

# School plan 2018-2020

## Pennant Hills Public School 2857



# School background 2018–2020

## School vision statement

### VISION

Our vision at PHPS is to empower students to become independent life-long learners, who are actively engaged and motivated. Our design of learning experiences will develop communication, collaboration, creativity, critical thinking and citizenship.

At PHPS staff and parents work together to enable all students to strive for personal best, experience success, and promote individual student growth through focus on personal effort and mindset.

Our students will be caring, active citizens on local and global stages, with skills to realise their potential and excel in an ever-changing world.

### MISSION

We will achieve this by:

- Student-centred, differentiated learning programs providing opportunities for problem-solving, communication, collaboration, critical thinking, creativity and self-reflection.
- Providing challenging and stimulating opportunities to develop divergent and flexible thinkers.
- Developing a growth mindset whereby students take charge over their own success and are enthusiastic, hard-working, persistent learners.
- Developing digital fluency for students to create, demonstrate and share their skills and knowledge.
- Maintaining a strong focus on quality literacy and numeracy programs which underpin success in all areas of learning.
- Highly effective, motivated teachers committed to professional learning and pedagogy based on current educational research, working collaboratively to improve student outcomes.
- Providing a safe, caring learning environment which

## School context

Pennant Hills PS, established in 1925 and situated on two sites 500 metres apart, currently has an enrolment of 539 students. Physical facilities include air-conditioned classrooms with interactive whiteboards, a new school hall, canteen, Uniform Shop, Computer room, library and Before and After School Care Centre located on the Trebor Road campus. Our school is a welcoming, friendly, safe, nurturing and challenging learning environment, characterised by the wonderful support of parents and our diverse local community which works in partnership with our committed, professional, and caring staff to provide for the total education of every child in 'Learning for Life', our school motto.

Our school community promotes at all times the values of responsibility, respect, kindness, fairness and being a learner. The school has a high reputation in the community for excellence in academic, sport and creative arts programs. The school's comprehensive sport program provides opportunities for participation in the Premier's Sporting Challenge, Primary School Sports Association competition in netball, softball, Oztag and soccer and a variety of school-based sport experiences. PHPS offers performance opportunities in music, choir, instrumental and dance, which resulted in the NSW Director-General of Education's School Achievement Award for Outstanding Performing Arts Programs. Additional programs include Reading Recovery, literacy and numeracy learning support funded by the Parents' and Citizens' Association, EAL/D and environmental education. Our Learning and Support Team works in partnership with parents and outside agencies to develop and implement programs to cater for students with special needs. Student learning is further enhanced through the teaching of technology integration, public speaking and debating, specialist music instruction, gardening club, Student Representative Council.

## School planning process

Pennant Hills PS employed the following consultation process in formulating the School Plan 2018–2020:

### STAFF

- \* PMI: Teaching and Learning, Wellbeing
- \* Focus groups focusing on the questions: 'What does a good learner do?' and 'What does an effective teacher do?'
- \* 'Focus on Learning' teacher survey
- \* Reflections on Strategic Plan 2015–2017 CBAM survey

### STUDENTS

- \* Survey focusing on drivers of student outcomes: \*Positive Learning Climate \*Learning Strategies \*Rigor \*Expectations for Success \*Positive Student/Teacher Relationships \*Grit \*Social/Emotional Outcomes
- \* Interviews focusing on the questions: What does a good learner do?, What do you do when you get stuck in your learning?, When you want to advance your learning or have a question you want to answer, what steps do you take?, What does a good teacher do?, How do you know where you're going in your learning?, How do you know how you're going in your learning?, How do you know where to next in your learning?

### PARENTS

- \* Focus groups: Communication, Partners in Learning, Wellbeing, Reflections on Strategic Plan 2015–2017
- \* Survey: \*Culture \*Instruction \*Communication \*Discipline & Citizenship \*Futures Focus
- \* Analysis of various school data: NAPLAN, CESE surveys, summative assessments, PLAN, Best Start

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## School vision statement

encourages students to be resilient, confident and tolerant.

