

School plan 2015-2017

Sylvania Heights Public School 4024



School background 2015–2017

School vision statement

At Sylvania Heights Public School we are 'growing the future' through innovative quality teaching that shapes motivated, successful learners who are respectful, responsible and kind in a well-resourced, future focused school.

School context

Sylvania Heights Public School develops students who are happy, engaged and love learning. There is a strong emphasis on student growth in their learning and wellbeing. The school is located in the southern suburbs of Sydney. Sylvania Heights has an enrolment of 678 students who come from a socio economically diverse community. 40% of students come from linguistically and culturally diverse backgrounds. Quality teaching programs cater for all students with programs for gifted and talented students as well as those students who have additional learning needs. The community strongly supports the school's focus on student wellbeing, healthy lifestyles and excellent student behaviour. Sylvania Heights Public School prides itself on the huge number of extracurricular opportunities in the Creative and Performing Arts and Sport, led by a talented and enthusiastic staff.

School planning process

The school plan was developed through consultation with the community, staff and students. The Melbourne Declaration of Learning was used as key skills for focusing the consultation on student, staff and school learning. The community had the opportunity to attend a number of focus groups to look at developing the school vision and input was received around the types of programs valued by the community. Additionally parents were surveyed around key programs including technology and sport. The staff had input into the plan through identifying key outcomes of learning, evaluations of classroom and whole school programs as well as input on the success of new innovations and initiatives. The Stage 3 students were asked about the types of skills values and attitudes they would like to have when they leave Sylvania Heights Public School. The Student Council with members from year 1–6 were survey about the types of programs and projects valued by students. The vision and strategic directions were developed from key ideas and words from the consultation.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 Grow student learning

Purpose:

The purpose of growing student learning is to build academic and well-being success. At SHPS we want our students to be lifelong learners who are motivated and creative, who can problem solve and are resourceful. Our purpose is to provide innovative learning opportunities using the latest curriculum and a variety of excellent extra-curricular activities. Our purpose is for learning to have an impact and that improvement is consistent so that every child is a success. We are developing future leaders with a strong sense of self-worth and a moral compass. Student learning and well-being are hand in hand with the strong values of respect, responsibility and kindness.

STRATEGIC DIRECTION 2 Grow staff learning

Purpose:

The purpose of growing staff learning is to improve student outcomes from quality teachers and support staff who are passionate, skillful and embed 21st century pedagogy (future focused learning) with the latest resources and technology. Our purpose is to develop a performance and development culture that builds future teacher leaders through opportunities for leadership, research and actions with a firm focus on teamwork. Together our staff strive to consistently improve to make a difference through the sharing of expertise and professional collaboration. Student success is the direct result of staff moral purpose, quality and leadership.

STRATEGIC DIRECTION 3 Grow school leadership

Purpose:

The purpose of growing school leadership is to build school capacity and align staff, students and community in a partnership that strengthens academic and well-being outcomes for students. The more parents and community are partnered with the school, the better the outcomes for students. Our purpose is to have positive parents who are well informed and work as a team with staff to ensure student success. Through strengthening connections with the broader community support structures for all students will be improved. The school is committed to improving in all facets of school life.

Strategic Direction 1: Grow student learning

Purpose

The purpose of growing student learning is to build academic and well-being success. At SHPS we want our students to be lifelong learners who are motivated and creative, who can problem solve and are resourceful. Our purpose is to provide innovative learning opportunities using the latest curriculum and a variety of excellent extra-curricular activities. Our purpose is for learning to have an impact and that improvement is consistent so that every child is a success. We are developing future leaders with a strong sense of self-worth and a moral compass. Student learning and well-being are hand in hand with the strong values of respect, responsibility and kindness.

Improvement Measures

PBL–Positive tell them from me surveys and less negative entries in Sentral.

A Years worth of growth for a years worth of learning.

Literacy Growth– Plan and NAPLAN data indicating student growth.

Numeracy Growth–SENA data and plan software showing expected growth for 80%of students.

Increased number of students in top 2 bands for NAPLAN above state mean–(2013 – below all measures)

Student growth in NAPLAN at or above state mean. (2013 matched students below on all measures)

100% of students K–6 moving along the literacy continuum writing clusters.

People

Students

PBL–Students will be respectful, responsible, kind learners with a moral compass through the PBL program. Students will show growth and success in their learning through improved teaching practices. Students will demonstrate creativity and critical thinking including through participation in extracurricular and G&T activities including the arts and sport.

