

School plan 2018-2020

Summer Hill Public School 3129



School background 2018–2020

School vision statement

At Summer Hill Public School we aspire to create an environment where learning and teaching is engaging, relevant, future focused and effective.

We aim to create a welcoming, inclusive and equitable environment that fosters the development of resilience, respect and responsibility. Students will develop as confident problem solvers with organisational and collaborative skills to ensure they are well equipped life-long learners.

School context

Summer Hill Public School, established in 1883, is a large inner-west city school of approximately 760 students that serves a culturally diverse and educationally aware community. We provide knowledge, skills, values and attitudes by encouraging the growth of our students as caring individuals who enjoy learning. The pursuit of academic excellence is one of many dimensions of our school. The school has offered an Opportunity Class program for Year 5 and 6 students since 1937. Summer Hill Public School provides a variety of programs to enhance and extend students' learning. These include bands and orchestras, chess, debating, music, drama and PSSA sport. The school is supported by an enthusiastic and active P&C and its sub-committees.

School planning process

In 2017–2018, a comprehensive process was undertaken to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This process also included a review of the strengths, opportunities and areas for development within the school. Using the “School bag” proforma with staff, students and parents, the school was able to identify the key qualities that were common across all three groups to create the school vision. All staff were involved in the decision making around the 3 Strategic Directions and Improvement Measures, and in consultation with parents and the school community, wrote the purpose for each Strategic Direction. As a result, three broad key strategic directions were identified as a basis for a shared commitment to future developments. These are :


DEVELOPING SUCCESSFUL LEARNERS

STRIVING FOR QUALITY TEACHING

LEARNING FOR THE FUTURE

Teams were then formed to identify the 5Ps – purpose, people, processes, practices and products to be implemented under each Strategic Direction.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Developing Successful
Learners

Purpose:

Every student in our care will learn and achieve in a meaningful, challenging and safe environment in order to become motivated and enthusiastic learners.

Teachers will develop new skills through ongoing professional development to enhance their teaching and learning programs and their own wellbeing.



STRATEGIC DIRECTION 2

Striving for Quality Teaching

Purpose:

To provide a quality learning environment for staff and students based on sound pedagogy.

Teachers are involved in authentic collaboration, triangulated data analysis and professional learning to continually reflect on and improve their practise.



STRATEGIC DIRECTION 3

Learning for the Future

Purpose:

To foster an environment where learners develop the skills, values and attitudes to participate in all aspects of life now and in the future.

Strategic Direction 1: Developing Successful Learners

Purpose

Every student in our care will learn and achieve in a meaningful, challenging and safe environment in order to become motivated and enthusiastic learners.

Teachers will develop new skills through ongoing professional development to enhance their teaching and learning programs and their own wellbeing.

Improvement Measures

Increased staff and student use of iPads, laptops and desktops to enhance teaching and learning and students outcomes. This may be measured by:

- Surveys, work samples and other items listed in the Evaluation Plan section of SD1.
- Moving from Sustaining and Growing to Excelling in SEF Leading Domain – School Resources – Technology.

Increased percentage of teachers using a differentiated approach to quality teaching, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the learning needs of all students. This may be measured by:

- Teaching & learning programs, work samples and other items listed in the Evaluation Plan section of SD1.
- Moving from Sustaining and Growing to Excelling in SEF Learning domain – Curriculum – Differentiation.

People

Students

Enabled to be reflective and self-directed learners building skills to utilise digital technology practices in their learning in order to connect, succeed, thrive and learn.

Enabled to be reflective and self-directed learners building skills to access a differentiated curriculum that supports their learning so that they can be resilient, capable and competent learners.

Staff

Develop professional skills, knowledge, capabilities and mindsets to successfully implement and embed technology and differentiation into teaching and learning programs to improve student learning outcomes.

Leaders

Adopt and lead a coordinated approach to the use of technology pedagogy and differentiation practices and draw on identified expertise and interest within staff to trial and lead initiatives.

