<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
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<tbody>
<tr>
<td><strong>St Ives Public School</strong> promotes a positive, safe, inclusive environment, which encourages resilience and respect, where individuals accept responsibility to achieve their full potential and are inspired to become life-long learners.</td>
<td><strong>St Ives Public School</strong> is situated on the North Shore of Sydney and strives for excellence in all areas. We encourage students to have a go, do their best and, at the same time, understand that “best” will vary with each individual. With high academic achievement, great sportsmanship and many opportunities to be involved in cultural pursuits such as dance, choir and band, our school is proud of its supportive community spirit. With an enrolment of 425 students in 2015, including 29% of students with a language background other than English, our school is committed to making a difference to the learning of our students. Our school has strong ties with Macquarie University, University of Technology and with our local Public Schools. Our focus is improving the learning and well-being of our students. Initiatives include the completion of accreditation as an eSmart school, involvement with a Wellbeing Research Project with Macquarie University and the establishment of Positive Behaviour for Learning.</td>
<td><strong>Our planning processes</strong> provide opportunities for all community members to contribute effectively to the ongoing improvement of our school to ensure our vision is future-focused, evidence based, informed and aligned to the DEC and school’s direction. To facilitate quality outcomes for all students, the school provided questionnaires and opportunities for discussion with student, staff and parents to elicit their future aspirations for St Ives Public School. Key strengths and improvements were identified. Based on the feedback from this consultation process and educational research evidence, three strategic directions were identified. These reflect the current and emerging needs and aspirations of our school community. Ongoing feedback and consultation with all stakeholders will continue to guide the implementation of our strategic directions and impact future educational priorities.</td>
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</table>
School strategic directions 2015 - 2017

**Purpose:**
To engage students in meaningful learning experiences toward achieving their full potential as a learner, leader and responsible, productive citizen.
To ensure our school culture supports educational aspiration and ongoing performance improvement.

**STRATEGIC DIRECTION 1**  
Successful, engaged learners.

**Purpose:**
To engage teachers in meaningful, ongoing, relevant and evidence-based learning in order to identify, understand and implement the most effective teaching methods.
To build leadership capacity through a culture of collaboration and empowerment toward leadership sustainability.

**STRATEGIC DIRECTION 2**  
Quality teaching and leadership.

**Purpose:**
To increase community awareness and support for our students through a school-wide focus on student wellbeing.
To work together as a community to encourage all students to develop interpersonal skills in order to relate effectively and appropriately with others.

**STRATEGIC DIRECTION 3**  
Effective Relationships.
# Strategic Direction 1: Successful, engaged learners

## Purpose

To engage students in meaningful learning experiences toward achieving their full potential as a learner, leader and responsible, productive citizen. To ensure our school culture supports educational aspiration and ongoing performance improvement.

## People

**Students:**
- Improve their performance and engagement in numeracy and literacy.
- Demonstrate learning fluencies of creativity, collaboration, communication and critical thinking.

**Staff:**
- Develop effective differentiation to promote student engagement.
- Confidently utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions.

**Parents/Carers:**
- Understand how they can best support their child’s learning.
- Build understanding and knowledge of curriculum through newsletters, parent meetings and school information.

## Processes

### 21st Century Learning Project

Ongoing teacher professional learning ensures classrooms are innovative 21st century learning environments where students have the opportunity to excel.

### Successful Learners Project

School assessment and tracking strategies inform teaching and learning programs for all students.

### Differentiation of learning programs to meet the needs of all students.

### Evaluation Plan

Regular monitoring of student achievement through PLAN data and school based tracking.

Review and analysis of NAPLAN data.

Evaluate and monitor teaching programs and practices.

Monitor referrals to Learning Support Team and review success of intervention programs.

## Products and Practices

### Product:

100% of students achieve expected growth based on external and internal annual data.

Teaching programs will clearly reference differentiated teaching and learning to meet the needs of all students.

### Practices:

- Teachers use student assessment data to effectively differentiate teaching and learning to meet student needs.
- Collaborative, critical, creative and confident thinking is demonstrated by students in their daily learning.
- Student input is evident throughout school programs, policies and practices.
- NAPLAN data is used to track the value added performance of students.

