strategic Direction 3: Enhancing a Positive School Culture

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| To ensure that a safe, respectful, learning environment and culture is created and maintained so that the experience of teaching and learning is enhanced for all members of the school community. To ensure that curriculum and organisational structures promote whole school wellbeing, engagement, academic achievement and the development of active, informed citizens. | Students: Building awareness and skills to be a Safe Respectful Learner, following the values identified within the school, while taking advantage of all opportunities to engage in all aspects of school life. | **STUDENT WELLBEING**  
- Providing a variety of opportunities for all students to be actively involved in extracurricular activities outside of the classroom  
- developing self-reliance and a coherent set of values to guide behaviour  
- Review and amend the school Student Welfare policy to include cyber bullying.  
- Ensuring integration of welfare initiatives into class programs  
- Increasing student engagement in classroom activities | **Product:**  
- Updated Student Welfare policy to include cyber bullying.  
- All members of the school community can understand and utilise the common language to identify the culture of our school.  
- Increased rate of positive incidents and reduced rate of negative incidents. |
| | Staff: Engage in professional learning on building resilience and practices to ensure consistency when responding to issues involving student welfare and whole school wellbeing. | **COMMUNITY LINKS**  
- Parents  
- High School  
- Daycare/Preschool  
- External Links – schools, businesses, clubs | **Evaluation Plan**  
All stakeholders use a common language to positively describe our school. All stakeholders can operate successfully within the school environment and develop into active, informed citizens.  
Monitor attendance levels.  
Monitor positive and negative incident data. |
| | Parents/Carers: Increase opportunities for parents to be involved in learning around curriculum and participate in whole school events | | **Practice:**  
- Establish common terminology and practices to create a safe, respectful learning environment and support the cognitive, emotional, social, physical and spiritual wellbeing of the whole school community. |
| | Community Partners: Building awareness and accessing external providers for the wider community | | |
| | Leaders: Maintain active school leaders in all areas of the school, to ensure a common school culture is developed. | | |

**Improvement Measures**

- All members of the school community can understand and utilise the common language to identify the culture of our school.
- All staff consistent in their recording and use of student well being data.

**Evaluation Plan**

- All stakeholders use a common language to positively describe our school. All stakeholders can operate successfully within the school environment and develop into active, informed citizens.  
- Monitor attendance levels.  
- Monitor positive and negative incident data.