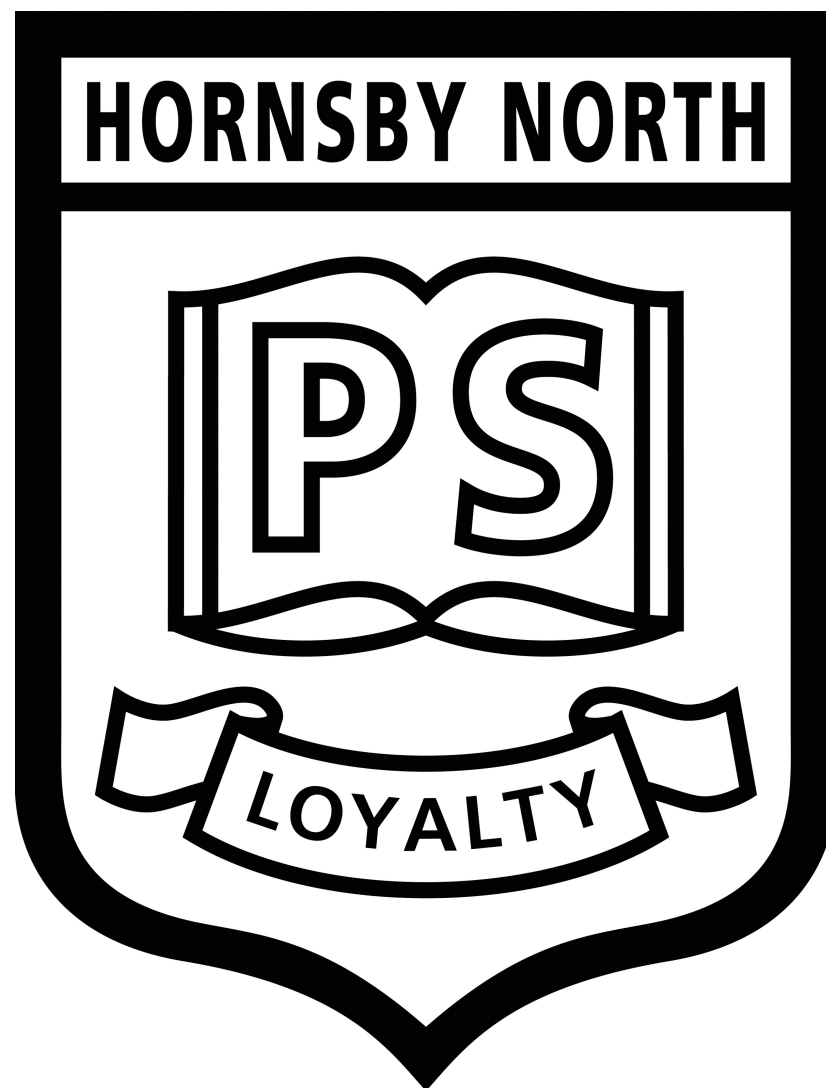


School plan 2015-2017

Hornsby North Public School 4365



School background 2015–2017

School vision statement

Hornsby North is:

A high performing school where students are nurtured, guided, inspired and challenged to be creative, resilient, engaged learners.

A school where learning is underpinned by high quality teaching and leadership.

A school community that is inclusive, informed and engaged in collaborative decision making.

School context

Situated in the leafy northern Sydney suburb of Hornsby, approximately 30km from the centre of the city, Hornsby North Public School provides for students in Kindergarten through to Year 6.

Hornsby North Public School is a student-centred school. It is a place where student needs are at the centre of school planning, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised.

The school's mission statement 'Caring for children, educating for life' was developed in consultation with teachers and parents. Our mission is to educate students as confident, lifelong learners.

This is achieved by providing a comprehensive educational curriculum with an emphasis on literacy, numeracy and technology and by developing a caring school, with positive student welfare programs and a team of committed professional educators working together with students in a safe, supportive, challenging and friendly learning environment. Individual talents and gifts are recognised and nurtured, parent community participation in the school is encouraged and pride in public education is fostered.

School planning process

The school has used a wide range of tools and data to evaluate the 2012 – 2014 School Plan and to determine future strategic directions. These include: ASR evaluations, NAPLAN analysis, curriculum evaluations and whole school program evaluations.

The school community, staff, students and parents, has been invited through a number of surveys to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to inform our planning for 2015 –2017. Input from groups indicated that academic achievement, student wellbeing, streamlined communication between home and school, opportunities for Parental Workshops and increased sporting opportunities were priorities.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Students will be successful learners

Purpose:

To provide a stimulating learning environment that fosters confident, creative, critical thinkers who have the skills to become lifelong learners.

High quality educational practices will be used across the school.

STRATEGIC DIRECTION 2

Staff will be dynamic, high performing and collaborative

Purpose:

To enable teachers to be proactive, collaborative and effective facilitators who meet accreditation requirements and support one another through collaborative and shared Professional Learning.

Our staff will have deep curriculum knowledge, know each student well and will plan for the whole child.

