

School plan 2018-2020

St Ives North Public School 4293



School background 2018–2020

School vision statement

At St Ives North, students and student learning will be the focus of all school programs. Our students will have opportunities to be highly engaged, confident and resilient learners. We aim to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. Our students will be creative individuals and active informed citizens with highly developed literacy and numeracy skills that provide them with the foundations for lifelong learning and contribute in a meaningful way to our community and broader world.

Our vision is to ensure:

- All children make a strong start in life and learning and make a successful transition to school
- Every student is known, valued and cared for in our school.
- Every student, every teacher, every leader improves every year.
- Every student is engaged and challenged to continue to learn.
- Our students have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

Our students will be students who pursue balance in life, participate in physical exercise, engage with the arts and show respect and tolerance for others through holistic educational programs. We will help our students become autonomous independent thinkers whose strength of character is the foundation that guides them toward becoming thoughtful citizens.

Our students will use technology as one tool in a suite of many, to empower their learning, to personalise their learning and to pursue their unique interests and passions.

Our teachers at St Ives North are and will continue to be lead learners, who collaboratively use evidenced based research to inform their practice and provide a consistent

School context

St Ives North Public School was established in 1961 and is located on the north shore of Sydney. It is a large multicultural co-educational primary school of over 900 students with PBEL underpinning our welfare program.

The school has a proud tradition of academic excellence.

We are proud of our Gifted Unit, which has been successfully operating for over 26 years and is regarded as an innovative and inspiring example of best practice in the education of gifted students. Our school achieves consistently high NAPLAN results.

We value the skills, expertise and knowledge our students bring to the school from their home environment. Parents are welcome in our school as together we work in partnership to achieve the best for our students.

Technology is integrated seamlessly as a tool to assist learning in all classrooms. Our senior students participate in a 1:1 iPad and Laptop program and interactive whiteboards are a feature of our classrooms.

Our students have a wide range of extracurricular activities to choose from including sports, dance, a comprehensive band and strings program, chess, choir, debating and Tournament of the Minds.

School planning process

The school has actively engaged the staff, students and parents in the formulation of this Strategic Plan. In 2017 staff and parent surveys and parent forums were organised and the results of these are evidenced in this Plan. We have a parent breakfast meeting each term to review progress in our school plan.

In addition there were student focus groups in 2017 comprising students in years 3 and 5 and the students in years 4 – 6 participated in the *Tell Them From Me* survey.

As sections of the plan were developed, the school community and staff were engaged in reviewing the progress.

The school executive team participated in 2 full day retreats to provide time for in-depth time for the development of the Plan.

School background 2018–2020

School vision statement

quality of teaching and learning across all grades.

School context

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Evidence based culture

Purpose:

Evidence based School culture – The processes of evidence to inform teaching and learning must be an explicit and accountable one, which is equitable, representative, valid and reliable. At St Ives North we will use evidence and data analysis to drive whole school programs. Our whole school scope and sequences are linked to whole school assessment plans that are driven by the outcomes. We will use the consistent evidence gathered from the teaching and learning cycles to drive the next steps in learning.

STRATEGIC DIRECTION 2 Effective Classroom Practice

Purpose:

Quality teaching and assessment practices are essential for the development of personalised learning. Teachers who know each student's potential can plan learning goals, success criteria, assessment and feedback. Students are encouraged to articulate their learning goals and analyse their metacognition. Teachers plan for future learning sequences using a suite of assessments. This provides data, and together with student reflection, allows for backward mapping to plan for future teaching and learning. Establishing a purposeful and differentiated learning environment empowers students to become responsible for their own learning and equip them with critical and creative thinking skills essential for their future success in a dynamically changing world.

STRATEGIC DIRECTION 3 Building the Future

Purpose:

At St Ives North we always have **an eye on the horizon** so we can plan for emerging needs and trends in teaching and learning, school planning and community engagement.

We believe in growing the capacity and capability of our staff, working closely with our parents and students to meet their needs and developing plans that can be monitored and reviewed by the whole community. Our vision is to ensure:

- Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
- Community confidence in public education is high.

Strategic Direction 1: Evidence based culture

Purpose

Evidence based School culture – The processes of evidence to inform teaching and learning must be an explicit and accountable one, which is equitable, representative, valid and reliable. At St Ives North we will use evidence and data analysis to drive whole school programs. Our whole school scope and sequences are linked to whole school assessment plans that are driven by the outcomes. We will use the consistent evidence gathered from the teaching and learning cycles to drive the next steps in learning.

Improvement Measures

Visible learning feedback strategies clearly embedded in 80% of classrooms. In 2020 we will measure the growth impact Visible Learning has had on the students' learning through surveys, assessment data and students' understanding of where to next. 20% growth in the mid range of students based on NAPLAN – BUMP IT UP – middle tier from parallel classes each year.

Whole school data in literacy and numeracy collected and analysed for 100% of all classes.

Evidence that data is driving program development clearly available in 90% of all classrooms by 2019.

People

Staff

Visible Learning Project

Staff will be trained in Visible Learning, use data to inform and differentiate their teaching and learning and track student's progress on learning progressions.

Staff will identify and provide for the high achievers / high potential students in the parallel classes across all grades.

Staff will identify and provide support to our EALD students using the expertise of the EALD team.

Assessment and Reporting Excellence

Staff will use the data gained through PLAN and other assessment tasks to track student progress and report clearly to parents on progress.

Staff will engage in professional learning to develop skills to target strong growth patterns in "middle" students.

Schools Excellence Teams

School excellence teams will drive the learning across the school based on data and school needs.

Students

Visible Learning Project

Students will develop the skills to self assess utilising rubrics, literacy and numeracy progressions with a focus on progress and self reflection.

