School plan 2018-2020

Smithfield Public School 3073

School vision statement

Vision:

Smithfield Public School community is committed to creating a dynamic nurturing learning environment based on collaboration, equity and trust.

Guiding Principles:

Student Well–being

A safe secure learning environment fosters the development of the whole child to become a responsible, successful and respectful citizen.

Curriculum:

Smithfield Public School's 21st Century learners are engaged in a challenging and student centred curriculum which promotes innovation and creativity.

Extra Curricula:

Extra Curricula activities provide rich opportunities for students to develop a sense of belonging and experience success.

Community Engagement:

The Smithfield Public School community respects diversity and embraces effective partnerships that shape and support school culture.

Teacher Professional Learning:

Smithfield Public School empowers staff to engage in evidence based pedagogy and sustainable practices which facilitate life–long learning and promote leadership opportunities.

School context

2018 School Context

 Smithfield Public School is in the Fairfield School Area of the Sydney South West Region. It is one of the national schools established in 1850. There are 645 students enrolled P–6. This includes a preschool, an Opportunity Class, an Early Intervention program and 6 classes for students with disabilities. Smithfield Public School also hosts a satellite class from ASPECT, the governing body for people with Autism.

Students come from a diverse range of language backgrounds approximating 84% of the student population. Of these students, 76% have English as another language or dialect, 98 students are refugees with 38 arriving in the last 18 months. The refugees are largely Arabic and Assyrian speakers from Iraq and Syria. Over 30 languages are represented in the school community, with Vietnamese, Arabic and Assyrian being the largest groups. Over the last two years there have been slight increases in Khmer, Tongan and Samoan speaking students.

Parents are from a diverse range of educational backgrounds. 10% have not completed secondary school while 36% have completed tertiary education.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising. There are 76 school–based personnel including executives, classroom teachers, EAL/D and Learning Support specialists, Community Liaison Officers, school counsellors, School Learning Support Officers, administrative staff and general assistants.

Each classroom is equipped with an Interactive Whiteboard and air conditioning. Students have access to iPads and laptops. Stages 2 and 3 implement the Bring Your Own Device (BYOD) program. Classrooms are furnished to enhance Future Learning, with the Preschool to be upgraded throughout 2018.

School planning process

Data was gathered from a range of sources including milestones, achieved in the 2015 – 2017 strategic plan, and evaluations were constructed. At every step in the process, parents, students and staff members were invited to contribute. Over a series of staff meetings in Term 3, 2017 evaluations were presented by teams. Parents and community members were invited to attend.

On Saturday, 24th October, 2017 parents and staff members gathered at Fairfield RSL club to attempt 2 major school endeavours:

1.   To measure achievement of the founding principles constructed by the community in 2015 that guide the decision making of the school;

2. To prioritise the programs that will address the areas for mastery and development as directed by the triangulated data .

The culmination of collaborative evaluation and planning will direct the 2018–2020 plan. As a school community, we are committed and determined to provide the very best opportunities, across the domains of learning, to all our children. We believe that our vision and plan set the foundation for a successful future.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
STUDENTS LEARNING

STRATEGIC DIRECTION 2
EDUCATORS AND THEIR LEARNING

STRATEGIC DIRECTION 3
SCHOOL GOVERNANCE & LEADERSHIP

Purpose:

TO PROVIDE A SECURE, ENGAGING LEARNING ENVIRONMENT THAT DEVELOPS THE WHOLE CHILD TO BECOME A CONFIDENT, CREATIVE AND ANALYTICAL LEARNER.

Purpose:

TO EMPOWER STAFF TO ENGAGE IN EVIDENCE BASED PEDAGOGY AND SUSTAINABLE PRACTICES THAT FACILITATE PROFESSIONAL LEARNING AND ENABLE LEADERSHIP.

Purpose:

TO EMBRACE EFFECTIVE PARTNERSHIPS THAT SHAPE A DYNAMIC SCHOOL CULTURE AND FACILITATE THE DEVELOPMENT OF LEADERSHIP.

Smithfield Public School 3073 (2018-2020)

Strategic Direction 1: STUDENTS LEARNING

Purpose

TO PROVIDE A SECURE, ENGAGING LEARNING ENVIRONMENT THAT DEVELOPS THE WHOLE CHILD TO BECOME A CONFIDENT, CREATIVE AND ANALYTICAL LEARNER.

Improvement Measures

Students possess an increased sense of belonging and demonstrate higher levels of engagement in school activities.

The number of students achieving expected growth in Literacy is increased.

The number of students achieving expected growth in Numeracy is increased.

