

Croydon Public School: *Participating in life and learning*

At Croydon Public School, we are preparing students for a complex, rapidly changing world.

To be active and informed citizens who make the most of the opportunities that this future will present, they will need to be active and successful learners throughout their lives. We have an obligation to inspire students to develop a lifelong love of learning. An important part of this is ensuring that all students have the basic skills to be active and informed participants in Australian society.

To be confident and creative individuals, our students will need to be agile thinkers who can adapt to a world that is ever changing. This means that we need to prepare students for a world where technology will play an increasing role. Just as importantly, we must build resilience in our students by supporting their physical and emotional development.

The world that our students will grow into will be more global and interconnected. Australia will continue to develop as a vibrant multi-cultural society. We must support and encourage our students to embrace all of the opportunities that this will bring.

In all of these activities, we will only be successful if we engage effectively with our local community. We must be prepared to participate in the life of the local community and to draw on the strengths and capability of the local community to support our mission.

To achieve this mission, Croydon Public School will provide our students with:

- High quality, engaging teaching and learning in all areas of the curriculum, utilising technology where appropriate to develop skills for citizenship in the 21st century
- A strong focus on literacy and numeracy as the basis for active, informed citizenship and lifelong learning
- An inspiring arts program that promotes creativity and enhances thinking and problem solving skills
- Challenging sport and physical activities to develop the individual's mind and body
- A curriculum that integrates understanding of the environment and makes students aware of the importance of sustainability for the world we live in
- Opportunities for students to engage with the local community and also with global issues so that they develop an appreciation of multiculturalism and diversity

At Croydon Public School we will make our vision a reality. Every member of school community has an important role to play in achieving these objectives which is consistent with the framework under which we operate at a state and national level.

Students will:

- Learn
- Respect
- Participate

School Leaders will:

- Provide strong strategic, collaborative leadership
- Develop the capability of all staff
- Support systems and policies that drive quality teaching and learning
- Engage the community in the life of the school
- Respond creatively and strategically to innovation and change informed by the curriculum, policy, legislation and research
- Be accountable for teaching quality and student learning outcomes
- Be responsible for student well being and developing resilience

Staff will:

- Provide high quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student
- Develop and maintain professional practice through participation in professional learning and the sharing of best practice
- Understand the needs of the 21st Century Learner
- Nurture the needs of students and their wellbeing
- Model a love of learning
- Be accountable for teaching quality and student learning outcomes
- Be responsible for student well being

We encourage Parents and members of the Community to:

- Engage with the school and its learning objectives
- Encourage children to become lifetime learners through activities outside the school
- Be supportive of the school mission
- Embrace diversity

Goals and activities 2014-2016

	School Leaders	Teachers	The School Community
<p>High quality, engaging teaching and learning in all areas of the curriculum, utilising technology where appropriate to develop skills for citizenship in the 21st century</p>	<ul style="list-style-type: none"> • Compliance with all DEC policies • Provide a safe learning environment • Address cyber safety concerns, develop online social skills • Apply research methods and best practice to ensure quality teaching and learning programs • Provide professional learning to develop current staff including create expertise in ICT, creativity, sustainability, collaboration, problem solving & resilience • Encourage & effectively resource professional learning • Implementation of Technology Based Learning policy & program to develop responsible use of technology and address concerns – e.g. security and cost • Mentoring staff – beginning teachers and experienced teachers as required • Leadership development for aspiring executive staff • Succession planning to ensure expertise is not lost through promotions / transfers • Ensure implementation of curriculum for new syllabus • Opportunities and support provided for staff to achieve accreditation at Proficient, Highly Accomplished and Lead levels of achievement 	<ul style="list-style-type: none"> • Share best practice and demonstration lessons with other staff linked to the Quality Teaching framework and Great Teaching Inspired Learning initiatives • Staff mentor pre-service and beginning teachers • Ensure the use of technology is not just about the device and infrastructure – need to ensure there is collaboration, discussion & engagement • Providing engaging and quality learning opportunities using ICT • Inform parents and provide training in the use of educational apps • Teachers participate in regular professional learning about educational applications • ICT club to run at lunchtime to develop students' interests and skills • Implement formative assessment strategies • Communicate explicit learning intentions and provide quality feedback to students & parents / caregivers • Use of appropriate differentiation strategies to ensure the needs of all students are addressed • Implement best practice methods • Provide a safe learning environment 	<ul style="list-style-type: none"> • Parents contribute to and evaluate the school plan • Parents provide feedback about use of technology for learning at school and at home • Open and collaborative link between home and school across all curriculum areas • Supporting students by allowing use of ICT at home for quality educational purposes • Collaborative planning with staff around Technology Based Learning policy and procedures • Parents access information and implement strategies to prevent cyber bullying and promote cyber safety at home • Support effective learning environment at home • More P&C funding for iPads to cover three classes (i.e. 100 devices) • Connect with opportunities outside school community to engage with programs to contribute as citizens

