School plan 2018-2020

Harbord Public School 2133

School background 2018–2020

School vision statement

To provide a supportive, positive and collaborative learning environment which allows students to achieve their personal best. The school encourages students to be constructive, self–regulated learners who are confident and creative individuals, with the personal resources for future success and well being. – ***Ref: School Excellence Framework 2014.***

Our Purpose

To focus on excellence in teaching and learning in literacy, numeracy, student wellbeing and student engagement through STEM.

Our Goals

1: Every student is engaged and challenged to continue to learn.

2: Every student is known, valued and cared for in our schools.

3: All students are provided with a strong foundation in literacy and numeracy

4: All students, teachers, leaders improve every year.

School context

The school is located in Sydney's northern beach suburb of Freshwater, about 17 kilometres from the Sydney GPO. The suburb of Freshwater encompasses a total land area of about 20 square kilometres, including waterways and areas of open space, mainly along the beachfront. Development in Freshwater is mainly residential with some medium to high density areas to the south and west of the school. The school has strong historical connections with the local community and businesses. The school is a relatively large primary school with a student population in excess of 1100 support by 63 teaching staff , 7 administration staff and 6 Assistant Principals and 2 Deputy Principals.
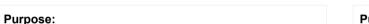
Our core values are: respect, responsibility and personal best.

School planning process

The 2018–2020 plan was developed after a whole school evaluation in line with current Department of Education reforms, strategic directions, the impact of current school practice and the school vision statement.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Engaged Learners

Purpose:

• To support students identify learning goals through visible learning, differentiation and learning progressions

• To increase our students' engagement levels through the provision of an inclusive and agile learning environment

• To maximise student learning by differentiating the learning outcomes, learning environment, process, content and product.

• To identify opportunities to engage students in critical and creative thinking

• To make reasonable adjustments to support student learning

• To apply Positive Behaviour for Learning elements to maintain an harmonious and safe learning environment

STRATEGIC DIRECTION 2
Effective Teachers

Purpose:

• To build and support collaborative learning practices such as co–teaching , collaboratively planning

• To evaluate what works well, particularly in the classroom to assess for learning and assess of learning

• To identify our learning goals for ourselves and our students

• To identify our learning goals to support our professional development

• To improve the learning outcomes for students through the effective use of data such as PLAN 2 and Learning Progressions

• To implement the Department of Education's literacy and numeracy strategy

STRATEGIC DIRECTION 3
Connection

Purpose:

• To continue to develop within the school community a positive culture through implementation of positive behaviour for learning phase 2

• To continue promote diversity and inclusion

• To enhance understanding of Aboriginal Education

• To have better understanding and preparation for the world around us and to engage with STEM and the visual arts as a means of connection

• To prepare our students to be world class active and informed citizens

• To prepare our students to connect through student wellbeing and anti–bullying programs

Strategic Direction 1: Engaged Learners

Purpose

• To support students identify learning goals through visible learning, differentiation and learning progressions

• To increase our students' engagement levels through the provision of an inclusive and agile learning environment

• To maximise student learning by differentiating the learning outcomes, learning environment, process, content and product.

• To identify opportunities to engage students in critical and creative thinking

• To make reasonable adjustments to support student learning

• To apply Positive Behaviour for Learning elements to maintain an harmonious and safe learning environment

Improvement Measures

• Class Programs that are explicit in identify student leaning outcomes across all KLA's

• Classrooms display clear links to visible learning

• Students identify personal learning goals in consultation with their teachers and use WALT (What Are We Learning Today), TILT (Today I Learnt That) and WAGOLL (What A Good One Looks Like) as language of to describe their individual achievement

• All Classes display the PBL Posters and discuss our expectations for an effective and productive learning environment

• Increased proportion of students in the

People

Students

Can expect to have a clear expectation of the learning outcomes to be achieved

Can expect to establish personal learning goals supported by their teachers

Can expect to use a consistent language to describe their achievement against their learning goals WALT, TILT and WAGOLL

Can expect to be responsible, respectful and to do their personal best.