- Engaging the community in our shared vision.

## School context

## School planning process

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 AGENTS OF LEARNING

### Purpose:

Engage students as deliberate and active agents in their own learning, develop an understanding of themselves as learners and expand their ability to self-regulate their learning. Establish a culture of critical thinking and creativity to develop deep and lasting understandings. Develop strong character qualities that will enable them to connect, succeed, thrive and contribute positively throughout life.

## STRATEGIC DIRECTION 2 CULTURE OF LEARNING

### Purpose:

Develop a school culture that facilitates and supports teachers in proactively developing and refining their skills and fostering students as deliberate and active agents in their own learning. Establish a common language of teaching and learning based on research-based practices of Visible Learning and Formative Assessment.

## STRATEGIC DIRECTION 3 PARTNERS IN LEARNING

### Purpose:

Strengthen family and community engagement by building effective communication, connecting learning at home and at school, participating and collaborating beyond the school. Develop effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

# Strategic Direction 1: AGENTS OF LEARNING

## Purpose

Engage students as deliberate and active agents in their own learning, develop an understanding of themselves as learners and expand their ability to self-regulate their learning. Establish a culture of critical thinking and creativity to develop deep and lasting understandings. Develop strong character qualities that will enable them to connect, succeed, thrive and contribute positively throughout life.

## Improvement Measures

- 100% of teaching/learning programs show evidence of learning intentions and success criteria.
- 5% increase in percentage of students achieving in the top 2 literacy and numeracy NAPLAN bands.

## People

### Students

- Develop the mindsets and capabilities of our students to analyse their learning progress and performance, to make informed judgements about their successes and next steps in their learning.

### Staff

- To develop a positive learning culture focussed on student centred learning environments, using pedagogy to provide deep learning activities so that students engage in purposeful work to meet learning outcomes and continually develop futures focused skills.

### Parents/Carers

- Parents demonstrate an understanding of current educational practices and support the school in student learning.

## Processes

- **‘VISIBLE LEARNING FOR FUTURES FOCUSED LEARNERS’**: Develop student ownership of learning through goal setting, ability to articulate what they have learned and where to next, consistent engagement in self reflection. Develop student skills in communication, collaboration, creativity, critical thinking and citizenship Establish a culture of critical and creative thinking.

- **‘WELLBEING’**: implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

Progress towards improvement measures will be evaluated through: student surveys; student behaviour data analysis; evaluation of classroom/playground environments.

## Practices and Products

### Practices

- Student-driven tasks are regularly implemented in classrooms.
- Students are shown how to effectively reflect on their learning and do so regularly.
- Students can articulate what they are learning, how they are going and where to next in their learning.
- Teachers utilising strategies to develop classroom cultures of critical and creative thinking.
- Students and teachers using a common language of learning.
- Planned approaches ensuring effective implementation of agreed whole school wellbeing practices.

### Products

- ‘I Can’ statements for K–6 students.
- Guidelines for consistent whole school practice in goal setting.
- Programs incorporate PBL/PIP/STEM.
- Resources making learning visible are evident in classrooms.
- Framework for whole school wellbeing practices.

# Strategic Direction 2: CULTURE OF LEARNING

## Purpose

Develop a school culture that facilitates and supports teachers in proactively developing and refining their skills and fostering students as deliberate and active agents in their own learning. Establish a common language of teaching and learning based on research-based practices of Visible Learning and Formative Assessment.

## Improvement Measures

- 100% of teaching/learning programs show evidence of learning intentions and success criteria.
- 5% increase in percentage of students achieving in the top 2 literacy and numeracy NAPLAN bands.

## People

### Students

- Students are explicitly taught how to—articulate what they are learning, why and where to next in their learning; self-assess and reflect – in order to steer their own learning.

### Staff

- To improve student outcomes through professional learning that supports strategic school goals, promotes collaboration, reflection and sharing of effective practice so that strategies are embedded across the school.

