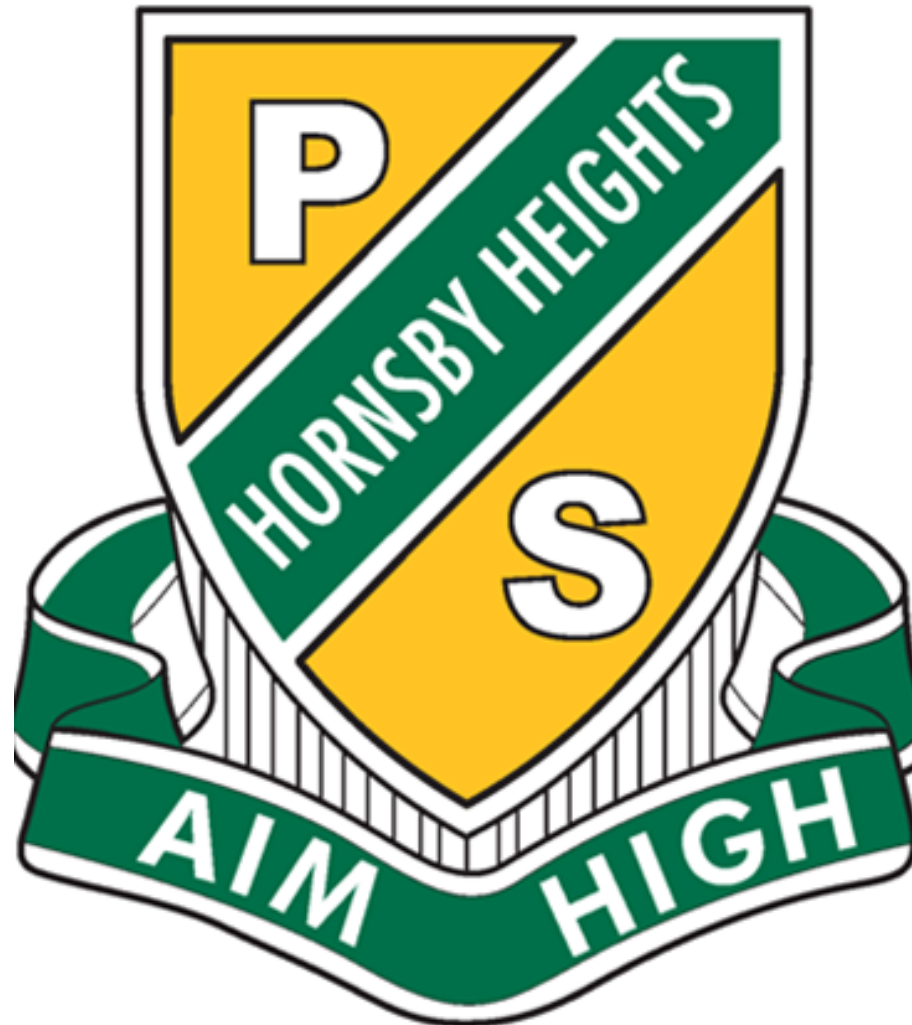


School plan 2018-2020

Hornsby Heights Public School 4274



School background 2018–2020

School vision statement

Hornsby Heights Public School places the learning of students at the heart of what we do. The learning environment is rich in challenge and opportunity, supported by a school community, teachers, support staff, and parents/carers, who are clear in purpose and determined in action.

School context

Hornsby Heights Public School is situated in a bushland setting, north of Hornsby. It has a current enrolment of 432 students. The Non English Speaking Background (NESB) of the school community is 19%. Experienced and dedicated teachers deliver quality teaching programs in a caring and supportive environment. There is a focus on innovation and equipping students to be future ready learners, particularly in Literacy and Numeracy. The school provides a well-rounded education with the development of the 'whole child' seen as important, through its successful academic, sport, performing arts and technology programs. The school enjoys strong parent and community involvement. The Parents & Citizens Association (P&C) has generously supported learning programs and the installation of infrastructure for learning within the school.

School planning process

Surveys of parents, and teachers began early in 2017. A process was designed for the purpose of identifying the areas of development needing further work based on the experience of the last school plan. The Executive and staff engaged the community via parent meetings, coffee mornings and issues discussions. Students, parents and teachers were also invited to complete the Tell Them From Me survey. All information was aggregated. The staff participated in a consultation process, whereby the last school plan was evaluated, and data was analysed to establish the areas in need of focus in the next planning cycle. Finally, a group of senior students was involved in a consultation process to inform the Plan. Data, in the form of pictures, writing and recorded thoughts, were gathered together to inform the writing of the Three Strategic Directions. A draft was released for critiquing to the staff, parents and students. The 5P process, Purpose, People, Processes, Products and Practices, was performed by executive with key improvement measures indicated. Milestones were then produced and confirmed. The final plan was then distributed to all teachers, parents and a discussion was enabled with senior students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

High Quality Teaching and Learning to develop future ready learners.