Can expect participate fully in a learning program that is differentiated in terms of learning outcomes, learning environment, process, content and product

Staff

Will have realistic and high expectations for all students and will differentiate learning as appropriate

Will support students to learn in an inclusive and agile learning environment

Will make reasonable adjustments and Individual Educational Programs for students where appropriate

Will engage with visible learning strategies and use personal learning goals as one of the elements of assessment of and for learning

Will evaluate and respond to the effectiveness of classroom programs in terms of achieving student learning

Leaders

Processes

Students:

Critique achievement of outcomes in relation to personal learning

goals

Students participate in STEM (STEAM) activities in order to develop critical thinking and collaborative processes in an agile learning environment

Students are provided with individual learning plans where appropriate .

Staff:

Actively engage in development of collaborative teaching and learning programs inclusive of differentiated learning, visible teaching and authentic assessment

Engage with STEM (STEAM) activities that address student learning outcomes across KLA's, visible learning and authentic assessment

Evaluation Plan

The effectiveness of class and collaboratively developed programs to be regularly reviewed for inclusion of differentiated learning, visible teaching and authentic assessment

PBL is visible in classrooms and throughout the school.

PBL data is reviewed and actions determined

Practices and Products

Practices

Visible learning and student self reflections incorporated into classroom practice in respect to student personal learning goals

Staff provide students with effective and timely feedback

Products

Students identify personal learning goals in consultation with their teachers and use WALT (What Are We Learning Today), TILT (Today I Learnt That) and WAGOLL (What A Good One Looks Like) as language of to describe their individual achievement

Learning progressions recorded and data used to support student learning

Strategic Direction 1: Engaged Learners

Improvement Measures
top two NAPLAN bands for writing and numeracy.

People

Will support staff to use PLAN 2 and SENTRAL in order to maintain student data

Will mentor staff in the development of differentiate learning and Individual Educational Programs where appropriate

Will assist staff in using data as means of identify student needs and to establish priorities for support

Will use funds effectively to support students with identified needs

Parents/Carers

Will be encouraged to develop understandings about the expectation for children's learning and programs to support student learning such as PBL and Agile Classrooms.

Strategic Direction 2: Effective Teachers

Purpose

• To build and support collaborative learning practices such as co–teaching , collaboratively planning

• To evaluate what works well, particularly in the classroom to assess for learning and assess of learning

• To identify our learning goals for ourselves and our students

• To identify our learning goals to support our professional development

• To improve the learning outcomes for students through the effective use of data such as PLAN 2 and Learning Progressions

• To implement the Department of Education's literacy and numeracy strategy

Improvement Measures

Beginning teachers continued to be supported by a mentor where appropriate and through school organisation

All teachers accreditation and maintenance of accreditation supported through school and local school network (NBLA) structures.

Evidence of collaborative learning practices such as co–teaching , collaboratively planning evident across all grades.

Class programs contain a class profile and appropriate student learning outcomes for all students including reference to the school's scope and sequence

Teacher satisfaction and evaluation survey

People

Students

Can expect to set learning goals based on the school's scope and sequence for specific KLA's specifically in English and maths.

Can expect to be provided with an individual learning program where appropriate

Can expect to be provided with access to all areas of the curriculum

Staff

Will collaboratively develop teaching and leaning programs and assessment strategies using the appropriate scope and sequences

Will be effective in their use of student data in order to improved student's learning outcomes

Will engage in the opportunities for co teaching, coaching and class observations

Will use flexible and agile teaching practices to encourage and support creativity, communication, collaboration and critical thinking

Will undertake professional learning to develop specific understanding and knowledge of differentiated learning for students requiring additional support

Leaders

Will support staff to use PLAN 2 and SENTRAL in order to maintain student data

Processes

Scope and sequences are reviewed and provided to staff in order to develop teaching and learning programs

Quality Teaching and Successful Students funding (QTSS) efficiently by Executive staff to assist staff provide quality teaching and learning programs

Executive staff support and encourage staff in the use of PLAN 2 and Learning Progressions

Beginning Teachers are supported through scheduled mentoring and working collegially with other members of staff

Teachers use Personal Development Plans to establish personal learning goals and alignment of school strategic directions

Evaluation Plan

The identification and provision of students with specific learning difficulties through individual educational programs will continue and the learning outcomes assessed

Class timetables show evidence of appropriate time allocations for all KLA's

Scope and Sequences for KLA's are evident in all teaching and learning programs

There is evidence of formative and summative data being used to support visible learning and student learning outcomes in all classrooms

Class programs to contain aspects of differentiation, reflection and registration for

