

# School plan 2018-2020

## Helensburgh Public School 2153



# School background 2018–2020

## School vision statement

A quality school, working with its community, to inspire all students to be lifelong learners and responsible citizens by cultivating innovative educational experiences in a nurturing environment.

## School context

Our students are drawn from the town of Helensburgh and surrounding areas of Stanwell Tops and Darkes Forest. Traditionally a coal mining town, the area has seen an influx of professional and semi-professional people who commute to Sydney. There has also been a noticeable increase in those who work part-time and/or from home.

Situated in the Northern Illawarra, but at the southern gateway to Sydney, our students have the benefit of selecting secondary education from both the Illawarra and Southern Sydney suburbs.

The school has had a long history of healthy, active, lifestyle programs and wide ranging interschool sport programs. This has been supplemented with a range of creative and performing arts initiatives including public speaking, debating, school band and choir. Academically challenging co-curricular activities form part of the school's ongoing program.

Our students enjoy the additional benefits and support received from a highly active and motivated Parents and Citizens' Association, who play an integral part in the school's decision making processes.

Students with special needs are supported through a variety of learning support programs and a multi-categorical class.

The school is an active member of both the SeaCliff Community of Schools, based around Bulli High School, and the Community of Schools on the Park, based around Heathcote and Engadine High Schools. In 2018 the school population was 487 students.

## School planning process

The school engaged with all sections of its community to develop a clear school vision. The School Planning and Evaluation Committee commissioned students, parents and staff surveys using the Tell Them From Me survey tool. Committee members attended P&C meetings and also gathered responses from the school SRC. An online survey was also designed which allowed for community feedback. Results were presented to staff meetings and a detailed analysis of the results was produced using an online graphics tool.

A parent focus group was held to review and to give feedback on the school's Strategic Directions.

The Planning and Evaluation Committee led a session at the School Development Day to review our annual milestones.

The School Leadership Team refined the delivery of each process and project to address strategic direction and monitored student process.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality Teaching – A  
Professional Learning  
Community

### Purpose:

Teachers are actively engaged in a professional learning community and have high performance expectations for student achievement. Collaborative planning and evidence based teaching strategies are used to support students at their point of need.

## STRATEGIC DIRECTION 2

Knowing, Valuing and Caring for  
All Students

### Purpose:

Identifying the knowledge and skills of students is critical in developing personalised learning. Fostering teachers' skills in assessment for, of and as learning, will allow differentiated learning for students. through the identification of knowledge and skills appropriate to each student's point of need. School life is enhanced for students through the development of whole school initiatives encompassing student wellbeing and engagement and the development of responsible, creative, caring and informed citizens.

## STRATEGIC DIRECTION 3

Leading, Teaching and  
Learning Together

### Purpose:

A positive school culture of high expectations, driving improved teaching and learning strategies, occurs when there is authentic collaboration between local schools, parents, students, teachers and leaders.

# Strategic Direction 1: Quality Teaching – A Professional Learning Community

Purpose	People	Processes	Practices and Products
Teachers are actively engaged in a professional learning community and have high performance expectations for student achievement. Collaborative planning and evidence based teaching strategies are used to support students at their point of need.	<b>Students</b>  Students are self assessing against child friendly rubrics, student exemplars and learning goals.	Teachers actively participate and drive regular planning and data days.	<b>Practices</b>  Teachers are using evidence of learning to plan 4–5 week teaching and learning cycles in literacy and numeracy.
<b>Improvement Measures</b>  Differentiated teaching programs, formative assessment records and classroom teaching practice demonstrate teachers are using data and evidence based practice.	<b>Staff</b>  Teachers demonstrate increased knowledge and understanding of evidence based practice and support to implement, refine and embed as school culture.	Professional learning and classroom observation develops and extends pedagogical skills will be provided.	Effective teaching strategies, including formative assessment, is used to drive expected levels of growth.
Increased percentages of students achieve stage based targets in literacy and numeracy and students.	<b>Parents/Carers</b>  Parents have awareness of the evidence based practices the school is using.	Staff explore CESE publications, teaching standards, AITSL and NESA resources to drive changing teaching practice.	Professional learning focused on what works best is embedded to school culture.
Professional learning meets on-going student and teacher need, and drives improvement in teaching practice and continuous improvement	<b>Leaders</b>  Work Collaboratively to up skill themselves and others and embed evidence based practice across the school.	<b>Evaluation Plan</b>  Regular review of classroom programs, assessment records and observations  Analysis of internal and external data  Exit slips, staff surveys, professional learning records, student, parent and teacher voice.	<b>Products</b>  Professional dialogue, teaching programs, classroom observations and evidence teachers are using data to plan differentiated teaching.  Student learning is supported by child friendly rubric, exemplars and differentiated learning goals.

