

# School plan 2015-2017

## Heathcote Public School 2149

### HEATHCOTE PUBLIC SCHOOL



**SUCCESS  
FOLLOWS EFFORT**

# School background 2015–2017

## School vision statement

At Heathcote Public School (HPS) we are committed to the pursuit of excellence. Our major purpose is to provide dynamic quality teaching and learning opportunities for the students in our care. In doing this we continuously aim to:

- provide a safe, supportive and well-resourced learning environment;
- develop the whole child;
- foster a lifelong love of learning;
- maximise student outcomes across academic, sporting, cultural, technological and leadership arenas;
- develop 21st century critical thinkers who aspire to take their places as responsible global citizens; and
- work in partnership with families and the local community to meet the diverse needs and abilities of all our students.

## School context

Heathcote Public School is located in southern Sydney, neighbouring the Royal National Park. It is a member of the Community of Schools on the Park (COSOTP) and belongs to the Woronora River Network. The school is well-resourced with spacious classrooms, a library that incorporates an information technology centre, two covered outdoor learning areas (COLAs), a purpose-built fitness circuit, a hall, a student-maintained vegetable and chicken compound, and a modern canteen that promotes healthy eating habits. Enrolments at HPS have trended upwards in recent years with the school being reclassified as a P2 school at the end of 2016.

We have a vibrant blend of experienced and early career teachers who collaborate to provide a dynamic, safe and caring environment in which each student feels valued, nurtured and challenged to achieve individual excellence within a balanced curriculum framework and to develop the values that form the basis of a democratic, equitable society. The school promotes quality welfare practices and enjoys strong partnerships with parents and the wider community. The school's motto "Success follows effort" and our core values, CARE, underpin all interactions and achievements.

At Heathcote Public School we:

**Cooperate**

**Are responsible**

**Respect**

**Excel**

## School planning process

The staff, students and community members engaged in a comprehensive evaluation of the 2014 school plan targets. This was done through a range of evaluation tools including:

- Rigorous quantitative reviews of student achievement from Kindergarten to Year 6;
- NAPLAN assessments for Years 3 and 5;
- Best Start assessments as part of PLAN;
- SENA testing for Kindergarten to Year 4 students;
- Ants in the Apple spelling pre- and post- annual testing;
- Sight word testing of K–2 students;
- Reading level benchmark assessments;
- Attendance data; and
- SENTRAL student welfare records.

Qualitative reviews of the school strengths and areas for future development:

- electronic school community surveys;
- focus groups surveys and discussions taking into account the Melbourne Declaration on Educational Goals for Young Australians, AITSL teaching frameworks, the School Excellence Framework and 'Great Teaching, Inspired Learning'.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1 Learning Success

### Purpose:

The purpose of facilitating student learning success is to (a) build our students' academic, social, emotional, physical and leadership capacity; and (b) continuously improve literacy and numeracy skills.

We will facilitate successful 21st century learning by developing our students' problem-solving skills and their abilities to think creatively and critically. Our purpose is to provide rich, differentiated learning opportunities through the delivery of the Australian curriculum and a stimulating array of extra-curricular experiences. In striving for personal improvement, upholding school values and embracing leadership opportunities, students will embody our school motto 'Success follows effort'.

## STRATEGIC DIRECTION 2 High Quality Teaching and Strategic Leadership

### Purpose:

The purpose of equipping all staff members with excellent pedagogical skills is to: (a) optimise our students' learning outcomes; and (b) support teachers to achieve personal and team success.

A culture of teaching excellence will flourish in an environment where teachers display professionalism; passion for the pursuit of knowledge; willingness to work within effective teams; and commitment to cement 21st century, evidence-based teaching strategies into their daily teaching.

In promoting structured performance development and leading by example, our school leaders will motivate aspiring leaders. Quality teaching and leadership sustainability are symbiotic.

## STRATEGIC DIRECTION 3 Engagement via Learning Connections

### Purpose:

The purpose of promoting and sustaining learning connections is to:

- deliver curriculum that consistently features high levels of intellectual rigour; and
- engage students with experiences that make explicit to them the significance of their learning.

