School plan 2018-2020

Sutherland North Public School 3822

grounds
to grow

School background 2018–2020

School vision statement

At Sutherland North Public School, we are committed to learning, teaching and leading for excellence. We are committed to empowering students to be successful learners, confident and creative individuals and active informed citizens of today and for tomorrow.

School context

Sutherland North Public School is a small primary school located in the southern suburbs of Sydney. Our school operates under the motto, 'Grounds to Grow', being set in park–like grounds with large grass playing fields and shaded areas with seats, trees and gardens. Sutherland North Public School offers its students a broad range of educational, extra–curricular and social opportunities in a safe and friendly environment where the dedicated staff is responsive to individual needs.

The school is extremely well supported by the community at a number of levels. Firstly, families place great value on learning and education. There are high expectations for student participation, effort and achievement. Secondly, the P&C and school community are enormously active in providing support for school initiatives through fundraising and generous giving of time and expertise.

Our partnership with the 'Heart of the Shire Community of Schools' (HOTSCOS) provides additional opportunities that include: enhanced teaching and learning practices through professional learning, student enrichment and leadership programs whilst enabling a strong connection with our local high schools.

School planning process

The process for planning our 2018–2020 School Plan commenced in Term 2, 2017.

Following rigorous self–assessment to inform External Validation procedures, our school was able to use evidenced based decision making to determine school priorities for the next school plan.

Extensive community consultation occurred encompassing staff surveys, TTFM student and parent surveys, meetings, discussions and individual questionaries.

Key reforms were also considered, Great Teaching, Inspired Learning; LocalSchools, Local Decisions, Every Student, Every school and the School Excellence Framework resulting in a school plan that is relevant with collective ownership.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Students are Successful, Competant and Focused Learners.

STRATEGIC DIRECTION 2
Promoting Collective Teacher Learning

STRATEGIC DIRECTION 3
Connected Communities that are Inclusive, Informed and Engaged.

Purpose:

To ensure students are engaged in their own learning and are able to articulate and understand what they need to learn to enable continuous improvement. Students will engage in learning opportunities that support creative and critical thinking, collaboration, problem solving, reflection, independence and resilience. We will ensure a strong focus on literacy and numeracy achievement underpinned by quality feedback. Students will be productive, future focused learners who are ethical users of technology.

Purpose:

To foster a school wide culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development to ensure ongoing learning outcomes for all students. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities to inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically.

Purpose:

To engage in professional conversations with parents/carers and community to improve understanding of student learning, wellbeing and school goals. Through reflective practices and whole school planning we will create effective partnerships which contribute positively to the school community promoting student learning and competencies.

Strategic Direction 1: Students are Successful, Competant and Focused Learners.

Purpose

To ensure students are engaged in their own learning and are able to articulate and understand what they need to learn to enable continuous improvement. Students will engage in learning opportunities that support creative and critical thinking, collaboration, problem solving, reflection, independence and resilience. We will ensure a strong focus on literacy and numeracy achievement underpinned by quality feedback. Students will be productive, future focused learners who are ethical users of technology.

Improvement Measures

Teachers increasingly using evidence of learning including formative and summative assessment data to inform and adapt teaching practices to meet student learning needs.

Increasing evidence of teachers using PLAN 2 and literacy and numeracy progressions.

Increasing proportion of students in the top 2 bands in NAPLAN

Increasing proportion of students meeting expected growth targets in NAPLAN.

People

Students

Students routinely using 'I Can' statements.

Students continue to develop self assessment strategies to achieve learning goals.

Value feedback to build on learning goals.

Staff

Build collaborative expertise, value changes in pedagogy.

Embrace implementation in their classrooms of evidence informed visible learning strategies.

Teaching practices and decision making underpinned by formative and summative assessment data.

Leaders

Guide a process of pedagogical reform in literacy, numeracy and differentiation through the analysis of school–wide assessment data.

Parents/Carers

Support changes in curriculum delivery and engage in opportunities to give and receive feedback.

Community Partners

Collaborate with local community including local community of schools group (HOTSCOS) to build expertise within the community.

Processes

Feedback Project

Students make adjustments following feedback from teacher, peers.

Learning Intentions Project

Learning intentions, success criteria, self–evaluation and assessment practices are visible in all classrooms.

Routinely use data to track student learning and drive decision making.

Evaluation Plan

Processes will be monitored by self–assessment, team leaders and executive staff. Data to evaluate this strategic direction will be sourced from:

- NAPLAN data
- SCOUT data
- Pre and Post student work samples
- PLAN 2
- Learning Progressions
- TTFM Data

Practices and Products

Practices

Students and teachers use PLAN 2, Learning Progressions and individual goals to measure success and achievement.

Teachers use learning intentions and success criteria to improve and differentiate student learning.

Feedback is used based on student/student, student/teacher to inform plans, where to next.

Students and teachers use language of growth mindset.

