

School plan 2018-2020

Hurstville South Public School 2198



School background 2018–2020

School vision statement

To promote equity and excellence, develop successful, confident and creative learners who demonstrate the knowledge skills and values to become active and informed global citizens.

School context

Hurstville South Public School has provided the local community with high quality education for over 100 years.

Hurstville South Public School has an enrolment of over 500 students with 91% from Non–English speaking backgrounds. There are over 30 language backgrounds represented in our student body with 53% of these students from a Chinese background.

Our whole school Mandarin cultural program is supported by our Confucius classroom. Our languages program includes Languages other than English (LOTE) for non–native Chinese speakers and Community Languages other than English (CLOTE) for native Chinese speakers.

Our dedicated staff are committed to using evidence based practices to maximise student outcomes in all learning areas. This is demonstrated by the high growth scores our students achieve in literacy and numeracy assessments.

Students who need additional support in literacy and / or numeracy benefit from an established learning support program which includes Learning Support Teachers and English as an Additional Language or Dialect teachers (EaLD).

Students can access a wide range of activities including band, choir, dance, sport and public speaking.

Hurstville South Public School has inclusive wellbeing programs which include Harmony Hub and student leadership programs which enhance our school culture.

Our supportive school community enthusiastically participate in student led conferences and attend school events.

The Hurstville South Public School P&C are a dedicated group of parents who support our school effectively.

School planning process

Staff Consultation

Tell Them From Me survey, Discussion questions in small groups, Staff meetings and executive planning days were used to develop ideas regarding school context, school vision, school strengths and areas for improvement.

Community Consultation

P & C meetings initially used to outline new school planning model and discuss the method of school consultation

Newsletter used to build parent and community awareness of the 2018 – 2020 school plan and to gain their enthusiasm in participating in a whole school survey completed Term 4 2017 with over 100 surveys completed.

Discussion group open to all parents was held to discuss survey results and refine school vision and strategic directions for the school plan.

P & C meeting and parent forum used to discuss the final draft of school plan.

Student Consultation

All students in Years 3 – 6 completed a survey focusing on school satisfaction in 2017.

Focus groups with randomly selected students in Years 3 – 6 were also held in 2017.

Community of Practice

Our newly formed Community of Practice is designed to develop a community of teachers who are communicating effectively, continually learning, reflecting critically and creatively while working collaboratively with others.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Strong Foundations

Purpose:

To continue high quality professional learning in literacy and numeracy and increase the use of data, high quality feedback and student voice to develop confident literate and numerate students.



STRATEGIC DIRECTION 2 Future Focused

Purpose:

To create a community of learners who reflect critically and creatively while working collaboratively with others using effective communication skills.



STRATEGIC DIRECTION 3 Positive Wellbeing

Purpose:

To enhance our supportive, positive culture so that all students are nurtured by the school community in building the values and practices of our students as emerging global citizens

Strategic Direction 1: Strong Foundations

Purpose

To continue high quality professional learning in literacy and numeracy and increase the use of data, high quality feedback and student voice to develop confident literate and numerate students.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands for reading

Increased percentage of teachers using learning progressions to monitor student progress and plan the next step in student learning.

Increased evidence of Working Mathematically skills embedded into differentiated mathematics teaching and learning across the school.

People

Students

Develop confident, engaged and literate and numerate learners who can articulate their learning and understand what they need to learn next to enable continuous improvement.

Staff

Build on staff capacity to confidently implement high quality literacy and numeracy programs. Develop an understanding of how learning progressions can be used to inform teaching practice and monitor student progress.

Leaders

Develop skills in evidence based, effective teaching, learning and assessment practices to promote consistent school wide pedagogy.

Parents/Carers

Develop an understanding of and value the importance of students in demonstrating successful learning that is based on a range of quality assessment tools.

Processes

Strong Foundations in Literacy and Numeracy

- Use evidence based research to develop and implement high quality professional learning to ensure students have strong foundations in literacy and numeracy.
- Implement Assessment and Reporting profiling tools to improve and track knowledge and understanding of individual student's abilities, strengths and weaknesses.
- Stage teams collaborate to develop effective techniques for eliciting student feedback used to inform teaching practice.
- Design, deliver and promote workshops for parents and community members to assist in parents understanding of current teaching strategies in literacy and numeracy and to enhance school support programs.

Evaluation Plan

Progress towards achievement measures will be evaluated through:

- Tracking and monitoring student reading levels;
- Progressive Achievements Test (PAT) in Reading and Mathematics from 2–6;
- Regular monitoring of student progress against expected outcomes; and
- NAPLAN results using SCOUT.

Practices and Products

Practices

- All teachers explicitly teach literacy and numeracy using learning progressions to differentiate teaching and learning programs.
- Teachers review learning with individual students providing explicit feedback to improve and use student voice to adjust learning programs.
- Australian Professional Standards for Teachers (APST) used to support accreditation and professional development plans through conversations, observations and professional learning goals.
- Effective learning partnerships with parents and students promote home school relationships, and increase community understanding in supporting literacy and numeracy programs at home.

