

School plan 2018-2020

St Marys North Public School 4205



School background 2018–2020

School vision statement

St Marys North Public School is a community with expectations of achievement and success.

We believe students learn in a happy, safe, supported and inclusive environment where active engagement and cooperative learning are valued. We work together as a whole school community to develop a strong sense of pride and belonging. We are committed to ensuring every student is known, valued and cared for in our school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, music, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 26% of our school identifies as Aboriginal. All students participate in a cultural program taught by an Aboriginal community member.

With over 20% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have Positive Behaviour for Learning, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North Public School is a safe and respectful place of learning.

School planning process

St Marys North Public School has undertaken an extensive school-wide consultation process to support the development of this school plan. This process included:

- staff and stage meetings identifying areas of strength and areas for future development;
- in class consultation with students through artwork, public speaking, written tasks, class blogs, surveys and teacher led discussions;
- parent and community feedback was sought through meetings, playground conversations, school surveys, feedback at KidsMatter breakfast and a focus group meeting of selected community groups;
- internal and external assessment data were used for understanding baseline school performance levels and developing a shared understanding of where we need to focus our future work in improving student learning;
- professional learning for school planning processes attended by school executive; and
- feedback provided from Director, Public Schools and school AECG representative.

Collectively, this student and community feedback, along with our SCOUT data analysis has been used to develop and inform our school's strategic directions and planning.

School strategic directions 2018–2020



Purpose:

To develop engaged accountable learners who demonstrate the ability to connect, succeed, thrive and learn by setting achievable, realistic and challenging goals with high expectations of themselves. Self driven resilient learners exhibit the ability to be adaptive and responsive.

Students at St Marys North Public School will be engaged and challenged to be life-long learners.

Teachers at St Marys North Public School will take a shared responsibility for student achievement and contribute to a transparent learning culture.



Purpose:

To create a school-wide approach driven by evidence based practices catering for diverse learners through personalised learning. Effective and positive quality learning environments ensure strong educational outcomes for all.

Staff at St Marys North Public School will be critically reflective practitioners who have ownership and accountability for their impact on student achievement, underpinned by high expectations of improvement.



Purpose:

To develop responsive innovative leaders who demonstrate a clear vision for our school within a supportive, open and inspirational environment fostering high levels of critical and creative thinking and digital connectedness.

Students at St Marys North Public School will be provided the platform to reach their full potential as informed responsible global citizens.

To ensure a self-improving community that will continue to support the highest levels of education as active participants in our students' learning.

Strategic Direction 1: Engaged Accountable Learners

Purpose

To develop engaged accountable learners who demonstrate the ability to connect, succeed, thrive and learn by setting achievable, realistic and challenging goals with high expectations of themselves. Self driven resilient learners exhibit the ability to be adaptive and responsive.

Students at St Marys North Public School will be engaged and challenged to be life-long learners.

Teachers at St Marys North Public School will take a shared responsibility for student achievement and contribute to a transparent learning culture.

Improvement Measures

- 80% of students in Kindergarten, Year 1 and Year 2 will achieve school EAFS benchmarks
- 30% of ATSI students will achieve in the top two bands of NAPLAN in reading and numeracy
- Increase the proportion of students in the top 3 bands of NAPLAN in reading and numeracy
- Increase whole school attendance to 93%

People

Students

Students build skills to develop individual learning goals and are given the tools to assist them in self-assessing their progress and achievement of those goals.

Students demonstrate an understanding of the connection between daily attendance and learning.

Students understand that engagement, effort and resilience are required for learning and share accountability for their progress.

Staff

Staff develop the collective mindset that students can and will succeed and provide students with the knowledge, skills and capabilities to achieve to their full potential.

Leaders

School leaders have the capabilities to facilitate whole school improvement. They are committed to fostering a school-wide culture of high expectations.

Parents/Carers

Parents develop an understanding of what, why and how students learn and how they can be active and supportive partners in their child's education.