### Parents/Carers

- Build awareness amongst parents of teacher feedback and assessment strategies in order to support continued learning growth.
- Support and consolidate parent partnerships to build awareness amongst parents of the school focus on intellectual quality, to value educational excellence, maximise student engagement and positive attitude towards learning.

## Processes

**‘ASSESSMENT FOR LEARNING’:** implement formative assessment practices based on evidence-based research of Dylan William— learning intentions and success criteria, eliciting evidence of learners’ achievement, feedback, activating students as instructional resources for one another, activating students as owners of their own learning.

**‘RAISING THE BAR IN LITERACY/NUMERACY’:** Develop teacher expertise in leveraging data to improve student outcomes. Enhance teacher skills in content areas targeted on an annual basis. Focus on higher achieving students for differentiation of learning.

## Evaluation Plan

Progress towards improvement measures will be evaluated through: staff surveys; evaluation of consistent use of school processes and procedures; evaluation of classroom environments; teaching and learning program supervision.

## Practices and Products

### Practices

- Professional learning through observation, critique and reflection, group support and collaboration, team teaching and planning, deliberate evaluation and feedback drives whole school improvement of student outcomes and is founded on evidence-based research.
- Teachers routinely convey learning intentions and success criteria to students.
- Teachers routinely use a range of effective feedback strategies.
- Tracking of students’ progress informed by formative assessment for data analysis.
- Teachers using data to improve student outcomes— with a focus on higher achieving students.

### Products

- Resource bank of formative assessment strategies.
- Student data recorded in PLAN.
- Resource bank of professional readings, podcasts, vodcasts, web links etc to underpin professional learning.

# Strategic Direction 3: PARTNERS IN LEARNING

| Purpose   | People   | Processes   | Practices and Products  |
|---|--|---|---|
| Strengthen family and community engagement by building effective communication, connecting learning at home and at school, participating and collaborating beyond the school. Develop effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement. | <b>Students</b> <ul style="list-style-type: none"> <li>To connect students with learning at home through participation in engagement initiatives.</li> </ul>   | <ul style="list-style-type: none"> <li><b>PARTNERS IN LEARNING:</b> strategies to strengthen parent engagement and knowledge of how to support the learning of their child.</li> <li><b>LEADERSHIP LEARNING:</b> establish opportunities to develop effective instructional leadership and leadership sustainability through purposeful systems and practices.</li> </ul> | <b>Practices</b> <ul style="list-style-type: none"> <li>Formalised systems support instructional leadership practices.</li> <li>Use of Sentral to monitor and track student information.</li> <li>Increasing number of teachers use SeeSaw/ Google Classroom to share/ communicate information about student learning to parents.</li> <li>Information sessions for parents held regularly.</li> <li>Parents supported, through communication of strategic information in a variety of modes, to participate in the learning process of their child.</li> </ul> |
| Improvement Measures  | <b>Staff</b> <ul style="list-style-type: none"> <li>Develop capacity of staff to act as instructional leaders and build leadership attributes and management skills through mentor/ coaching processes.</li> </ul> | <b>Evaluation Plan</b> <p>Progress towards improvement measures will be evaluated through monitoring and evaluating the effectiveness of community partnerships and its effect on student engagement through student/parent/community self assessment.</p>  | <b>Products</b> <ul style="list-style-type: none"> <li>PDPs reflect leadership goals.</li> <li>Student learning contained in digital platforms.</li> <li>School website as a resource bank for parents.</li> </ul>  |
| <ul style="list-style-type: none"> <li>10% increase in number of parents participating in high quality, needs-based information sessions held on topics relevant to parents.</li> <li>10% increase in number of staff acting as leaders in a variety of settings.</li> </ul>                                  | <b>Parents/Carers</b> <ul style="list-style-type: none"> <li>Build awareness amongst parents of why, how and what is being taught to deepen understanding of current educational and school practices.</li> </ul>  |   |   |