Purpose:

Teachers know their students and provide meaningful and purposeful opportunities to support development of future ready skills.

STRATEGIC DIRECTION 2

Students as Leaders of Learning

Purpose:

The school builds the capacity of students to be leaders of their own learning, leading to their increased engagement.

STRATEGIC DIRECTION 3

Community Partnerships

Purpose:

To build a school where community is promoted, valued and celebrated.

Strategic Direction 1: High Quality Teaching and Learning to develop future ready learners.

Purpose

Teachers know their students and provide meaningful and purposeful opportunities to support development of future ready skills.

Improvement Measures

All teaching programs show evidence of differentiation in all learning areas.

Improvement in meaningful differentiation observed in classrooms according to agreed criteria.

People

Students

Embrace a growth mindset towards improvement.

Staff

Embrace a growth mindset towards improvement.

Staff

Develop their skills and knowledge of future ready learners.

Staff

Develop skills in Data Analysis and Collection.

Leaders

Develop teacher knowledge of differentiation across learning areas.

Processes

Universal use of centralised data collection for Literacy and Numeracy.

Embedded personalisation in teaching and learning programs

Future ready skills embedded as part of teaching and learning programs.

Evaluation Plan

Classroom walk throughs and program evaluation demonstrate the quality of differentiation/personalisation.

Staff can articulate a deep understanding of their students and how they learn

Observation of future ready skills in classrooms

Practices and Products

Practices

Programming reflects teachers' knowledge of students and the provision of purposeful opportunities.

Learning environments (classroom and beyond) are fluid and flexible and responsive to student needs and interests.

Students participate in lessons that are reflective of their needs and abilities.

Teachers use data to guide teaching and learning regularly.

Products

Programs will be used to demonstrate reflection of individual student differentiation.

Evidence of formal and informal learning environment use will be seen across the school.

Centralised data collection system will be used by all.

Work samples demonstrate individual student interests and needs.

Strategic Direction 2: Students as Leaders of Learning

Purpose	People	Processes	Practices and Products
The school builds the capacity of students to be leaders of their own learning, leading to their increased engagement.	Students Values, skills and attitudes conducive to taking responsibility for their learning.	Professional learning to deepen understanding of learning intention/ success criteria; goal setting, feedback and student critiquing and co-created learning.	Practices Parents attend opportunities to be involved in student learning.
Improvement Measures	Staff Develop a deeper understanding and have a desire to change/ co-create.	Students have a deepened understanding of the curriculum requirements, how to learn and are co-creating their own learning.	Learning is co-constructed.
80% of students have multiple opportunities to share their learning.	Leaders Model and support others to create opportunities for students to take responsibility for their learning.	Opportunities are provided for community/ student sharing of learning.	Students advocate for their own learning.
Increased proportion of students value the importance of learning.	Parents/Carers Welcoming of opportunities where students can share their learning.	Evaluation Plan Monitoring of purposeful professional learning and staff articulation of a deep understanding of learning intention/ success criteria; goal setting, feedback and student critiquing and co-created learning.	Students use their skill set in their daily learning.
Growth trend over time using the TESA Assessment Tool.		Student focus groups are observed articulating what they're learning, how they learn it and how learning can be created.	Products Greater ownership of learning.
Increased instances of opportunities where students and teachers construct learning.		Observed opportunities for community/ student sharing of learning.	Learning is significant for students.
Learning intentions and success criteria authentically embedded in all classrooms.			Teaching and learning programs reflect learning intentions and success criteria.

Strategic Direction 3: Community Partnerships

Purpose

To build a school where community is promoted, valued and celebrated.

Improvement Measures

Multiple opportunities provided for parent community to attend social activities.

Increased use of communication protocols

Increased articulation of shared purpose

People

Parents/Carers

Commit to the development of a shared purpose; be active in the development of communication protocols; share communication requirements; attend social events

Staff

Develop forward activity planning; engage in and promote communication protocols; plan and engage in school social activities.

Leaders

Commitment to and support for the development of a shared purpose; engage parents in the development of communication protocols; promote social events.

Processes

Development and promotion of social opportunities.

Implementation of a communication plan.

Creation of authentic partnerships between parents/teachers/students.

Evaluation Plan

The executive will monitor parents' use of communication protocols via eNews reporting.

Communication satisfaction survey.

Attendance at Social events.

Exit slips from shared purpose activities.

Practices and Products

Practices

Expansion of purposeful school social opportunities.

Parents and community see their role in the school community as being important.

Efficient communication processes.

Products

Parents/teachers engaged in a range of purposeful social activities

Effective and efficient communication processes

Parents/Teachers can articulate a shared purpose