	School Leaders	Teachers	The School Community
<p>A strong focus on literacy and numeracy as the basis for active, informed citizenship and lifelong learning</p>	<ul style="list-style-type: none"> • Data analysis to identify areas of success and areas of need • Provide more training and opportunities using the new syllabuses to plan lessons at grade level • Budgeting to provide collaborative planning days • Update library resources • Provide appropriate and relevant learning resources • Provide opportunities / support for students with special needs / learning difficulties to succeed • Focus on writing - including handwriting & correct structure of texts 	<ul style="list-style-type: none"> • Familiarisation of new syllabus documents through collaborative planning opportunities • Opportunities to use Planning for Literacy and Numeracy (PLAN) software to identify and address students needs • Familiarity with the literacy and numeracy continuums • Entering students in external competitions • Community visitors with link to literacy / numeracy to show real world use of literacy & numeracy skills • Analysis of NAPLAN data to inform teaching • Regular review of current practices e.g. groupings to address needs and abilities of students • Provision of real world activities to use and develop literacy & numeracy skills • Organise visiting authors to read/draw / show & engage students in new books • Problem solving to include 'fun' activities (e.g. detective stories to solve) • Promote lateral thinking 	<ul style="list-style-type: none"> • Parents are provided with opportunities to attend workshops about the new syllabus documents • Parents attend information sessions to about Planning for Literacy and Numeracy (PLAN) data and implications for learning and student achievement • Parent helpers are encouraged in the classroom for literacy and numeracy activities • Parent and community volunteers support initiatives such as the MultiLit program and other support opportunities e.g. OT / handwriting • More opportunities for parents in classroom to improve transfer of skills to home environment • Parents actively encourage their children to use literacy and numeracy at home for 'real world' purposes e.g. reading recipes & cooking, writing to relatives, calculating expenses at the supermarket, reading the local newspaper. • P&C to support student centred opportunities e.g. debating courses

	School Leaders	Teachers	The School Community
<p>An inspiring arts program that promotes creativity and enhances thinking and problem solving skills</p>	<ul style="list-style-type: none"> • Coordinate professional learning for staff in quality visual and performing arts education • Budget for targeted professional learning to improve teaching of creativity and problem solving • Budget for review of existing resources and plan for purchase of more resources • Facilitate Musica Viva professional learning opportunities and reflect on feedback • Creating links to share resources, knowledge and expertise with other schools • Forward / strategic planning to explore options to develop creative arts – Programs (involving a level of commitment such as the TriSkills program) to provide hands-on musical and other arts activities • Develop a five year plan to promote CAPA learning experiences for students • Participate in opportunities such as School Spectacular, Bandfest & other creative opportunities to develop creativity and expression • Balance of end of year awards – recognise creative achievements equally with sporting achievements 	<ul style="list-style-type: none"> • Band workshops / concerts with other schools • Collaborative planning with specifically skilled / trained teachers to provide more in-class learning opportunities • Musical / drama performance for all Stages • Real experiences with creative and performing arts – live productions, theatre visits, galleries, live music performances • Provide opportunities for students to perform for an audience • Choirs • Band • Strings / Recorder ensembles • Drama group • Dance Group • Art exhibitions • Chess • Debating / Public Speaking • Multiple Intelligences • Thinking skills e.g. De Bono, to develop creative thought / problem solving skills • Drawing & painting • Classroom music participation equal to band program so all students can develop a balance – increased concentration / focus of self – since of achievement / working together – having fun. 	<ul style="list-style-type: none"> • P & C funding of equipment for creative arts programs e.g. Artist in residence programs funded by the P&C • Utilise expertise of parents to workshop with students and / or teachers • Parents with musical / creative arts / drama expertise perform for students to demonstrate the enjoyment that comes from playing an instrument with a group. (e.g. Parents with appropriate expertise or interest assist with props / costumes for the Stage 3 musical / drama performance & visual arts)