Practices and Products

Practices

Personal Development Plans are completed and reflection conducted in consultation with executive staff

All teaching and learning programs are collaboratively planned and include individual elements such as;

• Class Profile
• Class Timetable
• Activities to meet student learning outcomes
• Differentiation strategies involving (learning outcomes, learning environment, process, content and product)
• Assessment tasks
• Reflection
• Registration
• All teaching and learning programs stored and accessible online

Products

Current scope and sequences for KLA's available to staff

Completed class programs in accordance with explicit elements and expectations

PLAN Data, teacher judgement, personal goals used to identify student learning and achievement of outcomes

Evidence of Visible Learning obvious in all classrooms

staff utilise the language of

Strategic Direction 2: Effective Teachers

Improvement Measures

results. Increase the percentage of teachers' s satisfaction with workload and communication assessed over the period of the plan.

Increased alignment of annual performance and development plan (PDP) evident. Baseline data to be collected in 2018.

People

Will mentor staff in the development of differentiate learning and Individual Educational Programs where appropriate

Will assist staff in using data as means of identify student needs and to establish priorities for support

Will ensure professional learning funds are spent efficiently to support staff develop knowledge and skills to improve student learning outcomes

Processes

student outcomes

Practices and Products

expectation such as; WALT (What Are We Learning Today), TILT (Today I Learnt That) and WAGOLL (What A Good One Looks Like) as language of to describe learning expectations for students

A schedule of professional leaning is maintained and displayed on SENTRAL to assist in the accreditation process

Strategic Direction 3: Connection

Purpose

• To continue to develop within the school community a positive culture through implementation of positive behaviour for learning phase 2

• To continue promote diversity and inclusion

• To enhance understanding of Aboriginal Education

• To have better understanding and preparation for the world around us and to engage with STEM and the visual arts as a means of connection

• To prepare our students to be world class active and informed citizens

• To prepare our students to connect through student wellbeing and anti–bullying programs

Improvement Measures

Students respond positively to expectations

Staff deliver consistent responses to student learning and behaviour

Students feel safe and cared for at school. Their parents, family and community are more involved in their school

Unproductive and challenging behaviour can be significantly reduced for most students.

People

Students

Students can expect to be included in establishing class and school behavioural expectations

Students can expect to put into practice the strategies of Positive Behaviour for learning as they have been taught

Students can expect to use the language of PBL to describe and manage behavioural expectations

Staff

will deliver consistent responses to student learning and behaviour

will develop deep understanding of the PBL process (data, systems and practices across the school

will build knowledge of behavioural and learning support practices

will establish and maintain a representative team with principal support, that meets at least monthly.

will create, review and revise an annual action plan to support their implementation

will clearly state school–wide expectations for students and staff

will collaborate with all staff to plan and implement PBL

will collect and use data for decision making related to the effectiveness of their universal systems and practices

Processes

Evaluation Plan

Staff, students and community surveyed as to their views of how we connect through behaviour and understanding

Practices and Products

Practices

Increased awareness of students as to their impact on their learning and the learning of others through positive behaviour and expectations

Products

School collects and reflects on evidence gathered to implement

 adjustments to support students and the community

Visual reminders of expectations are evidenced throughout the school and within classrooms

An increase in the levels of student engagement is evident in the

classrooms due to a reduction in challenging behaviour

Strategic Direction 3: Connection

People

will involve family, carers and community throughout planning and implementation

will embed culturally responsive practices throughout planning and implementation

will establish clear working relationships between other teams with common goals.

Leaders

will establish and maintain a representative team with principal support, that meets at least monthly.

will create, review and revise an annual action plan to support their implementation

will clearly state school–wide expectations for students and staff

will collaborate with all staff to plan and implement PBL

will collect and use data for decision making related to the effectiveness of their universal systems and practices

will involve family, carers and community throughout planning and implementation

will embed culturally responsive practices throughout planning and implementation

will establish clear working relationships between other teams with common goals.

Parents/Carers

Can expect communication around the goals of PBL

Can expect consistency of process

Strategic Direction 3: Connection

People

Can expect a sharing of common goals

Can expect will use various ways to update families on a regular basis about their activities, lessons, projects and celebrations.

Schools actively communicate with families so they understand and support the PBL process

Harbord Public School 2133 (2018-2020)