School plan 2018-2020

Sylvania Heights Public School 4024

School vision statement

At Sylvania Heights Public School every child is known, cared for and valued. Through innovative quality teaching, our students are empowered to be successful learners who are respectful and resilient.

School context

Sylvania Heights Public School is located in the southern suburbs of Sydney with a current enrolment of 663 students. The school is situated on 3.7 hectares of land with lots of trees for shade and large grassy areas to play. The school community is socio economically diverse with 41% of students from families having a language background other than English.

Sylvania Heights Public School actively encourages students to be respectful, responsible learners. There is a strong emphasis on student growth in literacy/numeracy and wellbeing. Quality teaching programs cater for all students with programs for the gifted and talented as well as those students who have additional learning needs. The community strongly supports the school's focus on extracurricular opportunities in the Creative and Performing Arts and Sport, led by a talented and enthusiastic staff.

School planning process

The school plan was developed in consultation with the community, staff and students of Sylvania Heights Public School. The vision and strategic directions were developed from the triangulation of data from all stakeholders involved the evaluation process.

The community had the opportunity to attend focus groups through P&C meetings and surveys and input was received around the types of programs valued by the community and the school's strengths and areas for improvement. Parents were also surveyed around key programs including student wellbeing. The staff worked collaboratively to create the school vision, identify key outcomes of learning, evaluations of classroom and whole school programs as well as input on the success of new innovations and initiatives. Students were surveyed regarding programs and activities they enjoy and what activities and programs they would like to engage in the future . The end result is a school plan with clear direction and purpose for 2018–2020.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Grow Student Learning

Purpose:

The purpose of growing student learning is to build academic success with a targeted focus on literacy/numeracy growth and student wellbeing. This will be achieved through student engagement in explicit literacy/numeracy programs, formative assessment and school wide wellbeing strategies.

We are providing our students with a strong sense of self–worth and a moral compass. Our goal is for our students to be respectful, responsible, successful learners as reflected in our school vision.

STRATEGIC DIRECTION 2
Grow Teacher Expertise

Purpose:

The purpose of growing teacher expertise is to provide explicit, relevant, professional learning to improve teacher performance. This will be achieved by targeting improved teaching pedagogy in literacy and numeracy with teachers drawing on evidence based research to improve their performance and development. Teachers will also grow their knowledge and skills of formative assessment practices to support literacy/numeracy curriculum delivery.Teachers are also committed to ongoing professional learning in student wellbeing using positive behaviour for learning strategies and it is evident across every learning environment.

STRATEGIC DIRECTION 3
Grow Community Engagement

Purpose:

The purpose of developing community engagement is to enhance positive and respectful relationships across the school community to promote a productive learning environment for all stakeholders. The goal is to build school capacity and align staff, students and community in a partnership that strengthens academic and wellbeing outcomes for students. We want a school community who are well informed and work with staff to ensure student success. Through strengthening connections with the broader community, support structures for all students will be improved. The school is committed to improving in all facets of school life.

Strategic Direction 1: Grow Student Learning

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Improvement Measures

Increased proportion of students achieving in the top two bands in NAPLAN for literacy and numeracy.

Increased proportion of students K–6 showing expected growth on internal and external measures in literacy and numeracy.

Increasing positive social interactions between students are observable and indicated in surveys, SENTRAL behaviour entries..

Increased proportion of students engaged in on task behaviour in classrooms.

Increased proportion of students using feedback to achieve learning goals as measured through the learning progressions.

'Tell Them from Me' data indicates a higher proportion of students feel included and engaged in school activities.

People

Students

Students will take ownership of their learning goals in literacy and numeracy.

Students are respectful, responsible learners. They take responsibility for their own learning behaviours, striving to be more resilient, independent and organised.

Students follow consistent and explicit expectations of behaviour across the school.

Students seek support and advice from a trusted teacher in their social and emotional wellbeing.

Staff

Staff will use a growth mindset and experiment with changing their teaching practice while supporting student social and emotional wellbeing.

Parents/Carers

Community members are engaged in students' learning and work as partners in the education of their children. Parents understand and support Positive Behaviour for Learning language used across the school.

Leaders

Leaders role model and improve processes which build the capacity of the school community to use data and engage in evidence based conversations about school improvement.

Processes

Student Wellbeing – Positive Behaviour for Learning

Implementation of a school–wide, integrated approach to student wellbeing where students can connect, succeed and thrive at each stage of their learning.

Literacy and Numeracy Growth

Deliver quality, student–centred, self–regulated learning experiences to enable students to make learning progressions and set and achieve learning goals in literacy and numeracy.

Formative Assessment

Literacy and Numeracy teaching/learning programs are supported by formative assessment practices. Targeted and timely feedback is provided alongside interventions for students to reflect on best practice and achieve set goals.

Evaluation Plan

These processes will be evaluated through: Pre and post L3 literacy data comparison K–2, Pre and post data comparison, comprehension Yrs 3–6, Pre and post numeracy data,5 weekly milestone meetings, 5 weekly PLAN/Learning Progression data meetings, Stage meeting minutes,Data from the *Tell Them From Me* survey of students,staff and parents, Teaching programs (each term), Classroom observation data, Analysis and review of NAPLAN, 5 weekly PBL data collected through processes.

Practices and Products

Practices

Students are demonstrating school wide PBL expectations.

Students and staff use continuous assessment data to monitor achievements and gaps in student learning to inform practice and planning or quality pertinent learning experiences.

Students are engaged in learning and are motivated and achieve learning goals.

