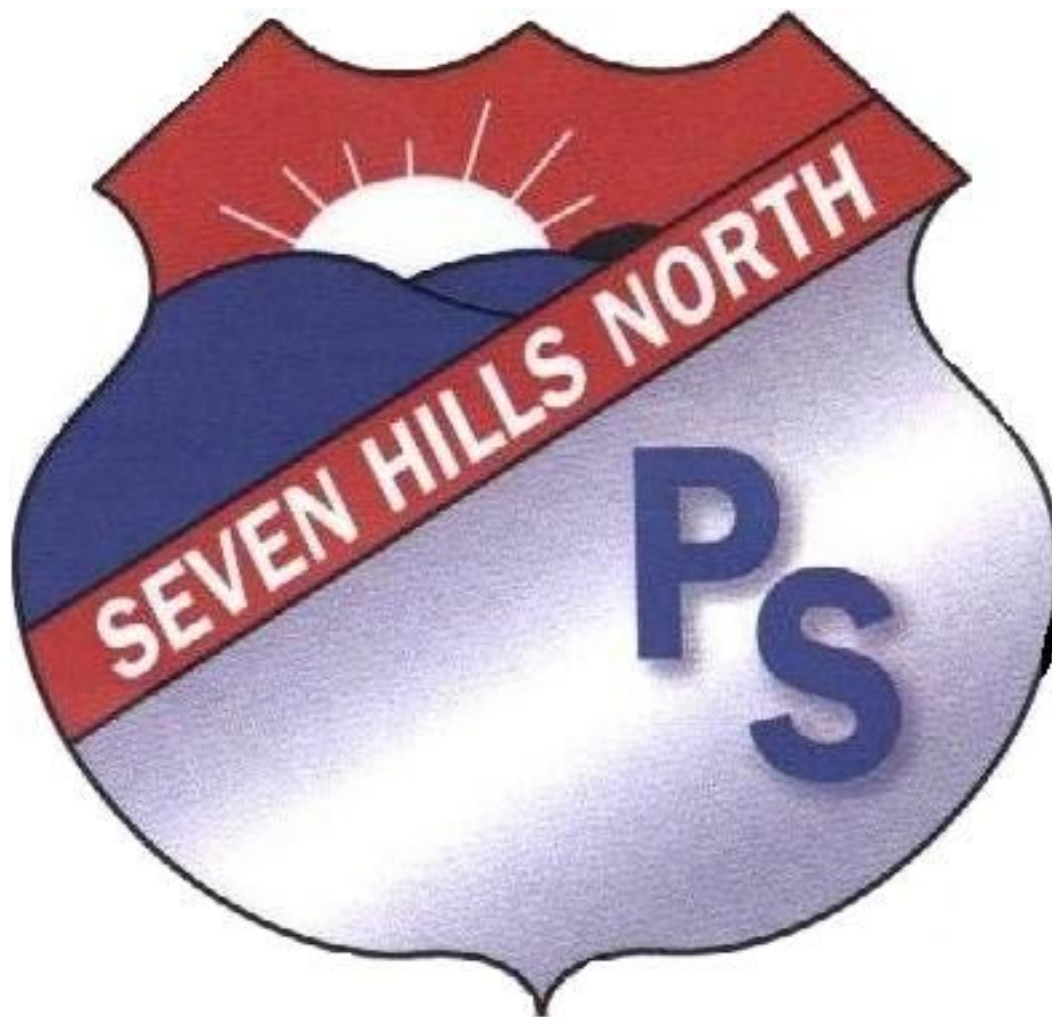# School plan 2018-2020

Seven Hills North Public School 3053

School background 2018–2020

School vision statement

At Seven Hills North Public School, we encourage the development of confident, creative and critical thinkers who are engaged in their learning. We foster leadership, responsibility and citizenship. We work in partnership within and beyond the school in a strategic, enthusiastic and purposeful way. Our legacy will be to build the capacity of all members of the school community for a better future.