Parents/Carers

Share in the development of learning goals with students and teachers and support students to achieve their goals building on the existing successful, collaborative relationships with the school and community partners.

Processes

Technology Pedagogy

Productively embed existing and new technologies, including iPads, laptops, desktops and digital tools, into teaching and learning programs to achieve improved student outcomes and high quality service delivery.

Differentiation

Teachers draw on evidence based practices to deliver a quality differentiated approach to teaching, curriculum planning, delivery and assessment in order to meet the specific learning needs of all students.

New Syllabi

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- PLAN 2 Data
- Best Start Data
- Student learning goals
- work samples
- teaching and learning program samples with explicit strategies for differentiation ie EALD, adjustments for students with additional learning and support needs
- surveys
- annual whole school analysis using the SEF

assessment data

Practices and Products

Practices

Technology Pedagogy

Students are confidently using a range of technological tools as part of the teaching and learning cycle.

Differentiation

Teachers embed differentiation practices in their classrooms using evidence based pedagogy that is reflected in their teaching programs.

Teachers use assessment data to monitor achievements and gaps in student learning are used to inform planning for particular student groups and individual groups.

There is a school-wide shared responsibility for student learning and success with high levels of student, staff and community engagement.

Products

Technology Pedagogy

Increased staff and student use of iPads, laptops and desktops to enhance teaching and learning and students outcomes.

Differentiation

Increased percentage of teachers using a differentiated approach to quality teaching, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the learning needs of all students.

Strategic Direction 2: Striving for Quality Teaching

Purpose

To provide a quality learning environment for staff and students based on sound pedagogy.

Teachers are involved in authentic collaboration, triangulated data analysis and professional learning to continually reflect on and improve their practise.

Improvement Measures

Increased proportion of students achieving through the schools literacy programs. This may be measured by:

- Annual % increase of students achieving at or above expected growth in the literacy aspects of NAPLAN
- Internal and external data in PAT, Seven Steps for writing success, and Sentence a Day shows 1 year of growth for 1 year of learning in literacy.

Literacy programs describe expected student progression in knowledge, understanding and skills so that all students develop their knowledge, understanding and skill. This may be measured by:

- Movement to Sustaining and Growing within the Learning Domain – Curriculum – Curriculum provision
- Movement to Sustaining and Growing within the Learning Domain – Curriculum – Teaching and learning programs

Increase in percentage of teaching staff effectively able to analyse assessment data

People

Students

Students will know how to reflect on what they are learning, how they are learning and why they are learning in order to be active participants in their own learning progress. This will allow them to achieve learning goals and improve their knowledge, understanding and skills.

Staff

Engage in professional learning and work collaboratively to maximise positive impacts on student learning by embedding sound pedagogy and data analysis in programs and delivery.

Actively engage in program development and reviews for targeted literacy areas.

Leaders

Have the skills to lead processes and procedures that support the implementation of best practice, high quality professional learning and teacher development.

Draw on identified expertise within staff to trial and lead school initiatives.

Parents/Carers

Are authentic partners in their child's learning. They seek to learn new and better ways to support their child by participating in opportunities including feedback processes, workshops and completion of surveys about best practice.

Processes

Strengthening Literacy

Draw on solid research and examples of best practice to develop and implement high quality professional learning and embed this into Literacy teaching and assessment practices, school wide.

Data Confidence

Provide ongoing professional learning and collaboration opportunities so that teachers analyse student assessment data to identify student progress, in order to reflect on the effectiveness of their teaching.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- Internal pre and post tests
- Sentence a Day assessment data: K–2
- External writing test analysis
- PLAN data (mid and end of year)
- Annual SEF2 analysis:

Teaching – Data Skills and Use – Data analysis

Learning – Curriculum – Curriculum provision

Learning – Curriculum – Teaching and learning programs

- Teacher surveys about ability and confidence to analyse data
- Samples of programs (pre and post)

Practices and Products

Practices

Strengthening Literacy

Evidence based pedagogical practices for Literacy are embedded into programs, and structures are in place to provide continuous professional development, collaboration and teacher reflection.