Our staff will undertake, share and lead relevant and inspiring Professional Learning, within our school, Community of Schools and/or the wider community. Professional Learning will address the school's strategic directions, the identified needs of all stakeholders and support teachers in their professional growth from Graduate to Proficient, Highly Accomplished and Lead Teachers.

STRATEGIC DIRECTION 3

Community will be informed, inclusive and engaged

Purpose:

Parents and the broader community play a vital role in supporting successful learning outcomes for our children.

The school and all staff will engage with parents and communities to work together to maximise student learning outcomes.

Strategic Direction 1: Students will be successful learners

Purpose

To provide a stimulating learning environment that fosters confident, creative, critical thinkers who have the skills to become lifelong learners.

High quality educational practices will be used across the school.

Improvement Measures

- To increase the percentage of students achieving at or beyond the expected stage standard for Literacy.

To increase the percentage of students achieving at or beyond the expected stage standard for Numeracy by 10%.

Student targets in PLPs will be met.

The ratio of technology devices available to students will increase from 1:4 to 1:2.

People

Students

Engage students in the development of inclusive quality learning within the school.

Staff

Develop staff capabilities to design and implement high quality differentiated programs and lesson design.

Parents/Carers

Continue to foster home/school partnerships through parent forums, internal meetings, parental involvement in classroom learning and social feedback situations.

Parents/Carers

Support and consolidate the parent partnership in valuing educational excellence and facilitating student engagement, confidence and sense of well-being.

Parents/Carers

Provide forums for parental feedback in their child's learning and how the school can best meet the student needs.

Processes

Differentiation – Build staff capacity to collaboratively plan and differentiate programming.

Identification process and programs for GATS students is continued.

To develop learning plans for students with high needs.

Multiliteracy program started.

Assessment – Teachers use quality assessments to determine the development needs of their students and the planning of innovative and integrated learning programs in particular, spelling and comprehension.

Reporting/Data Collection – A whole school plan is implemented for systematic collection of a range of data including both standardised test data and quality classroom (grade) assessments. PLAN will be used to plot students data and ensure students move along the continuum.

There will be an explicit focus on Consistent Teacher Judgement to ensure accurate feedback both within each year and across the school is evident in student reports.

Identification and monitoring needs of children using the Wellbeing framework to Connect, succeed and Thrive. Continue Bounce Back Wellbeing Program and extend to Years 4 & 5.

Curriculum: updating programs in line with new Curriculum. Building Blocks Modules to be introduced for Numeracy.

Evaluation Plan

Practices and Products

Practices

Quality teaching and learning practices across the school, demonstrated through differentiated lessons and assessments to improve student achievement and employing innovative delivery mechanisms where appropriate.

Teachers are confident in using the Australian Curriculum and relevant syllabuses.

Technology team ensures the ongoing upgrade of technological devices, infrastructure and explicit teaching of student ICT skills.

Students work in teams, collaborate and communicate ideas through open-ended and inquiry based learning.

Support the transition of students from Yrs 2–3 and Yrs 6–7.

Products

Programs and assessments reflect changes in pedagogy and curriculum.

Teaching staff have access to a broad range of student achievement and wellbeing data and use it for analysis to ensure differentiated learning for all students.

PLP's using SMART goals and PLAN data ensure progress is more measurable and accurate.

Students have access to a greater range of technology as a form of communication.

Teaching staff have a sound knowledge of

Strategic Direction 1: Students will be successful learners

Improvement Measures

People

Processes

- NAPLAN data will be analysed each year to track improvements in literacy and numeracy.
- Parent, student and staff surveys conducted yearly to evaluate level of satisfaction.
- Student pre/post test results on standardised tests e.g. Maths, spelling, comprehension and vocabulary.

Practices and Products

the Wellbeing Framework and ensure students thrive in an environment where they are valued, supported, empowered to succeed and are actively connected to their learning and their community.

Strategic Direction 2: Staff will be dynamic, high performing and collaborative

Purpose

To enable teachers to be proactive, collaborative and effective facilitators who meet accreditation requirements and support one another through collaborative and shared Professional Learning.

Our staff will have deep curriculum knowledge, know each student well and will plan for the whole child.

Our staff will undertake, share and lead relevant and inspiring Professional Learning, within our school, Community of Schools and/or the wider community. Professional Learning will address the school's strategic directions, the identified needs of all stakeholders and support teachers in their professional growth from Graduate to Proficient, Highly Accomplished and Lead Teachers.

Improvement Measures

Improved learning outcomes for all students, including those with learning difficulties, GATS and EALD, using a range of assessment and measurement tools.

Greater staff engagement in HNPS curriculum, professional satisfaction and career development.

Increase in staff accessing professional learning and leading school-based professional learning.

Increase in number of mentoring and collaborative teaching opportunities.

LMBR working effectively.

People

Staff

Teachers improve practice through engagement in lesson observations (including reciprocal lesson observations with colleagues) and discussing teaching strategies and ideas. This will allow teachers the opportunity to engage in professional dialogue and to observe good practice.