Literacy Growth– Kindergarten, Year One and Two students will improve in reading comprehension skills using the L3 model.

Students 3–6 will improve writing skills including pre writing skill,sentence construction,vocabulary and editing.

Numeracy Growth –Students K–6 will improve in number sequencing and place value.

Staff

PBL–Staff will use PBL to develop student resilience, empathy, behaviour and learning. Staff will use innovative teaching practices through professional collaborations and understanding of the new curriculum. Staff will lead creative extra-curricular programs through expertise and passion.

Literacy/Numeracy–Staff will engage in comprehensive professional learning including set tasks and lesson observations .

Parents/Carers

PBL–Parents will use PBL language and

Processes

Positive Behaviour for Learning Project– using positive behaviour strategies to improve student wellbeing.

Literacy Growth Project– Writing in the Middle Years professional learning and associated tasks for student learning.

Numeracy Growth Project–Early Action for Success in numeracy professional learning and associated tasks for student learning using the Maths Building Blocks for Numeracy 12 hours of online training program.

Evaluation Plan

Monitoring of the milestones for this strategic direction. Executive and team leader evaluations. Yearly outcome monitoring including evidence sets. Monitoring achievement of improvements by systematically collecting and analysing and discussing evidence of progress.

Practices and Products

Practices

PBL language used in all classes and 95% of students seamlessly following PBL rules.

Literacy Growth–Kindergarten students engaged in L3 strategies during literacy groups.

Students in year One and Two engaged in reading comprehension activities in the classroom.

Students in Year 3–6 engaged in sentence construction, vocabulary and editing activities

Numeracy Growth–students K–6 engaged in place value activities.

Individualised learning goals used to map differentiated programs

Products

- PBL–Fewer entries for anti-social behaviour in Sentral and monitoring of green slips.More students positively involved in extracurricular activities demonstrating student creativity and collaboration.
- Literacy/Numacy–Student growth in NAPLAN at or above state mean. (2013 matched students below on all measures) Increased number of students in top 2 bands for NAPLAN above state mean–(2013 – below all measures)

SENA, NAPLAN and Plan software showing expected growth for 80% of students.

Strategic Direction 1: Grow student learning

Improvement Measures

People

positive parenting through PBL strategies. Parents will be active supporters of student learning as partners in the school.

Literacy/Numeracy—Parents will engage in professional learning sessions on Literacy/Numeracy in the early years and be kept well informed at P&C meetings of Literacy/Numeracy Growth Project.

Leaders

PBL—Leaders will model respect, responsibility kindness and learning in their interactions with staff and students.

Literacy/Numeracy Growth— Leaders will drive the project and present professional learning to staff. They will check milestones are being achieved.

Processes

Practices and Products

Increased percentage students achieving sound or above in reports across curriculum

100% of students completing innovative rich tasks and individual goals as part of assessment cycle.

Strategic Direction 2: Grow staff learning

Purpose

The purpose of growing staff learning is to improve student outcomes from quality teachers and support staff who are passionate, skillful and embed 21st century pedagogy (future focused learning) with the latest resources and technology. Our purpose is to develop a performance and development culture that builds future teacher leaders through opportunities for leadership, research and actions with a firm focus on teamwork. Together our staff strive to consistently improve to make a difference through the sharing of expertise and professional collaboration. Student success is the direct result of staff moral purpose, quality and leadership.

Improvement Measures

100% of teachers use innovative teaching practice and future focused learning strategies including collaboration, critical thinking, communication and creativity reflected in observations, programs and student work samples.

BYOD usage in Years 4, 5 and 6 develops motivated learners who are effective users of technology assessed against ICT capability framework and reflected in the Tell them from me survey.

Teachers successfully meet personal goals as supported by evidence and the PDF.

People

Students

Will increase and grow in their learning outcomes as staff are more effective teachers and students will be more engaged as learners.

Staff

Will have a moral purpose and motivation for their own professional learning. Staff will use observations and feedback for the development of the team. Staff will embed 21st Century pedagogy and technology in their teaching. Staff will be active participants in the performance and development culture.

Parents/Carers

Support classroom learning through in class and community links projects. Fundraising for 21st century classroom resources.

Leaders

Leaders will lead the performance and development cycle through an understanding of coaching for effective feedback. Teachers will be leaders across the school in a variety of settings. Leaders will lead the performance and development cycle through coaching and effective feedback.

Community Partners

Positively support the school through funds for resources and classroom equipment.