School context

Seven Hills North Public School is in the Nirimba School Education area, approximately 30km from the Sydney CBD. There are 270 students currently enrolled at the school. The school delivers quality education and cultural programs with strong community support. The school is a member of the Blacktown Learning Community of Schools, which works in a professional and strategic partnership within our community. The school's curriculum is supported by programs focused on learning support, for students from backgrounds where English is an additional language or dialect, as well as students experiencing academic, social, emotional, physical and behavioural difficulties. The school caters for gifted and talented students through a range of activities. The school has well–established welfare and discipline programs. There is a strong focus on the integration of technology and future focused learning pedagogies across all learning areas.

School planning process

In 2017, a comprehensive process was undertaken to review current school practices and collect data from all school stakeholders, on current school practices, with a view to focus on strengths, opportunities and areas for future development. This process allowed the school to identify priorities for the 2018–2020 three–year plan. As a result, a renewed shared vision for the school was developed, with three strategic directions identified as the basis for a shared commitment for future development. These strategic directions are:

- Engaging learning experiences (Learning)
- High quality, collaborative teaching and learning practices and systems (Teaching)
- Strong leadership and effective partnerships (Leading)

The 2018–2020 school plan forms the basis for the school's improvement and development. Each strategic direction provides details of the purpose, people, processes, products and practices that are to be realised through the implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Engaging learning experiences (learning)

STRATEGIC DIRECTION 2
High quality, collaborative teaching practices and systems (teaching)

STRATEGIC DIRECTION 3
Strong, strategic and effective leadership fostering a culture of evidence based strategies and innovative thinking. (leading)

Purpose:

To develop the whole child as resilient and passionate citizens by providing differentiated learning experiences in literacy and numeracy as well as supporting student wellbeing and growth.

Purpose:

To engage in quality teaching practices that improve student learning through reflection (teacher and student), effective feedback and collaborative approaches that enhance the learning culture of the school.

Purpose:

To promote the collection and analysis of York Assessment of Reading and Comprehension (YARC) that successfully delivers ongoing, measured improvement in student progress and achievement. This will have professional learning opportunities which build collective efficacy to implement, interpret and understand diagnostic practices across the school.

Strategic Direction 1: Engaging learning experiences (learning)

Purpose

To develop the whole child as resilient and passionate citizens by providing differentiated learning experiences in literacy and numeracy as well as supporting student wellbeing and growth.

Improvement Measures

Develop / source and implement social skills and resilience programs that deliver less antisocial behaviour leading to greater student engagement and a positive risk taking environment.

Increase the proportion of students engaging with differentiated whole school literacy and numeracy programs complimented by better utilisation of support staff.

Reduce our unexplained/unjustified absence/late arrivals to less than 5% of students.

People

Students

Students embrace a growth mindset towards improvement through increased resilience.

Staff

Staff develop their skills and knowledge of the learning progressions to inform differentiated practices.

Leaders

Leaders will plan and promote school practices that support the cognitive, emotional, social, physical and spiritual wellbeing of students.

Students

Students value attendance at school as a vital component of being a successful learner.

Processes

Implement a social skills and resilience program that will result in appropriate social skills, problem solving and an overall growth mindset. This will be driven by our Positive Behaviour for Learning team.

Use understanding of learning progressions to inform differentiated learning experiences.

Develop a plan to monitor and analyse attendance data to identify targeted students and engage outside services where necessary.

Evaluation Plan

Learning progression data recorded and evidence of differentiation for all students in literacy and numeracy programs.

PBL team drives development and implementation of whole school wellbeing program incorporating growth mindset.

Less than 5% of students with unexplained/unjustified absences (partial or whole).

Practices and Products

Practices

Evaluate current social skills programs to determine effectiveness and if necessary update programs to better cater for the wellbeing needs of our students.

Use attendance data to identify targeted students which will enable staff to engage with the families and develop joint programs aimed at improving attendance.

Every teacher uses the learning progressions to plan and deliver differentiated programs including effective utilisation of support staff.