Data Confidence

All staff are confident users of data to target learning needs and develop effective teaching and learning programs. Effective practices for using data to inform teaching are embedded in school practice. Teachers and school leaders analyse student assessment data to measure the impact of their teaching.

Products

Strengthening Literacy

An increase of proportion of students achieving through the schools' literacy programs.

Literacy programs describe expected student progression in knowledge, understanding and skills so that all students develop their knowledge, understanding and skill.

Data Confidence

Increase in percentage of teaching staff effectively able to analyse assessment data to inform their planning.

Strategic Direction 2: Striving for Quality Teaching

Improvement Measures

to inform their planning. This may be measured by:

- Annual increase in the number of teachers who report they are confident in analysing assessment data to reflect on and improve their teaching.
- Movement to Sustaining and Growing within the Teaching Domain – Data Skills and Use – Data Analysis

Strategic Direction 3: Learning for the Future

Purpose

To foster an environment where learners develop the skills, values and attitudes to participate in all aspects of life now and in the future.

Improvement Measures

Teachers are using future-focused pedagogy that is research-based, well-resourced and supports student learning across the curriculum. This may be measured by:

- Moving from Delivering to Excelling in SEF: Leading Domain – School Resources – Facilities.
- Moving from Delivering to Excelling in SEF Teaching Domain – Learning and Development – Professional Learning.
- Teacher and student surveys
- Evaluation of learning environments – photos, videos, work samples
- Teaching and learning programs
- Staff feedback

Students are confident and successful learners using future-focussed skills to improve their achievement of outcomes across the curriculum. This may be measured by:

- Moving from Delivering to Excelling in SEF Learning Domain – Curriculum – Curriculum Provision.
- Moving from Delivering to Excelling in SEF Teaching Domain – Learning and Development – Professional Learning.
- Move from Sustaining and Growing to Excelling in SEF Teaching Domain –

People

Students

Demonstrate skills to take responsibility for their own learning and their environments, and actively engage in future-focused and sustainable learning processes and practices.

Staff

Develop professional skills, knowledge, capabilities and mindsets to successfully implement future-focused pedagogy to improve student learning outcomes.

They work collaboratively and share professional development and expertise to improve teaching and learning.

Leaders

Leaders

Adopt and lead a coordinated approach to the introduction of future-focused learning and draw on identified expertise and interest within staff to trial and lead initiatives.

Processes

Flexible learning spaces

Implement a whole-school integrated approach to the introduction of future-focused learning environments in which students can connect, succeed and thrive at each stage of their schooling.

Future focused learning

To enable students to learn in ways that incorporate skills such as communication, collaboration, creativity and critical thinking (the 'Four Cs of 21st Century learning'), teachers draw on research to develop and implement high quality teaching and learning programs.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- student surveys
- teacher surveys
- evaluation of learning environments
- teaching and learning programs
- displays of core concepts – eg: Four Cs, Campfires in Cyberspace
- photos, videos, work samples
- staff feedback

Practices and Products

Practices

Every teacher has a flexible learning space, is confident, and has changed their pedagogy to meet the needs and improve the outcomes of students.

Students actively engage in curriculum activities and learning environments that build the capacity to collaborate, be creative, think critically and communicate (the 4Cs). Data shows improvement in students learning outcomes. All students at some stage to be working in flexible learning spaces.

Products

Teachers are using future-focused pedagogy that is research-based, well-resourced and supports student learning across the curriculum.

Improved student outcomes and the way students are using the spaces in flexible learning environments demonstrate that they are confident and successful learners.

Strategic Direction 3: Learning for the Future

Improvement Measures

Learning and Development – Expertise and Innovation.

- Teacher and student surveys
- Evaluation of learning environments – photos, videos, work samples
- Teaching and learning programs
- Displays of core concepts