# Strategic Direction 2: Knowing, Valuing and Caring for All Students

Purpose	People	Processes	Practices and Products
Identifying the knowledge and skills of students is critical in developing personalised learning. Fostering teachers' skills in assessment for, of and as learning, will allow differentiated learning for students. through the identification of knowledge and skills appropriate to each student's point of need. School life is enhanced for students through the development of whole school initiatives encompassing student wellbeing and engagement and the development of responsible, creative, caring and informed citizens.	<p><b>Students</b></p> <p>Critical thinking and collaboration skills develop to ensure students understand the purpose of assessment, feedback and are actively involved in student decision making. They understand expected learning and social behaviour, and have access to extra – curricular activities.</p> <p><b>Staff</b></p> <p>Enhance skills in collaborative practice, analysing data and use of formative assessment and feedback. Staff use a consistent common assessment schedule.</p> <p><b>Parents/Carers</b></p> <p>Parents work collaboratively with teachers to share their child's strengths and identify areas of need.</p> <p><b>Leaders</b></p> <p>Leaders employ coaching and professional learning to support teachers in the making of decisions based on student need, and develop effective processes and practices.</p>	<p>School summative assessment schedule is co-developed, reviewed and enhanced.</p> <p>Professional learning in formative assessment strategies, use of data to generate learning goals and provide explicit feedback is provided.</p> <p>Whole school review of student welfare policy to ensure that students connect succeed and thrive and there is a consistent approach.</p> <p>Existing curriculum activities will be evaluated. New curriculum activities will be investigated and trialled.</p> <p><b>Evaluation Plan</b></p> <p>External and internal assessment schedule.</p> <p>Regular review of classroom programs and practice.</p> <p>Student engagement surveys</p> <p>Student behaviour records</p>	<p><b>Practices</b></p> <p>Teachers regularly collect, use, share and respond to reliable assessment to ensure there is consistent and comparable judgement.</p> <p>Teachers will use a range of formative assessment strategies to support student centred learning, engagement and feedback</p> <p>Learning and behaviour expectations are co-developed with students to ensure there is a consistent approaches to student wellbeing.</p> <p>School curriculum and extra– curricular activities indicate high levels of student engagement</p> <p><b>Products</b></p> <p>Internal and external assessment data will inform practice.</p> <p>Professional dialogue, teaching programs and classroom observations evidence teachers are using and responding to formative assessment</p> <p>Student welfare policy is reviewed and implemented. Data from students, teachers and parents will be used to make student centred decisions</p> <p>KLA scope and sequence document and an extra curricular activity schedule is reviewed and developed.</p>
Improvement Measures			
Increased percentages of students achieve on-going growth in literacy and numeracy			
Increased percentage of students indicate high levels of engagement			
There is a consistent approach to external and internal summative assessment			
Formative assessment, learning goals and feedback are observable and embedded in classroom practice.			

# Strategic Direction 3: Leading, Teaching and Learning Together

Purpose	People	Processes	Practices and Products
A positive school culture of high expectations, driving improved teaching and learning strategies, occurs when there is authentic collaboration between local schools, parents, students, teachers and leaders.	<b>Students</b>  Students are supported in their ability to think critically and elaborate on their ideas for school improvement.	Data is systematically gathered, analysed and responded to in order to improve school planning  Leadership, accreditation and instructional leadership projects and opportunities are developed to support and improve practice. AITSL resources are used to support a professional learning culture.  Time is allocated at the community of schools meetings for the sharing of professional practice.	<b>Practices</b>  Strong collaborative partnerships are developed between students, teachers and parents to ensure continuous school improvement. Parents are regularly informed about teaching and learning practices in the school plan.  Teachers take personal responsibility for maintaining and developing professional standards at proficient and above. Opportunities to develop instructional leadership skills at a school and network level exist. Leaders model high expectations for teaching and learning.  Professional learning is shared and developed across the community of schools.
Improvement Measures	<b>Staff</b>  Teachers employ skills of evaluative thinking, student centred decision making, collaboration and reflection and delivery of professional standards in all practice.	<b>Evaluation Plan</b>  Surveys, participation rates, accreditation records, observation of practice, reflections and responses to instructional leadership.	<b>Products</b>  School evaluative practices are scheduled and analysed every five weeks.  A leadership project is planned, documented and implemented. Whole school analysis of Performance and Development plans are used to identify strengths and gaps to support differentiated professional learning. Higher levels of accreditation is supported.  Community of schools has a professional learning plan to share best practice.
The opportunities for leadership, coaching, mentoring and the building of professional capacity increases.  Increased percentages of students each term achieve stage based targets in literacy and numeracy.  Increasing numbers of parents, teachers and community groups including AECG are actively engaged in the school and decisions about directions.  A culture of professional learning embeds across the school and community of schools.	<b>Parents/Carers</b>  Parents have opportunities to engage and develop their understanding of the school plan, projects, evaluation and convey a general level of satisfaction  <b>Community Partners</b>  The local community of schools collaborate, share and develop professional learning.  <b>Leaders</b>  Leaders jointly develop a shared vision of school improvement, and work with all stakeholders to identify student, parent and teacher levels of engagement and satisfaction. Leaders model and share expected practice.		