Products

- A whole school approach to literacy and numeracy including scope and sequences is embedded with quality literature and working mathematically concepts.
- Assessments promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Community wide, collective responsibility for student learning is evidenced in coordinated team approach to support students.

Strategic Direction 2: Future Focused

Purpose

To create a community of learners who reflect critically and creatively while working collaboratively with others using effective communication skills.

Improvement Measures

Teachers indicate improved understanding and implementation of future focused pedagogy in teaching and learning as measured on staff survey.

Increased percentage of students who self report as operating with high level skills and high challenge on the Tell Them From Me survey.

Increased proportion of teaching and learning programs showing evidence of effective communication, collaboration, creativity and critical reflection.

People

Students

Build collaboration, communication, creativity and critical reflection skills to achieve deeper generative learning.

Staff

Increase understanding of using collaboration, creativity, communication and critical reflection in their own learning and in the design of teaching and learning programs.

Leaders

Engage in evidence based professional learning to build capacity of leadership team to lead Future Focused learning within our school and with our Community of Practice.

Work together to develop the confidence to provide meaningful, credible, instructional feedback mentoring and capacity building.

Parents/Carers

Develop an understanding and appreciation of Future Focused teaching practices which develop successful learners ready to embrace an ever changing future.

Develop the skills to interact and learn with their children using effective communication, collaboration, creativity and critical reflection in students first language and/or English.

Processes

Future Focused Teaching and Learning

Targeted professional learning in using communication, collaboration, creativity and critical reflection to develop high quality Teaching and Learning programs that engage students

Teachers are supported to trial innovative or evidence based, future focused practices in their classrooms and they are encouraged to share these with their colleagues.

Community of Practice established between Hurstville South, Hurstville, Carlton and Mortdale Public Schools to enhance professional learning opportunities for all staff and to allow opportunities for sharing expertise across school sites

Coordinate engaging parent workshops to support parents in understanding the need for Future Focused learning at our school and strengthen parent understanding of Future Focused learning by providing opportunities for students to demonstrate their improved skills.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- annual parent, student and staff surveys
- Community of Practice established and staff involved in learning with and from each other
- Data will also be collected for analysis, reflection and reporting on the planned activities identified in the milestones.

Practices and Products

Practices

- Executive practise communication, collaboration, creativity, and critical reflection in stage and executive meetings and confidently mentor staff to improve teaching and learning practice.
- Teachers participate in regular professional learning on creativity, collaboration, communication and critical reflection.
- Across our community of practice and within our school Teachers meet regularly to develop and share ideas to improve teaching and learning so that it is Future Focused.
- Parents engage in workshops with a focus on understanding the benefits for all students of Future Focused Learning.

Products

- Future Focused learning is evident in teaching practice and learning programs across all learning areas and in improved student engagement levels.
- A community of practice is established which targets Future Focused learning.
- Professional Development Plans (PDPs) are supported by lesson observations which focus on the implementation of Future Focused learning.
- Teachers and students interact with each other and within the learning space using effective communication, collaboration, creativity and critical reflection.

Strategic Direction 3: Positive Wellbeing

Purpose

To enhance our supportive, positive culture so that all students are nurtured by the school community in building the values and practices of our students as emerging global citizens

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Decrease in negative incidents of student behaviour tracked and monitored through the school behaviour management system.

Increase the proportion of community involvement within the school setting and parent attendance at workshops.

People

Students

Students contribute to establishing and maintaining school wide expectations and build skills to self regulate emotions and behaviours to engage in positive relationships.

Staff

Staff plan for and implement effective classroom management and explicit social/emotional educational content.

Staff nurture professional relationships with the school community which are respectful and supportive.

Leaders

School leaders focus on building individual and collective wellbeing through a positive school climate with a holistic approach promoting a sense of school connectedness.

Parents/Carers

Parents and the wider community actively participate in the school and support the continuity of student development and learning.

Parents and carers develop an understanding of the models of learning and the link between school excellence and wellbeing.

Processes

Promoting Student, Staff and Community Wellbeing

- Deliver professional learning to develop teaching practice and establish a holistic school approach that creates and maintains a supportive and safe learning environment.
- Build capacity for student leadership where students share in decision making and the implementation of action as active members of the school community.
- Provide opportunities for the school community to engage in workshops that inform parents of current educational practice and develop an understanding of ways to support individual development and student learning.
- Develop wider community partnerships and involvement in supporting the needs of students.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- survey of school community
- teaching and learning programs
- student behaviour data analysis

Practices and Products

Practices

- Quality teaching emphasises clear expectations of behaviour and learning.
- All learning environments across the school are managed with a shared understanding and use of metalanguage as a consistent whole school approach
- Students have the opportunity to engage in and lead a range of school-related activities and initiatives within the classroom, school and wider community.
- Shared responsibility of student wellbeing is evident through high level community engagement.

Products

- Educational content is evident in teaching and learning programs as explicit planning to develop social and emotional competency of students.
- Expected student behaviour and routines across all school settings are visible, stated positively and defined clearly.
- The school behaviour management system records minimal negative incidents and increased positive incidents are acknowledged.
- Collaborative partnerships across the school community support student learning and continuity between home and school, and at transition points.
- All members of the school community report positive and respectful relationships.