## Improvement Measures

100% of students achieve expected growth based on external and internal annual data.

Teaching programs will clearly reference differentiated teaching and learning to meet the needs of all students.
### Purpose
To engage teachers in meaningful, ongoing, relevant and evidence-based learning in order to identify, understand and implement the most effective teaching methods.
To build leadership capacity through a culture of collaboration and empowerment toward leadership sustainability.

### People
| Students: | Encourage students to think deeply and critically and make relevant connections. |
| Staff: | Improve teacher knowledge, skills and understandings in the delivery of quality student outcomes through professional learning. |
| Parents/Carers: | Collaborate with staff to assist students to meet identified learning, engagement and wellbeing outcomes to ensure continuity of learning. |
| Community Partners: | Foster collaborative and proactive partnerships with our community of schools. |
| Leaders: | Deliberately and strategically use partnerships and relationships to access resources for the purpose of enriching student outcomes. |
| Encourage and recognise research driven policies and practices which describe, develop and evaluate teacher, leader and school capacity to deliver best practice. |

### Processes
**21st Century Learning Project**
Develop and use evidence-based teaching practice, through action research projects, mentoring and professional learning to support successful 21st century learning.

**Professional Learning Project**
All Early Career Teachers are supported by external and internal mentoring.
Evaluate professional learning activities to identify and promote the most effective strategies to improve student outcomes.
Embed explicit systems for collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing improvement.

### Products and Practices
| Product: | Teachers are actively engaged in planning their own professional development to improve their performance. |
| Teaching programs will clearly reference the implementation of 21st century learning skills. |
| Practice: | Teachers participate in regular professional learning activities, aligned to the School Plan and personal goals. |
| Improve consistent teacher judgement, with whole school professional learning, using collaborative feedback and reflection practices. |

### Improvement Measures
Teachers are actively engaged in planning their own professional development to improve their performance.
Teaching programs will clearly reference the implementation of 21st century learning skills.
# Strategic Direction 3: Effective relationships

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| To increase community awareness and support for our students through a school-wide focus on student wellbeing. To work together as a community to encourage all students to develop interpersonal skills in order to relate effectively and appropriately with others. | **Students:**
Demonstrate their understanding of being respectful, responsible and achieving personal best.

Advance their skills in developing positive, respectful relationships and express their understanding of wellbeing issues and skills.

**Staff:**
Develop staff capacity to implement PBL, leading to a consistent approach and reinforcement of expectations.

Record data on student wellbeing issues in a consistent manner.

Confidently deliver Friendly Schools Plus program leading to pro-active support for students.

**Parents/Carers:**
Increase knowledge and skills of how best to support the cognitive, emotional, social and physical wellbeing of students.

**Community Partners:**
Foster proactive and collaborative partnership with Macquarie University and other organisations.

**Leaders:**
Promote positive and respectful relationships across the school community. | **Friendly Schools Plus Program**
Students in Years 3-6 will develop and strengthen their interpersonal skills.

Targeted cohort will participate in Cool Kids program.

**Cybersafety Project**
Achieve accreditation as an eSmart School through the Alannah and Madeline Foundation.

**Positive Behaviour For Learning Program**
Develop and implement whole school PBL scope and sequence, based on analysis of welfare data.

**Evaluation Plan**
Track achievements and objectives through identified milestones.

Track effectiveness of Friendly Schools Plus and Cool Kids programs through research data.

Track student behaviour data. | **Products:**
Annual survey data shows increased student skills to enhance wellbeing.

Pre and post survey data will show increased ability of teachers to explicitly teach social skills and strategies to support wellbeing.

Students are self-aware, build positive relationships and actively contribute to the school, the community and society.

**Practices:**
Consistently implement a whole-school approach to wellbeing with clearly defined behavioural expectations towards creating a positive teaching and learning environment.

Regular monitoring and analysis of wellbeing issues are recorded. |

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**Improvement Measures**

Annual survey data shows increased student skills to enhance wellbeing.

Pre and post survey data will show increased ability of teachers to explicitly teach social skills and strategies to support wellbeing.