Processes

Formative Assessment Project– Performance and development culture project. Professional goals, self assessment, feedback, formative teaching, observations and reflections. Professional learning, explicit teaching, pre and post tests, immediate feedback for students, Standards and higher levels.

Instructional Leader Support –2016 and 2017 to support beginning teachers and teachers K–2.

Future Focused Learning Project– ICT Learning (embedded across other strategic directions– including BYOD)– The 4 C's of 21st century fluencies–collaboration and creativity 2016, critical thinking and communication 2017.

Evaluation Plan

Future focused learning strategies embedded across strategic directions.

Evaluate students ability to think critically and assess communication skills.

Practices and Products

Practices

- Professional collaborations across the school including feedback and observation cultures.
- Staff seeking professional learning and are passionate about student success.
- Innovative creative teaching practice that engages students with collaborative and creative outputs.
- Students who are effective users of technology to enhance learning and the production of rich task products..

Products

- Student learning across the curriculum shows growth above state means due to increased teacher effectiveness. (Plan data, NAPLAN, student reports)
- 100% of teachers use innovative teaching practice and 21st century fluencies including collaboration and creativity reflected in observations programs and student work samples.
- BYOD usage in Years 4, 5 and 6 develops motivated learners who are effective users of technology assessed against ICT capability framework and Tell them from me survey.
- Teachers successfully meet personal goals as supported by evidence and the PDF.
- Well–equipped 21st century classrooms featuring innovative teaching practice reflected in programs, BYOD usage and work samples.

Strategic Direction 3: Grow school leadership

Purpose

The purpose of growing school leadership is to build school capacity and align staff, students and community in a partnership that strengthens academic and well-being outcomes for students. The more parents and community are partnered with the school, the better the outcomes for students. Our purpose is to have positive parents who are well informed and work as a team with staff to ensure student success. Through strengthening connections with the broader community support structures for all students will be improved. The school is committed to improving in all facets of school life.

Improvement Measures

Increased attendance at P&C and numbers of parents working with the school. (2014– average 15 and 100 working in school.)

Increased attendance at parent workshops on student wellbeing, literacy and numeracy.

Numbers of fathers supporting White Ribbon events and Fathering Project events.

Father feedback.

Numbers of students attending Wulaba Kids meetings and attending excursions.

Happy motivated learners experiencing success in their school life.– Positive parent and student Tell them from me surveys. (new in 2015)

People

Students

Students will be supported by their engaged parents, and the wider community to improve their student learning outcomes.

Staff

Staff will engage with the wider community to build links that strength learning for students through professional collaborations and outreach programs. Staff will have increased understanding of indigenous education and issues.

Parents/Carers

Will join in their child's learning journey and support school initiatives through parent workshops and support opportunities. Positive parents will be well informed and work as a team with staff to ensure student success.

Community Partners

Will join in their child's learning journey and support school initiatives through parent workshops and support opportunities. Positive parents will be well informed and work as a team with staff to ensure student success.

Leaders

Will lead the community to link with the school and plan for improved learning opportunities for students. Leaders will engage with remote indigenous communities through a rural links project

Processes

White Ribbon Project– Whole school community engaged in White Ribbon Day event.

Promotion of the White Ribbon Oath across the school

Fathering Project

For fathers at the school to be the best fathers they can be by engaging in Fathering events

Community Consultation Project

Consultation with the community about direction for the school plan 2018–2020 by forming a parent consultation group

Community Connection Project– Teachers from SHPS teach in remote Aboriginal communities.

Evaluation Plan

Monitoring of milestones and executive reporting. Critical friending by principal colleagues. Monitoring achievement of improvements by systematically collecting and analysing and discussing evidence of progress. Collection and analysis of evidence sets.

Practices and Products

Practices

All school community" not silent not violent" and White Ribbon Oath articulated to students and the community.

Parents especially fathers, confident in using new parenting strategies with their children.

Community consultation used to develop school planning and parents supporting implementation. Parents active in their support.

Staff using rural experiences to build student understanding of indigenous issues. School wide quality aboriginal education .

Products

Attendance at P&C and numbers of parents working with the school. (2014– average 15 and 100 working in school.)

Numbers of fathers supporting White Ribbon and Fathering project events.

Happy motivated learners experiencing success in their school life.– Positive Tell them from me surveys. (new in 2015) 80 % of Parenting course reflections are positive

Strategic Direction 3: Grow school leadership

Improvement Measures

People

Processes

Practices and Products