

# School plan 2018-2020

## Heathcote Public School 2149

### HEATHCOTE PUBLIC SCHOOL



**SUCCESS  
FOLLOWS EFFORT**

# School background 2018–2020

## School vision statement

At Heathcote Public School we are committed to the pursuit of excellence. Our major purpose is to provide dynamic quality teaching and learning opportunities for our students in a positive learning environment.

## School context

Heathcote Public School is located in southern Sydney, neighbouring the Royal National Park. It has a close relationship with neighbouring schools through the Community of Schools on the Park (COSOTP). Enrolments have trended upwards in recent years and there are currently 330 students (11% LBOTE).

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.

A range of well-developed performing arts and sporting opportunities are on offer for the students including an extensive extra-curricular program. 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 underpin all interactions and achievements.

## School planning process

The staff, students and community members engaged in a comprehensive evaluation of the 2017 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;
- Ants in the Apple spelling pre- and post- annual testing;
- Reading level benchmark assessments;
- Weekly Mathematics 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 Australian Professional Standards for Teachers, the School Excellence Framework v.2 and 'Great Teaching, Inspired Learning'.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Successful Learners

**Purpose:**

To improve student learning and outcomes in literacy and numeracy through an integrated approach to quality teaching and assessment.



**STRATEGIC  
DIRECTION 2**  
High Quality Teachers

**Purpose:**

To nurture a stimulating and engaging professional environment supported by a collaborative and evaluative culture that develops highly skilled teachers.



**STRATEGIC  
DIRECTION 3**  
Positive Learning Environment

**Purpose:**

To have a consistent evidence-based whole-school approach to a positive learning environment that enables students to connect, succeed and thrive.

# Strategic Direction 1: Successful Learners

## Purpose

To improve student learning and outcomes in literacy and numeracy through an integrated approach to quality teaching and assessment.

## Improvement Measures

Increased proportion of students in the top two bands for literacy.

Increased proportion of students in the top two bands for numeracy.

Increased evidence of whole-school approach to embedding evidence based teaching practices such as learning goals and success criteria.

Increased proportion of students meeting their individual learning goals.

Increased student growth in value-added measures in internal and external assessment.

## People

### Students

Students build skills to articulate their aspirations for learning and achieving their goals

### Staff

Staff engage with professional learning and build skills to implement learning goals and success criteria and have high expectations of students.

### Leaders

The school executive lead a coordinated whole-school approach to using data effectively and lead the implementation of formative assessment.

### Parents/Carers

Parents develop an understanding of their children's learning goals to support their achievement.

### Community Partners

The Community of Schools on the Park provides opportunities for teachers to share expertise through collaboration.

## Processes

### Formative Assessment (Learning goals & Success Criteria)

Professional learning in creating high quality learning goals and success criteria to facilitate the students becoming self-regulated learners.

### Data Analysis and setting targets

Implement systems for the regular collection of student learning data.

Professional learning in analysing and using data to target specific instruction at the students' point of need.

## Evaluation Plan

NAPLAN data

Scout data

Teacher observations

Surveys

Teacher reflections

Photos of learning goal display

Teacher programs

Guided reading levels

Learning progressions

## Practices and Products

### Practices

Teachers and students collaboratively developing individual learning goals to drive short teaching and learning cycles.

Teachers confidently use success criteria and the collection and analysis of data to plan and develop future learning.

### Products

Success criteria visible in the classroom.

A culture of high expectations.

Increased student achievement and growth data from internal and external measures.

# Strategic Direction 2: High Quality Teachers

## Purpose

To nurture a stimulating and engaging professional environment supported by a collaborative and evaluative culture that develops highly skilled teachers.

## Improvement Measures

Surveys and observations show that students are receiving regular constructive feedback on their learning.

Increased opportunities for teachers to regularly collaborate and reflect on their teaching practices resulting in ongoing school-wide improvement.

Teachers are increasingly engaging with the Community of Schools on the Park to collaborate across schools and evidence shows the improved quality of their practice.

## People

### Students

Students will act on the feedback they receive to improve their learning.

### Staff

Teachers will regularly collaborate with and across schools to reflect on and improve teaching practices.

Teachers provide specific and timely feedback to students and each other.

### Leaders

The school executive adopts a collaborative approach to reflective practice and the provision of feedback to students and teachers.

### Parents/Carers

Parents develop an understanding and awareness to support their children to act on the feedback they receive.

### Community Partners

The Community of Schools on the Park will provide professional learning and collaboration opportunities for staff.

## Processes

### Feedback

Implement a whole school integrated approach to teacher to student feedback.

### Collaborative and Reflective Practice

The school uses and embeds a system that facilitates professional dialogue, collaboration and reflective practice.

### Evaluation Plan

Lesson observations demonstrate that students are receiving individual, specific and timely feedback on their learning.

Teacher surveys indicate the effectiveness of collaboration and reflective practice to improve pedagogy.

Focus groups

Reflections

Professional Development Plans

## Practices and Products

### Practices

Staff collaborate, give and receive feedback to colleagues and reflect and strive to improve their practice.

Teachers are regularly providing specific and timely feedback to students on their learning.

Teams collaborate to use evidence informed pedagogy, plan, assess and implement high quality programs.

### Products

Staff understand the importance of feedback on their practice and use it to improve their teaching.

Learning outcomes are improved as students act on the specific feedback they are receiving.

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Staff work in a stimulating and engaging professional environment that develops high quality teachers.

# Strategic Direction 3: Positive Learning Environment

## Purpose

To have a consistent evidence-based whole-school approach to a positive learning environment that enables students to connect, succeed and thrive.

## Improvement Measures

Students can articulate and follow the behaviour expectations and what they look like in each area of the school.

Surveys and focus groups show improved parental satisfaction with a consistent approach to the recognition of positive student behaviour.

Staff deliver a more consistent response to student learning and behaviour.

## People

### Students

Students have a clear understanding of behavioural expectations and follow them in various areas of the school.

### Staff

Staff adopt a consistent approach and language when managing students behaviours.

### Parents/Carers

Parents / Carers develop an understanding and positively support the expectations and consequences for students behaviours at school.

### Leaders

The school executive develops a coordinated approach to quality wellbeing programs.

## Processes

### Positive Behaviour for Learning

Positive, respectful relationships are evident and widespread in students and staff and promote student wellbeing. PBL ensures optimum conditions for student learning.

### Awards System

The school implements and evidence based merit system resulting in measurable improvements in wellbeing and engagement.

## Evaluation Plan

Surveys

Focus groups

Tell Them From Me

PBL surveys

## Practices and Products

### Practices

Staff use a systematic and highly structured approach to developing positive behaviours for learning.

Explicit teaching, implementation and evaluation of the core principles of the PBL program.

Consistent use of school merit system to recognise student behaviour and academic achievement.

Students feel that they are known, valued and cared for by staff and are positively engaged in their learning.

### Products

The wellbeing of every student is a priority.

Consistent use of PBL expectations results in a reduction of negative incidents and the merit system proves increasing positive behaviours.

Consistent and effective use of the essential features of Positive Behaviour for Learning.