Staff

Specific goals in the School Plan and staff PDP's will be used to identify professional learning across the school.

Staff

Will undergo assessment and professional reflection with peers. Mentoring program introduced.

Staff

SASS staff – through professional learning that builds on their strengths and allows them to develop targeted areas, staff will build capability to deliver innovative, quality administrative practices.

Parents/Carers

Provide opportunity for parents/carers to give feedback about the quality of teaching and learning at our school. Communication regarding LMBR.

Leaders

Delivery targeted professional learning programs for current and aspiring leaders to mentor colleagues, develop capacity and

Processes

Staff will develop an open and supportive collegial environment that promotes quality professional dialogue and sharing of knowledge and resources. Mentoring Program introduced in 2016 strengthened and developed in 2017.

Building leadership capacity – Teachers and school leaders undertake lesson observations and provide timely, quality feedback. Teachers are given release to facilitate classroom observations.

Leadership opportunities identified.

Aspiring Leadership Program introduced in 2017.

Refine performance appraisal processes – Identify professional learning needs to drive the provision of Teacher Professional Learning at HNPS.

Provide high quality specific learning opportunities.

Following professional learning, staff are given a range of opportunities to share strategies and processes that improve educational outcomes with colleagues.

Streamline accreditation Processes.

Evaluation Plan

Monitor the effectiveness of professional learning opportunities through regular feedback.

Analyse improvement of student learning outcomes in areas that have been targeted through TPL.

Practices and Products

Practices

A culture of collaborative professional learning that is valued and builds capacity in all staff.

All teachers engage productively with performance appraisal procedures through TARS, EARS and PARS frameworks.

Products

Staff takes advantage of DEC and other professional learning opportunities.

Leaders deliver relevant and Inspiring School Development Days each term.

Staff are informed and LMBR is working well providing greater collaboration and increased quality administrative practices resulting in improved student outcomes.

Aspiring Leaders deliver results of Action Research projects.

Teacher assigned to lead Great Teacher, Inspired Learning committee.

Strategic Direction 2: Staff will be dynamic, high performing and collaborative

Improvement Measures

People

refine their leadership skills.

Staff

Professional Training and Team Workshops ensure LMBR is successfully integrated to the administrative and financial practice.

Processes

Practices and Products

Strategic Direction 3: Community will be informed, inclusive and engaged

Purpose

Parents and the broader community play a vital role in supporting successful learning outcomes for our children.

The school and all staff will engage with parents and communities to work together to maximise student learning outcomes.

Improvement Measures

Increase the number of parents engaging purposefully in supporting their child's education by attending workshops that strengthen their knowledge and skills.

Increase in number of parents participating in voluntary school surveys.

Increase in number of hits on School Newsletter webpage.

Qualitative surveys indicate increased parents satisfaction and school involvement.

People

Students

Enhance student learning outcomes and confidence by developing strong engagement between students, teachers, parents, support staff and the broader community. Well being framework used.

Staff

Learning partnerships between parents and the school that promote student learning and high expectations for student success.

Parents/Carers

Through effective communication, provide opportunities for parents to engage in partnerships that promote student learning,

Parents/Carers

Participation in student learning and the school community is acknowledged and valued.

Community Partners

Community collaboration that strengthens the relationship between the school and the wider community to support the ability of schools and families to enhance student learning outcomes.

Leadership capacity, sharing of expertise and joint programs across Primary and High Schools are developed through Community of Schools. This will result in a strengthened relationship between the schools and the wider community to support the ability of schools and families to enhance student outcomes

Processes

Conduct Tell Them From Me survey to inform school planning.

Encourage a shared language of learning between teachers and parents to explore the learning development, challenges and successes of the students.

Streamline communication.

Develop programs that encourage parent/community engagement.

Community Collaboration.

Evaluation Plan

Practices and Products

Practices

Provide parent/teacher workshops targeting areas of need such as student resilience, anxiety and social media.

Workshops for parents in literacy so that parents can support school programs e.g. Writing, Comprehension, Spelling and Mathematics.

Streamline communication through email, blogs, Facebook page, Skoolbag app, electronic sign and the school website, with availability to translate into various languages.

Translated signs displayed throughout the school premises.

Use community expertise to add value to school programs and create community hubs.

Establish effective transition programs between preschool and kindergarten by collaborating with local preschools.

Support the transition of students between Year 6 and 7 by strengthening links and increasing communication with local high schools.

Products

Increase the number of parents engaging purposefully in supporting their child's education by attending workshops that strengthen their knowledge and skills.

Increase the number of parents that can further support their child/children at home by enhancing their understanding of school literacy programs.

Strategic Direction 3: Community will be informed, inclusive and engaged

Improvement Measures

People

Processes

Practices and Products

Implementation by the school of particular styles of communication appropriate for parents's cultural backgrounds, availability, working conditions etc..

Increase the number of students participating in school programs by making available additional human resources.

Develop a database of community contacts in order to effectively support the transition of students e.g . names of head teachers, year advisors at local high schools to draw on when required.