Community Partners

Community partners provide expertise and support in partnership with the school to improve educational outcomes for students.

Processes

Professional learning to build a growth mindset culture, to ensure a common language for teachers and students to engage in learning conversations. Embed the practice of using feedback as a tool to support visible learning practices between students and teachers, and increase accountability to improve student outcomes.

Review and refine school attendance policies to ensure regular monitoring and greater accountability for attendance is taken by all stakeholders.

Purposeful partnerships developed to ensure strong collaboration between parents, students, staff and the community that support transition processes. School and community initiatives are strengthened to support the continuity of learning at transition points for Pre-K and 6-7.

Evaluation Plan

Student literacy and numeracy learning will be monitored through whole school data collection and analysis, utilising a range of data sources.

Wellbeing processes and their impact on students will be evaluated through analysis of SENTRAL data and adjustments to maintain optimum conditions for students will be made.

Milestones will be determined and monitored to ensure effective implementation of school programs to improve student learning.

Practices and Products

Practices

- School community uses common growth mindset language when having learning conversations with students
- Students use immediate and explicit feedback set from success criteria to improve and achieve learning goals
- Teachers monitor attendance and take prompt action to address issues with individual students
- Staff understand how the Wellbeing Framework for Schools supports and compliments existing initiatives to ensure a solid foundation for learning
- Teachers collect and share information to inform and support students' successful transition to kindergarten and high school

Products

- Students engage in learning in quality environments with shared ownership where they connect, succeed and thrive
- Positive challenging culture of learning exists with students using language of a growth mindset, increasing grit and rigor in learning tasks
- Systematic and reliable assessment information evaluated to inform student learning towards improvement measures
- Processes support and celebrate increasing student attendance
- Collaborative early learning programs support strong transition to school
- Opportunities exist with partner high schools for middle years collaboration

Strategic Direction 2: Informed Responsive Practitioners

Purpose

To create a school-wide approach driven by evidence based practices catering for diverse learners through personalised learning. Effective and positive quality learning environments ensure strong educational outcomes for all.

Staff at St Marys North Public School will be critically reflective practitioners who have ownership and accountability for their impact on student achievement, underpinned by high expectations of improvement.

Improvement Measures

- All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian Professional Standards for Teachers and guide their professional learning, practice and capacity to improve student learning
- Data informed, differentiated and personalised learning experiences that demonstrate syllabus content are highly visible in all staff teaching and learning programs
- Increase the percentage of students demonstrating expected growth across the literacy and numeracy progressions

People

Students

Students are critical and creative learners with the ability to communicate and master personal learning goals.

Staff

Staff engage in collaborative practices to modify teaching and develop plans and strategies for continuous improvement.

Staff capacities are continually built to ensure every student experiences high quality teaching every day.

Leaders

School leaders clearly articulate quality evidence based practices and show expertise to support professional dialogue and reflection.

School leaders encourage collaborative, inspired and productive learning teams in a positive collegial environment, driven by an expectation of improved literacy and numeracy standards across the school.

Parents/Carers

Parents have an understanding of differentiated learning and how they can support their child at home.

Community Partners

Community partners are engaged to support expertise in innovative practices.

Processes

High quality professional learning to ensure the use of formative assessment and explicit, specific and timely feedback become embedded in school pedagogy. Protocols developed for regular use of school-wide assessment data that is analysed, interpreted and collaboratively used to inform planning, identify interventions and inform professional practice.

Evidence based literacy and numeracy teaching pedagogies eg. Focus on Reading, L3, TEN, embedded in effective classroom practice. Teaching and learning programs encompass school priorities, system and syllabus requirements, and innovative practice.

Teachers, individually and collaboratively, use professional standards to identify and monitor specific areas for development in teaching and learning practices to ensure ownership and accountability for impact on student learning. Professional dialogue, collaboration, observation and feedback occurs between teachers to create professional learning communities.

