<table>
<thead>
<tr>
<th><strong>School background 2015 - 2017</strong></th>
</tr>
</thead>
</table>

### School vision statement

To develop confident, successful and passionate learners who are respectful, resilient and motivated.

### School context

Clovelly Public School is a large primary school situated in Sydney's Eastern Suburbs with an enrolment of 585 students. A dedicated and supportive staff with a range of experience and expertise deliver quality teaching and learning programs. The school offers a wide curriculum including band, debating, public speaking, dance, drama, languages and sport.

We have an active, informed and supportive community which combines to form an 'extended family' that supports its students in their learning, academically as well as socially and emotionally.

Our Core Values are the foundations of our planning and programs. These values include:

- Respect
- Responsibility
- Learning

We put all students at the centre of the decisions we make, and the actions we take as educators are based on the individual needs of the students in our care.

Clovelly Public School has a dedicated and hard working team of teaching and non-teaching staff who offer a diversity of knowledge, experience and expertise ensuring that our students can *Aim High* through *Challenge and Opportunity* as our school logo and motto state.

We are very proud of our students, their achievements, their high standards for learning and success and the fact that they are wonderful ambassadors for public education and for Clovelly Public School.

### School planning process

This school plan is the result of a rigorous process of whole school communication and collection of data.

A focus group of parents was introduced to the Melbourne Declaration of Educational Goals for Young Australians, which underpins the new Australian Curriculums. These parents were then asked to answer big questions about where they would like our school to be in 3 years based on the goals and commitments to action in the Melbourne Declaration. The group also identified practices that they felt are successful in the school and then identified areas for improvement.

Parents, staff and students were surveyed using ‘Survey Monkey’. Parents were asked to grade statements about 21st Century learning and then were asked specific questions to gauge general satisfaction or dissatisfaction with current school practices. Teachers were surveyed about current school programs and practices. Teachers also worked on the school excellence framework, looking at the learning, teaching and leading elements to track where we currently are and where we want to be in three years.

Specific data from NAPLAN tests, school assessments and special programs was also collected for analysis purposes to assist in the formation of this strategic plan.
School strategic directions 2015 - 2017

**Purpose:** To develop creative, future focused learners who reach their potential, are passionate about learning and intrinsically motivated through teaching programs that are individualised and innovative.

**Purpose:** To develop confident and successful individuals who are resilient and encouraged to take risks by building leadership capacity across the school in quality learning environments.

**Purpose:** To develop active and informed citizens who are respectful, supportive, caring and act ethically with strong connections to their local and wider community.
### Strategic Direction 1: **Quality Teaching and Learning**

#### Purpose

Why do we need this particular strategic direction and why is it important?

To develop creative, future focused learners who reach their potential, are passionate about learning and intrinsically motivated through teaching programs that are individualised and innovative.

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#### People

How do we develop the capabilities of our people to bring about transformation?

**Students:**

Develop the skills of our students to think deeply, creatively and critically and make relevant connections.

**Staff:**

Develop the skills of staff to critically observe, give feedback, reflect and set goals to improve practice. Participate in relevant professional learning to achieve goals.

**Parents/Carers:**

Develop understanding of what children are learning, how they are learning and how they can support learning.

**Community Partners:**

Participate in projects to engage with students to support 21st century learning.

**Leaders:**

Develop skills to embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in curriculum delivery and student outcomes.

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#### Processes

How do we do it and how will we know? (key projects)

**C3+ network of schools projects**

Focus on observation/feedback/reflection to improve practice of 21st century learning.

Whole school project in English with a focus on reading and writing in ways that are imaginative, creative, critical, expressive and reflective.

Whole school project in Mathematics with a focus on problem solving and applying mathematical understanding and skills in context.

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#### Products and Practices

What is achieved and how do we measure?

**Products**

- Improve the number of students in the top 2 bands in the Year 5 NAPLAN writing test from 17.1% to 35% by 2017
- Improve the number of students in the top 2 bands in the Year 5 NAPLAN numeracy test from 34.2% to 50% by 2017

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**

- Quality teaching of 21st century learning and professional practice are evident in every learning environment
- Students demonstrate they can access, create and communicate information and ideas, solve problems and work collaboratively
- Student work samples demonstrate improved 21st century learning skills (creativity, problem solving, technology, feedback and reflection).