Strong parent and community school connections positively support student learning outcomes. Our purpose is to maintain the support of a well-informed parent body that is motivated to work with the school for the benefit of all students. Expanding our horizons by working with our COSOTP schools, critical friends and community groups strengthens a 'TEAM' (Together Everyone Achieves More) philosophy.

# Strategic Direction 1: Learning Success

## Purpose

The purpose of facilitating student learning success is to (a) build our students' academic, social, emotional, physical and leadership capacity; and (b) continuously improve literacy and numeracy skills.

We will facilitate successful 21st century learning by developing our students' problem-solving skills and their abilities to think creatively and critically. Our purpose is to provide rich, differentiated learning opportunities through the delivery of the Australian curriculum and a stimulating array of extra-curricular experiences. In striving for personal improvement, upholding school values and embracing leadership opportunities, students will embody our school motto 'Success follows effort'.

## Improvement Measures

Average scaled NAPLAN growth for Year 3 to Year 5 to exceed state growth in reading.

70% of Year 3 and Year 5 students in the top 3 bands in NAPLAN reading and numeracy.

85% of students achieving grade expectations in reading and writing.

Decreased number of negative incidents.

WMT results: less than 10% of Year 3 students and 15% of Year 5 students in the bottom 2 bands for reading and numeracy.

## People

### Students

Students will learn and play displaying consideration and respect for others.

Students will be increasingly reflective learners, capable of creative and critical thinking, and problem solving.

### Staff

Staff will use Rock and Water (R&W) to develop student self-esteem, confidence, resilience and empathy.

Staff will teach with passion, reflecting their knowledge of new curricula.

### Parents/Carers

Parents will support student learning at HPS as valued partners in the learning process.

### Community Partners

Community partners will assist with the delivery of programs to support learning e.g. Working Memory training, occupational therapy, speech therapy, parent tutors.

### Leaders

Leaders will model school values in dealings with students, staff and parents.

## Processes

### Rock and Water Project

Implementation and evaluation 2017

### Australian Curriculum Project

Geography Curriculum implementation

Updated scope and sequence

Curriculum differentiation

ICT capability

### Literacy and Numeracy Project

Reading and writing data collected and analysed each term to identify focus students and set targets for the following term

Collaborative planning and weekly assessment of Mathematics topics

Working Memory Training (Cogmed) for staff and students

## Evaluation Plan

Milestones monitoring

Analysis of NAPLAN results

Analysis of school-based reading and writing data

Team, executive, staff, Learning Support Team meetings

## Practices and Products

### Practices

Rock and Water language and skills embedded in all school practices.

Teachers delivering differentiated, high quality lessons in the Australian Curriculum.

Reading and writing data collected and analysed every term.

Collaborative planning and assessment of Mathematics occurring each week.

Working memory (Cogmed) training running each term

### Products

Average scaled NAPLAN growth for Year 3 to Year 5 to exceed state growth in reading.

70% of Year 3 and Year 5 students and performing in the top 3 bands in reading and numeracy.

85% of students achieving grade expectations in reading and writing as indicated by the Term 3 data collection.

Decreased number of negative incident entries on SENTRAL.

WMT results: less than 10% of Year 3 students and 15% of Year 5 students in the bottom 2 bands for reading and numeracy.

# Strategic Direction 2: High Quality Teaching and Strategic Leadership

## Purpose

The purpose of equipping all staff members with excellent pedagogical skills is to: (a) optimise our students' learning outcomes; and (b) support teachers to achieve personal and team success.

A culture of teaching excellence will flourish in an environment where teachers display professionalism; passion for the pursuit of knowledge; willingness to work within effective teams; and commitment to cement 21st century, evidence-based teaching strategies into their daily teaching.

In promoting structured performance development and leading by example, our school leaders will motivate aspiring leaders. Quality teaching and leadership sustainability are symbiotic.

## Improvement Measures

100% of staff develop PDPs and engage in professional dialogue related to the achievement of goals.

All staff members are familiar with all DEC reforms.

Increased numbers of staff, including experienced teachers, working towards accreditation at various levels.

Deep and broad knowledge of ICT skills being regularly demonstrated by students.

All teachers make adjustments to learning programs to meet student needs.

## People

### Students

Students will strive to achieve individual excellence as creative, collaborative learners who can reflect critically on their learning.

Their communication and ICT skills will be highly developed.