	School Leaders	Teachers	The School Community
<p>Challenging and engaging sport and physical activities to develop the individual's mind and body</p>	<ul style="list-style-type: none"> • Investigate professional learning opportunities for staff to develop skills in all areas of PDHPE including yoga / meditation methods • Resourcing and efficient distribution of equipment • Environment of well being for staff and students • Succession planning for expertise and skills to ensure participation in competitions such as PSSA continue • Sports captains given more responsibility and a greater role in sport e.g. those with skills lead coaching of some sports • Ensure all student have regular and equitable access to sports space • Strategic planning regarding rotating physical / creative activities • Provide opportunities for students and staff to develop physical, emotional & psychological wellbeing • Provide opportunities for students to develop resilience • Develop programs to help students to be comfortable with their own body image and accepting of all sizes and shapes • Strategically plan to recognise & reward 'elite' & "competitive' sports people and also those who participate and contribute 	<ul style="list-style-type: none"> • Provision of a range of activities that encourage participation as well as competition e.g. sport gala days • Maintenance of existing competitive programs e.g.: PSSA • Provision of exposure to specialised programs e.g.: Footsteps, Kindy Fitness, Tri Skills, 'Dance to be fit' program • Regular daily exercise & PE Lessons and quite 'meditation' time • Find ways to have quiet time to develop a calm mind / introspection • Links with high school sports programs • Links with university (ACPE) programs • Staff to share skills and empower others • Athletics, swimming & cross country carnivals • Encourage walk / ride to school • Provision of opportunities for students to reflect on and take responsibility for their learning 	<ul style="list-style-type: none"> • Experts in the community assist with coaching to develop students' skills • Healthy choice menu options at the canteen • Parents assist with class cooking lessons to reinforce healthy eating • P&C support with the purchase of additional sporting equipment • Community groups provide sponsorship for equipment • P&C fundraising activities include focus on physical activities e.g. walkathons • Doctors from local community invited to speak about health issues. • Experts from local sporting organisations visit the school to provide motivational presentations for students

	School Leaders	Teachers	The School Community
<p>A curriculum that integrates understanding of the environment and makes students aware of the importance of sustainability for the world we live in</p>	<ul style="list-style-type: none"> • Provide appropriate budget, equipment to sustain projects • Provide facilities e.g. compost, recycling • Create a whole-school sustainability committee • Promote whole school initiative in 'reducing our carbon footprint' • Conducting / administration of environments audit • Raise profile of school environmental monitors • Promote reuse / reduce / recycle • Eliminate all plastic bottles • Introduce no-waste lunchbox 	<ul style="list-style-type: none"> • Plan / program integrated ideas into cross-curricular areas • Active gardening with class • Team teaching lessons with and environmental focus with expert on staff • Teaching eco-literacy • Class environmental goals linked to the curriculum • Promote & encourage 'nude' lunches • Involve environmental monitors in recycling for compost – give responsibility for a section of recycling – paper, plastics • Seek out professional knowledge about best plants, vegies to grow • Improve awareness of global environmental issues • Clean up Australia Day – at school and at home • Link school garden produce to canteen meals - make explicit links between food grown and food for sale 	<ul style="list-style-type: none"> • Engaging families in sustainable programs at school • Gardeners / community experts providing workshops to staff & students – working bees etc • Organisation of a gardening club after school hours run by parents or community volunteers • Promote and reinforce sustainability message at home • Explain the use of energy saving measures at home & inspire students and explain how to save energy • P&C support any green initiative e.g. water filters, nude food (no wrappers)

	School Leaders	Teachers	The School Community
<p>Opportunities for students to engage with the local community and also with global issues so that they develop an appreciation of multiculturalism and diversity</p>	<ul style="list-style-type: none"> • Explore ways to engage the diverse cultural groups within the community • Further develop / improve sister school program with South Korea • Establish ethics program for non-scripture students • More involvement with local councils / community organisations • Encourage / facilitate greater collaboration between the school, P&C and Coscare. • Invite community leaders to visit and address students on a range of local and global issues and social justice • Peer support programs to develop problem solving skills and learning as a team & learning to listen to different perspectives • Expand SRC and student leadership opportunities and responsibilities • Develop school council • Develop a robust language program • Invite guest speaker to speak at assemblies to address variety of cultures – Aboriginal, Asian • Consider methods of engaging multicultural parents 	<ul style="list-style-type: none"> • Develop local school partnerships with local primary & high schools • Integrate multi – cultural perspectives into lessons with more focus on world issues • Cultural days / Harmony day Celebrate special days for various cultures • Inviting parents into classrooms to discuss their culture & heritage • Media literacy lessons showing different cultural perspectives • Pen Pals using email and Video conferencing with overseas students • Encouraging volunteers in the community e.g. a class volunteers to complete a community project • Each class adopts a culture to study in depth and celebrate at whole school cultural expo embracing sport, food, customs, costumes, dance, music etc • More activities to celebrate indigenous customs • Promote acceptance and valuing the inherent dignity of every person 	<ul style="list-style-type: none"> • Culture clash expansion • Parent participation in cultural events such as Harmony day – parents dress up and become involved in the activities • Family members / caregivers visiting classes to share cultural experiences – craft, cooking, storytelling, sharing photos etc • Grandparents have a greater involvement in student learning – volunteer in classrooms, share experiences and expertise • Explore more ways to promote cultural activities • Financial support for language program through P&C fundraising • P&C events consider cultural preferences – e.g. BBQ offer Halal chicken