**Evaluation Plan**

Regular milestones to track progress including:

- Executive/staff meetings
- Regular collection and analysis of work samples and data to check progress
- Surveys
- Forums

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# Strategic Direction 2: Quality Leadership

## Purpose

Why do we need this particular strategic direction and why is it important?

To develop confident and successful individuals who are resilient and encouraged to take risks by building leadership capacity across the school in quality learning environments.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students:**
Develop the leadership skills of students through student representative council, leadership learning and other leadership building opportunities.

**Staff:**
Leadership capacity of staff is built on through opportunities to mentor, lead action learning, and facilitate whole school programs.

Committee teams further developed to articulate the purpose of each strategic direction in the school plan.

**Parents/Carers:**
Leadership capacity of parents/carers is developed through opportunities to mentor, volunteer and facilitate learning.

**Community Partners:**
Leadership capacity of community partners is developed through opportunities to participate in school initiatives.

**Leaders:**
Develop the skills of the school leadership team to develop, articulate and commit to a shared educational vision focused on quality teaching and learning.

## Processes

How do we do it and how will we know?

Coaching/mentoring project for executive team, aspiring leaders and students to build the capacity of teams and individuals.

Provide opportunities for students to develop and demonstrate leadership skills appropriate to their stage of learning.

Aspiring leaders develop leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.

## Products and Practices

**Evaluation Plan**

Regular milestones to track progress including:

- Executive/staff meetings
- Surveys
- Forums

**Products**

- Improved ‘Business Intelligence’ and ‘Centre for Educational Statistics and Evaluation’ (Tell them from me and Focus on learning) results
- Improved leadership capacity for all groups within the school including staff, students, parents and the community.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**

- Students take risks, are self-reflective, engaged and motivated learners.
- Student participation in decision making is maximised.
- Principles of fairness and equity are reflected in school practice.
- Teachers and leaders provide explicit, specific and timely formative feedback to students and peers on how to improve.
- Staff are committed to, and can articulate, the purpose of each strategic direction in the school plan.
- School leaders develop and sustain professional learning communities.
## Strategic Direction 3: Quality Relationships

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
</tr>
<tr>
<td>To develop active and informed citizens who are respectful, supportive, caring and act ethically with strong connections to their local and wider community.</td>
<td>Students:</td>
<td>Professional learning to develop and promote respectful relationships.</td>
<td>Products</td>
</tr>
<tr>
<td></td>
<td>Build positive, respectful relationships, take responsibility for own actions and maintain a focus on quality learning.</td>
<td>Professional learning to strengthen and develop strategies for programs in social and emotional literacy</td>
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<tr>
<td></td>
<td>Staff:</td>
<td></td>
<td>Improved community survey results on respectful relationships and connections with local and wider community.</td>
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<tr>
<td></td>
<td>Maintain positive, respectful relationships with a focus on circle solutions, restorative practices and core values learning.</td>
<td></td>
<td>Improved 'Centre for Educational Statistics and Evaluation' (Tell them from me and Focus on learning) results.</td>
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<tr>
<td>Improvement Measures</td>
<td></td>
<td>Evaluation Plan</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
</tr>
<tr>
<td>❖ Improved community survey results on respectful relationships and connections with local and wider community.</td>
<td></td>
<td>Regular milestones to track progress including:</td>
<td>Practices</td>
</tr>
<tr>
<td>❖ Positive, respectful relationships are evident among students, staff and community promoting student wellbeing and ensuring good conditions for student learning.</td>
<td>❖</td>
<td>Executive/ staff meetings</td>
<td>Performance for equity groups within our school is comparable to the performance of all students in the school.</td>
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<tr>
<td></td>
<td>❖</td>
<td>Regular collection and analysis of work samples and data to check progress</td>
<td>There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Surveys</td>
<td>Positive, respectful relationships are evident among students, staff and community promoting student wellbeing and ensuring good conditions for student learning.</td>
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<td></td>
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<td>Forums</td>
<td>Individual learning is supported by the effective use of school, system and community expertise and resources.</td>
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<td></td>
<td>Students and staff are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.</td>
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Planning template – V2.0