People

Students

Students develop positive relationships throughout the school community and develop a sense of belonging.

Students

Students develop Literacy and Numeracy skills that are commensurate with Australian same school expectations.

Staff

Increase teachers' capacity to utilise data analyses for explicit design of students' learning goals and provide targeted intervention in Literacy and Numeracy.

Leaders

Leaders provide a system of professional learning to support the development of pedagogy in Literacy, Numeracy and Wellbeing.

Processes

Implement a school wide approach to Wellbeing.

Draw on research to develop and implement high quality teacher professional learning in Literacy and Numeracy.

Provide opportunities for students to engage in a range of creative and academic activities.

Evaluation Plan

Data will be analysed from:

Tell Them From Me survey

NAPLAN

Internal Literacy and Numeracy data

Literacy and Numeracy Progressions

ALAN

MeE Framework

Practices and Products

Practices

Implement a sustainable and consistent system for data collection/analysis in Literacy, Numeracy and Wellbeing.

Consistent, school wide implementation of the Wellbeing Framework and policy.

Teachers develop data driven, differentiated teaching and learning programs in Literacy and Numeracy.

Products

Higher levels of student engagement and achievement in Literacy and Numeracy.

Teaching and learning programs in Literacy and Numeracy show evidence of differentiation and clear links to syllabus documents and learning progressions.

Students exhibit positive values and demonstrate a greater sense of belonging within the school community.

Strategic Direction 2: EDUCATORS AND THEIR LEARNING

Purpose

TO EMPOWER STAFF TO ENGAGE IN EVIDENCE BASED PEDAGOGY AND SUSTAINABLE PRACTICES THAT FACILITATE PROFESSIONAL LEARNING AND ENABLE LEADERSHIP.

Improvement Measures

Systems of data analyses are embedded in practices to identify students' levels of achievement and facilitate evidence based decision making.

Differentiation of learning programs is evident in classrooms to ensure that students are challenged and engaged.

In collaboration with others, teachers create and implement their professional learning plans.

People

Staff

Teachers are open to change and regularly access sources of professional development.

Staff

Teachers pursue opportunities to develop their professional expertise.

Staff

Teachers participate in all levels of data collection and analyses to determine strategies for improvement.

Leaders

School leaders understand the need to develop systems that facilitate staff members' achievement of their Performance and Development goals.

Processes

Create systems to support whole school data gathering and analysis.

The processes and programs that facilitate growth in professional development include:

* master teaching mentors' program;

* Performance and Development Program implementation (holistic, group and individual);

Evaluation Plan

Data to be drawn from:

Teachers' Learning programs;

Professional Learning plans;

Learning Journals;

Observations;

Case studies.

Practices and Products

Practices

Every teacher uses data to inform their practice by tracking students' performance through measures such as the learning progressions.

Teachers work collaboratively with mentors and supervisors to achieve their PDP goals. They independently account for and reflect on their learning.

Teachers use evidence based research to inform their pedagogy.

Products

Teaching and learning programs are differentiated according to evidence provided by feedback and student achievement data.

With mentors, teachers measure their growth to determine future professional learning.

Teachers demonstrate excellence in their pedagogy and professional interactions.

Strategic Direction 3: SCHOOL GOVERNANCE & LEADERSHIP

Purpose

TO EMBRACE EFFECTIVE PARTNERSHIPS THAT SHAPE A DYNAMIC SCHOOL CULTURE AND FACILITATE THE DEVELOPMENT OF LEADERSHIP.

Improvement Measures

Greater numbers of teachers achieving higher levels of accreditation.

Teachers and leaders gain promotions and more complex roles.

School community members undertake decision making and governance responsibilities.

People

Leaders

School executive members develop a system of leadership development through the provision of opportunity and differentiated professional learning.

Leaders

Teachers prepare and anticipate leadership development.

Parents/Carers

School community members become confident decision makers as partners in the education process.

Processes

Provide a school wide differentiated leadership program.

Professional leadership development reflects the goals for school improvement.

Provide community with opportunities for engagement in school wide activities.

Evaluation Plan

Data to be gathered from:

Leaders' PDPs

Community feedback

Meeting minutes

Quantum of accreditation achievement

Community membership on school committees.

Practices and Products

Practices

Teachers undertaking reflection and demonstrating readiness to begin formal and informal education for accreditation and leadership roles.

Leaders preparing for roles through professional opportunities.

School community members train and learn to undertake lead roles.

Products

Exemplary leaders fulfill a variety of roles.

School community members make decisions, as participants, in planning and curriculum committees.