School collects and analyses data from parent/teacher/student surveys and meetings and other feedback to improve student learning and wellbeing.

Products

Students demonstrate growth in literacy and numeracy.

'Tell Them from Me' data indicates a higher proportion of students feel included and engaged in school activities.

Feedback, goal setting and student voice student shows a student centred learning environment where students are supported and challenged. Students receive timely and meaningful feedback on their learning to guide future directions.

Growth data shows students are achieving age/stage related literacy and numeracy outcomes.

TTFM survey shows positive and respectful relationships exist across the school where all students are known, valued and cared for in a productive and engaging learning environment.

Strategic Direction 2: Grow Teacher Expertise

Purpose

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Improvement Measures

Professional learning evaluations show that research is being increasingly implemented to improve teaching and learning.

Increased number of staff effectively managing student behaviour before referring to leadership team.

Increased student engagement in the classroom with student setting more explicit learning goals. visible in the classroom.

Student learning in literacy and numeracy shows growth above state means due to explicit teaching/learning programs.

Classroom observations, programs and surveys show that teachers have transformed teacher practice.

People

Staff

Teachers will value and use research and data to drive student performance.

Teachers will collaboratively plan their teaching/learning cycles as a team and discuss learning progressions.

Teachers will provide regular, specific and timely formative feedback to students relating to success criteria and and differentiate the curriculum.

Teachers will engage in regular professional dialogue to improve teaching and learning in their classes.

Teachers trial and refine strategies learned in PL sessions and research to improve student progressions.

Leaders

The School Leadership Team drive projects, improve their own PL and ensure accountability at their level for the implementation of student growth in their stages/teams.

The School Leadership Team lead regular,explicit discussion about teacher goals and performance using the Professional teaching Standards

Parents/Carers

Parents are partners in supporting the learning progressions of their children. Parents support the implementation of PBL and understand it's purpose.

Processes

Quality Teaching/Formative Assessment

Teachers use regular professional learning sessions to research, analyse and discuss explicit teaching/learning strategies to improve student learning.

Literacy/Numeracy Growth

Teachers use current pedagogy to implement high quality professional learning in literacy and numeracy teaching practices. eg. L3

Wellbeing

Teachers are proficient in managing student behaviour using consistent PBL language and explicit instructions for all students both in the classroom and on the playground.

Teachers use wellbeing strategies for their own mental and physical health.

Evaluation Plan

Tell Them From Me survey of students, staff and parents. Teaching programs (each term), PL evaluations, observations, surveys,PBL surveys, growth data.

Practices and Products

Practices

A range of formative and summative assessments are used by teachers to adapt practice and meet the learning needs of students.

Continuous teacher collaboration and action learning is used to implement. explicit teaching strategies in literacy and numeracy.

Regular data is shared at meetings to discuss student growth.

Explicit learning criteria rubrics are used by teachers to set high expectations and give feedback on where to next for students.

Products

Observations show teachers are proficient in teaching literacy and numeracy outcomes to students using explicit teaching practices.

Programs show teachers have modified their teaching practice based on research , data, skills and knowledge.

Surveys show teachers are proficient in managing student behaviour using consistent PBL systems ,language and structures.

Lesson observations show teachers have an explicit understanding of lesson content and student learning progressions.

Parents are well informed and supportive of PBL initiatives.

Strategic Direction 3: Grow Community Engagement

Purpose

The purpose of developing community engagement is to enhance positive and respectful relationships across the school community to promote a productive learning environment for all stakeholders. The goal is to build school capacity and align staff, students and community in a partnership that strengthens academic and wellbeing outcomes for students. We want a school community who are well informed and work with staff to ensure student success. Through strengthening connections with the broader community, support structures for all students will be improved. The school is committed to improving in all facets of school life.

Improvement Measures

Increased parent attendance at P&C meetings.

Increased parent participation at Literacy/Numeracy workshops for parents.

Increased proportion of parent engaging and supporting student homework in literacy.

People

Students

Students will be supported at home in the Reading/Numeracy Growth Project. Students celebrate literacy/numeracy growth with the community.

Students will articulate and demonstrate PBL expectations.

Parents/Carers

Will engage with staff and students in both their progress of their children's learning and the educational priorities of the school.

Community Partners

Will collaborate with the school and facilitate events that foster wellbeing and enhance the Literacy/Numeracy Growth Project.

Staff

Identify, initiate and build on opportunities that engage parent/carers in both the progress of their children's learning and the educational priorities of the school.

Processes

Literacy/Numeracy Growth

Home reading initiatives, parents workshops for professional learning.

Positive Behaviour for Learning

Parents and the community understand, value and support wellbeing practices across the school.

Fathering Project

For fathers and father figures to be the best role models they can be for their children.

White Ribbon

Developing respectful relationships across the community.

Evaluation Plan

Evaluations will be measured through increased participation in whole school events, parent workshops and through feedback surveys and exit slips.

'Tell Them from Me' Survey responses

PBL Parent survey data

Literacy/Numeracy homework survey

Practices and Products

Practices

Parent learning sessions are used for improved knowledge and skills in literacy and numeracy strategies for their children.

The school implements evidence–based change to whole school practices, resulting in improvements in well–being and engagement to support learning.

The school regularly addresses feedback on school performance from students, staff and parents and community to drive school improvement.

The community is engaged,understand and support whole school strategies that explicitly address the school wellbeing/discipline plan so that there is transparency and clear expectations of behaviour.

Products

Surveys show there is transparency with the community so parents and carers trust the school to support their child through Literacy, Numeracy and wellbeing.

Parents engage in community activities at the school.