Evaluation Plan

Regular review, reflection and professional dialogue about teachers' professional development plans against Australian Professional Standards for Teachers.

Evaluation of teaching and learning programs and their alignment with NESA syllabus requirements, school policies and general capabilities.

Regular collection and analysis of student work samples aligned to student data.

Practices and Products

Practices

- Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions
- Teachers reflect visible learning principles using quality formative assessments to determine teacher directions, maintain consistent teacher judgement and reflect on teacher effectiveness
- Innovative practice and collective expertise is identified within the school to demonstrate and model best practice
- Teachers seek professional learning teams to guide quality practices and professional dialogue enhanced by collaboration and reflection
- Teachers monitor own professional development to improve their performance against Australian Professional Standards for Teachers

Products

- 100% of teaching and learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples
- Assessment schedule and practices aligned with system requirements
- Professional learning networks exist both internally and externally
- Illustrations of practice share quality and innovative teaching and learning

Strategic Direction 3: Sustained Effective Leadership

Purpose

To develop responsive innovative leaders who demonstrate a clear vision for our school within a supportive, open and inspirational environment fostering high levels of critical and creative thinking and digital connectedness.

Students at St Marys North Public School will be provided the platform to reach their full potential as informed responsible global citizens.

To ensure a self-improving community that will continue to support the highest levels of education as active participants in our students' learning.

Improvement Measures

- Increased number of teachers seeking accreditation at higher levels
- Increased parent participation in all school activities representing and inclusive of all school community cultural groups
- Increased number of staff using inquiry based learning and digital technologies in teaching and learning experiences
- Student voice is evident in an increased number of school programs and activities

People

Students

Students are aware of their impact and contributions as ethical and global citizens.

Students build skills to be creative and productive users of technology.

Staff

Staff seek new opportunities to action school priorities and reflect on their impact as a leader.

Staff develop their skills and capabilities to work with parents and the community in a positive and productive way.

Staff develop their capacity to engage with emerging innovative technologies.

Leaders

School leaders facilitate professional pathways for new leaders.

School leaders build connections and staff capacity to develop and strengthen ongoing productive community partnerships.

Parents/Carers

Parents are provided with opportunities to be actively involved in a wide range of school related activities.

Community Partners

Community partners facilitate opportunities for community participation and growth.

Processes

Focus on distributed instructional leadership to provide pathways for everyday leaders to develop leadership attributes that sustain a culture of change and best practice. Create opportunities for authentic student voice that encompasses the general capabilities of creative and critical thinking and ethical decision making.

Strengthen our productive partnerships with external agencies eg. Community Junction, to facilitate and support parent engagement as active participants in our students' learning. Review school systems and practices to create greater opportunities for collaboration and communication between home and school.

Staff participate in professional learning to engage students as active learners through inquiry based pedagogy eg STEM, to support future-focused learning. Teaching and learning experiences provide opportunities to integrate design and technology with digital literacies through the use of coding and robotics.

Evaluation Plan

Monitor and review the effectiveness of ongoing community partnerships and their ability to improve student life outcomes through student/staff/community self-assessment.

Evaluation of teaching and learning programs and the inclusion of inquiry based learning experiences.

Surveys with students and staff to evaluate levels of student voice across the school.

Practices and Products

Practices

- Staff have ownership and shared responsibility for whole school success
- Students make informed decisions that empower and represent student voice
- School community has high expectations for students and work in partnership with the school
- Teachers drive inquiry based learning, making cross-curricular links to English and Mathematics
- Teachers guide and facilitate learning, setting parameters for inquiry with an emphasis on process
- Teachers effectively integrate available technologies into future-focused learning and teaching

Products

- High levels of student voice is evident throughout whole school ethos and culture
- Cohesive school community that strives for continual improvement
- Explicit systems of positive and effective communication are embedded to reach all members of our school community
- Productive parent action group supports community needs
- School infrastructure and resourcing meets the needs of future-focused learning and teaching
- Technology used creatively and productively to engage active learning