Products

The school will develop a wellbeing framework for all students to improve risk taking and individual resilience.

Evidence of using the learning progressions and differentiated learning will be demonstrated through classroom practice, programming and reporting.

Less than 5% of students with unexplained/unjustified absences (partial or whole).

Strategic Direction 2: High quality, collaborative teaching practices and systems (teaching)

Purpose

To engage in quality teaching practices that improve student learning through reflection (teacher and student), effective feedback and collaborative approaches that enhance the learning culture of the school.

Improvement Measures

All teaching staff will increase the level of explicit, specific and timely formative feedback using shared knowledge, data analysis, student learning progress and defined success criteria to support and improve student learning.

An increase in collaborative teaching practices to improve teaching and learning in the classroom.

Refined teaching practices through increased reflection following peer and supervisor observations.

People

Students

Students will embrace feedback and see it as an opportunity to learn and grow.

Staff

Staff will value collaborative practices as an asset in the workplace.

Staff

Staff will be reflective practitioners following observations.

Leaders

Leaders will coordinate their stage teams for the purposes of developing consistent teacher judgement (CTJ) and collaborative programming practices.

Leaders

Leaders will provide opportunities for biannual observations for the purpose of providing feedback on teacher practice.

Staff

Staff will provide effective feedback to students so that their learning improves.

Processes

Visible Learning framework for setting goals, what success looks like, providing kids with feedback to get them from where they are to where they need to be.

Enhanced staff knowledge of effective feedback strategies.

Collaboratively defined success criteria used for programming and assessing.

Reviewing past lessons/units of work and student data to inform future student learning.

Biannual lesson observations by peers or supervisors followed by professional, reflective discussions about teaching practice.

English Textual Concepts used as a basis to create collaborative English Programming across the school.

Evaluation Plan

Increased teacher confidence when giving effective feedback to students.

Staff have adopted a collaborative approach to teaching and programming.

Evidence of staff reflection in Performance and Development Plans (PDPs).

Practices and Products

Practices

Teachers use a range of effective feedback strategies to communicate to students about their learning.

Teachers are involved in fortnightly stage meetings for the purposes of creating collaborative programs and developing consistent teacher judgement (CTJ).

Teachers are involved in reflective practices through observations at least twice a year.

Products

Teaching and learning programs reflect learning intentions and success criteria; leading to greater ownership of learning.

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

The school has embedded explicit systems for classroom observation, of effective teaching practice to drive and sustain ongoing school–wide improvement.

Strategic Direction 3: Strong, strategic and effective leadership fostering a culture of evidence based strategies and innovative thinking. (leading)

Purpose

To promote the collection and analysis of York Assessment of Reading and Comprehension (YARC) that successfully delivers ongoing, measured improvement in student progress and achievement. This will have professional learning opportunities which build collective efficacy to implement, interpret and understand diagnostic practices across the school.

Improvement Measures

Improved teacher capacity to assess and analyse students results in YARC to inform teaching practice.

Improved comprehension skills of students allowing them to engage with a range of texts.

People

Students

Students have a range of comprehension skills to engage with their learning.

Staff

Staff understand mechanics of YARC and can use it to inform practice.

Parents/Carers

Parents will be informed about their child's next learning steps to improve their comprehension skills.

Leaders

Leaders provide training and resources to ensure thorough knowledge and understanding of YARC across school community.

Processes

Leaders will build teacher capacity to:

- implement YARC
- analyse results
- use this to inform teaching and programming.

Evaluation Plan

Competence in collecting and using YARC data to improve reading and comprehension.

Evidence of data driven differentiated learning in reading and comprehension programs.

Practices and Products

Practices

Allocate resources to students based on YARC results ensuring all students are properly supported.

Staff thoroughly trained in all aspects of YARC data and embed this in their teaching practices.

Products

Teachers provided resources to ensure a thorough understanding of YARC and use it to inform teaching.

Differentiated comprehension evident in learning programs.

Seven Hills North Public School 3053 (2018-2020)