Products

Students work samples show that learning goals are used to develop strategies for improvement.

Surveys, student voice and assessment data demonstrate consistent improvement due to feedback.

Teaching and learning programs are data driven and differentiated as a result of feedback and use of learning goals, learning intentions and success criteria in Literacy and Numeracy.

Strategic Direction 2: Promoting Collective Teacher Learning

Purpose

To foster a school wide culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development to ensure ongoing learning outcomes for all students. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities to inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically.

Improvement Measures

Increasing evidence shows the alignment of professional goals within the annual performance and development plan and selected Teaching and Principal Standards.

Observations and reflections show teachers increasingly become evaluators of their own teaching.

Increasing use of visible learning and formative assessment strategies evident in all classrooms, teaching programs and student learning.

Teachers increasingly use evidence of learning, including a range of formative and summative assessment data to inform their teaching and adapt practices to meet learning needs of students.

People

Students

Value learning opportunities to increase individual achievements in the classroom through identified success criteria, communication, collaboration, creativity and critical thinking.

Staff

Participate in professional learning that will increase their skills in differentiated learning to meet the needs of gifted and talented students and specific learning needs.

Teachers embrace changes in pedagogy and become evaluators of their own learning.

Leaders

Continue to initiate specific and whole school programs to lead successful quality teaching programs . Provide more opportunities and structure for teachers to collaborate, observe professional practice and align their professional learning plans.

Parents/Carers

Value and support changes in curriculum delivery and engage in opportunities to give and receive feedback to improve student outcomes.

Community Partners

Collaborate with local community and school networks to share resources and build expertise to strengthen the learning outcomes for the school community.

Processes

Formative Assessment and Data Project

Collaborative programming to provide challenging, rich learning environments for students' learning.

Develop a whole school assessment

Use data to track student learning and drive decision making.

Learning intentions, success criteria, self evaluation and assessment are visible in all classrooms.

Increased staff understanding of the learning progression.

Evaluation Plan

Analysis of NAPLAN, PLAN 2 and Learning Progressions.

Analysis of formative and summative assessments.

Analysis of student pre and post work samples.

SCOUT and TTFM data

Practices and Products

Practices

Every teacher uses data to inform and differentiate student learning.

All teachers engage in external learning partnerships to further develop teaching practice

Every teacher uses formative/ summative assessment data and Visible Learning strategies to establish learning goals for students

Students and teachers use PLAN 2, Learning Progressions and individual goals to measure success and achievement.

Products

Improved school literacy and numeracy performance evidenced by PLAN 2 and learning progressions.

Teacher assessment data shows consistency in planning, programing and to drive decision making and differentiated learning.

Whole school assessment in place emphasizing individual learning goals.

Strategic Direction 3: Connected Communities that are Inclusive, Informed and Engaged.

Purpose

To engage in professional conversations with parents/carers and community to improve understanding of student learning, wellbeing and school goals. Through reflective practices and whole school planning we will create effective partnerships which contribute positively to the school community promoting student learning and competencies.

Improvement Measures

Increasing number of students experiencing success as a result of receiving targeted support.

Increased parent participation in school programs.

Increasing number of students riding bikes to school safely.

Surveys show increasing positive school engagement for students, staff and community.

People

Students

Access other learning opportunities through broader community experiences to provide a real world context. Demonstrate respect for self and others, exhibit resilience and value diversity. Demonstrate understanding of school values; Responsible, Safe and Respectful Learners.

Staff

Model a positive mindset and respectful relationships with students, parents/carers, staff and local community partners.

Leaders

Lead by example and develop the capabilities of others in making positive, respectful connections. Provide more opportunities for the staff and community to be involved in our global learning connections.

Parents/Carers

Participate in information sessions and meetings to actively engage with their child's learning. Model respectful relationships within the school community. Develop an understanding of the PBL framework and strategies to assist students to be Respectful, Safe and Responsible citizens.

Community Partners

Work together to build meaningful and proactive partnerships to engage our students in "real world" activities and strategies.

Processes

Community Engagement Project

School and community events that reinforce our shared values and citizenship.

Effective communication channels between school and community.

Community expertise is accessed to inform personalised learning plans.

Rideability Project

Students learn bike riding and safety skills supported by the community.

Evaluation Plan

Regular surveys; TTFM, internal focus groups and Rideability of the school community seeking feedback about direction and adjustments required.

Practices and Products

Practices

Personalised learning plans for students with specific learning needs are developed in consultation with staff, students, parents and outside professional providers.

School priorities are underpinned by the work of the school community.

Students will be riding safely to school on their own.

Products

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Improve communication structures between home and school through school messaging app, newsletter, school website, P&C, Learning and Support and school based opportunities to collaborate in their child's learning.

Surveys show greater student engagement, Increased parent and community engagement.

Demonstrated safety and reduced congestion are evident due to the Rideability Program.