### Staff

Staff will engage in regular PL on DEC reforms and action them to improve teaching standards.

They will deliver lessons which promote high levels of intellectual quality; quality learning environments; and significance.

### Parents/Carers

Through workshops, IEPs, P&C meetings and participation in school events, parents will develop informed insights into how children learn. They will fundraise to provide resources and ICT equipment.

### Community Partners

Community partners will work in the school supporting learning programs (occupational therapy, speech therapy, community tutors).

### Leaders

Leaders will demonstrate best practice and facilitate quality professional learning to raise the standard of pedagogy.

## Processes

### DEC Reforms Project

Performance and Development Plans implemented for teachers and other staff

Lesson observations and feedback for all teachers in line with Performance and Development Framework

School Excellence Framework self-assessment and gathering of evidence

Implementation of LMBR

Support for beginning teachers with GTIL funds

### 21st Century Learning Project

BYOD in Stage 2 and 3

ICT mentoring and teaching

Rich extra-curricular experiences e.g., Year 6 Enrichment Program with HHS, COSOTP Sustainability Camp for selected Year 4 students, Band Camp, Science Day with HHS

## Evaluation Plan

Milestones monitoring

Team, executive, staff meetings

Parent involvement

Achievement of PDP goals

## Practices and Products

### Practices

100% of staff participate in professional learning opportunities designed to improve practice.

Teachers align their teaching with the Australian Teaching Standards, the Quality Teaching Framework and the school excellence framework.

### Products

100% of teachers work through PDPs, communicating achievement or otherwise of their goals.

Increased capacity of teaching staff to effectively teach new syllabus content.

Continuously improving NAPLAN growth between Years 3 and 5 and between Years 5 and 7 for literacy and numeracy.

# Strategic Direction 3: Engagement via Learning Connections

## Purpose

The purpose of promoting and sustaining learning connections is to:

- deliver curriculum that consistently features high levels of intellectual rigour; and

- engage students with experiences that make explicit to them the significance of their learning.

Strong parent and community school connections positively support student learning outcomes. Our purpose is to maintain the support of a well-informed parent body that is motivated to work with the school for the benefit of all students. Expanding our horizons by working with our COSOTP schools, critical friends and community groups strengthens a 'TEAM' (Together Everyone Achieves More) philosophy.

## Improvement Measures

Equitable distribution of CARE awards K–6.

Library records reveal increased library usage and the use of inquiry-based learning.

Increased participation in track and field events at zone and regional level.

## People

### Students

Our students' learning will be supported by committed community stakeholders.

They will be engaged, enthusiastic learners who have a strong appreciation of the relevance of their learning.

### Staff

Staff and executive teams will cement existing and seek new professional working relationships to provide engaging learning opportunities for their students.

### Parents/Carers

Informed parents/carers will work in tandem with the school to strengthen the quality of their children's learning.

### Community Partners

Community partners will assist the school's efforts in promoting students learning, the school values and teacher capacity.

### Leaders

School leaders will plan and establish productive working links with community members and critical friends to strengthen the learning community at HPS.

They will motivate staff to achieve accreditation at appropriate levels.

## Processes

### CARE Project

Embed our core values in daily life at school.

Implement school merit system to inspire students to apply values in their daily actions.

### School / P&C Library Project

Refurbish the school library to provide students with a state of the art facility.

Class teachers, school and local librarians teach the skills of inquiry-based and multi-modal learning.

### Athletics Project

The PE leadership team and school leaders will work with a local high school to improve students' Fundamental Movement Skills (FMS) to enhance performances in athletics.

## Evaluation Plan

Milestones monitoring

Review of carnival and student' skills development

Team, executive, staff, Learning Support Team meetings

Annual outcome monitoring e.g., online surveys and focus groups

## Practices and Products

### Practices

Systematic and highly structured approach to the teaching of values.

All stakeholders striving together to raise funds for the school.

Students working towards achievement of FMS under the banner of a team effort between HPS and a mentor school.

COSOTP membership will increase the school's capacity to provide rich learning experiences for students and teachers.

### Products

Students, staff and parents work and learn together in a culture of trust and respect.

Engaged students access technology and current resources in stimulating environments.

The library is the hub of all learning.

A successful athletics carnival attended by competent, well-prepared competitors and enthusiastic parents.