Processes

Visible Learning & Assessment and Reporting

Staff engage in instructional rounds targeting visible learning practices.

Teachers will link Reporting and Assessment using Visible Learning and the School Excellence Framework.

Teams collaboratively plan and consistently apply assessment tasks across stage/grade. Teams engage in CTJ practices to ensure consistent and accurate identification of student needs and methods of reporting to parents.

Staff draw on research and use data to target stronger growth patterns in "middle" students.

Assessment data and information from PLAN and NAPLAN will be used to ensure consistent, accurate identification of GATS and high achieving students.

School Excellence Teams

Excellence teams respond to and modify their projects by gathering effective, manageable evidence via the use of:

Pre and post project surveys, DoE planning matrices, DoE evaluation matrices, DoE Frameworks, information from CESE

Evaluation Plan

Staff will gather evidence to inform practice using:

- Observational rounds
- analysis of school based and external

Practices and Products

Practices

Visible Learning

Visible Learning practices will become part of the learning culture of our school as evidenced by:

- programs which will articulate concepts and content which are relevant to the learning needs of the students.
- Programs which will clearly demonstrate to students and parents how improvements can be made and will be supported by evidence of student learning.
- Students who will use Visible Learning Strategies to identify their own Zone of Proximal Development via strategies and scaffolding.
- Student results being plotted using PLAN. PLAN data show strong growth patterns for middle students
- High potential and GAT students being clustered when forming classes and have access to enrichment opportunities.
- Mentoring Practices such as learning walks, peer mentorships, lesson studies, collaborative planning, grade supervisor and team opportunities and peer observations continued and planned for in the HR budget.

Assessment and Reporting Excellence

The assessment and reporting team will lead grades through the development of high quality, rich assessment tasks that are

Strategic Direction 1: Evidence based culture

Improvement Measures

People

Assessment and Reporting Excellence

High potential students in the parallel classes will be targeted through accurate identification and opportunities for enrichment.

Leaders

Visible Learning Project

School leaders will be trained in and will deliver Visible Learning across the school, working within team to ensure it is embedded within the School's culture.

Assessment and Reporting Excellence

Instructional leaders will ensure the establishment of consistent, summative grade assessments and lead staff on what constitutes effective feedback.

Excellence Teams

School leaders will provide resources and structures to support implementation of projects, including funds for collaborative planning, QTSS money for excellence teams, concrete resources to support implementation of VL.

Community Partners

Parents will participate in training and information sessions to provide them with an insight into our Visible Learning, assessment and reporting and Excellence Team projects.

Processes

assessment

- lesson plans and programs
- minutes of meetings
- surveys with staff students and the community
- regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones

Practices and Products

directly matched to stage outcomes and the teaching and learning activities articulated in teacher programs.

Enrichment and support groups will be established across the school based on assessment evidence. (QTSS funding).

School Excellence Teams

The results of surveys, frameworks and matrices will be evaluated and communicated to staff to ensure effective improvements are embedded within programs, processes and products.

Products

Visible Learning & Assessment and Reporting

Assessment schedules are developed where tasks are linked to relevant outcomes and reflect clearly articulated success criteria for students.

Units of work are developed containing articulated learning intentions and success criteria/WILF/WALF.

Whole school annotated work samples based on clusters (writing) developed.

Cross grade assessment spread sheets show assessment results in SENTRAL.

Post assessment tasks cross grade for maths/literacy developed.

Teacher programs showing differentiation strategies for gifted and high potential students.

Strategic Direction 2: Effective Classroom Practice

Purpose

Quality teaching and assessment practices are essential for the development of personalised learning. Teachers who know each student's potential can plan learning goals, success criteria, assessment and feedback. Students are encouraged to articulate their learning goals and analyse their metacognition. Teachers plan for future learning sequences using a suite of assessments. This provides data, and together with student reflection, allows for backward mapping to plan for future teaching and learning. Establishing a purposeful and differentiated learning environment empowers students to become responsible for their own learning and equip them with critical and creative thinking skills essential for their future success in a dynamically changing world.

Improvement Measures

Staff surveys pre and post personalised Professional learning, PDP goals and evidence produced by teachers for their PDPs will demonstrate a positive change in PL views.

Pre and Post surveys of beginning teachers will demonstrate a positive view of their profession and confidence in their delivery of programs.

90% of teachers will be able to clearly articulate the PDP goals and provide examples of how this has made a difference to the students in their class through programming or student work samples.

All students achieving above basic

People

Staff

Literacy Excellence

Staff will engage in professional learning around the systematic and explicit teaching of writing. This professional learning will be transferred in to classroom programming and practice to build a high expectations culture..

EAL/D Excellence

Staff will program for the needs of EAL/D students using EAL/D progressions and under the guidance of specialist EAL/D teachers.

Learning Support Excellence

Staff will adjust for and utilise strategies to support students with learning challenges in their classrooms.

Collaborative Planning and Quality Teaching

Staff will collaboratively plan and program to develop differentiated corporate programs, units of work and cross grade assessments, including off level testing.

Staff will engage in quality teaching rounds to view the effectiveness of program implementation and provide collegial feedback on processes and impact.

Strong Start, Great Teachers

Beginning teachers will be given regular release to work with mentors who will support them in their early years of teaching.

Processes

Literacy Excellence

The Literacy Excellence team will implement whole school writing assessment, collect data, inform staff and lead quality professional learning based on the results.

EAL/D Excellence

EAL/D teachers will collaborate with grades during grade planning time to ensure the learning needs of EAL/D students are considered.

Data from teacher EALD progressions will be used to inform programming and teaching.

EAL/D teaching will have a collaborative focus with team teaching being common across the school.

Learning Support Excellence

The Learning Support Team will evaluate school needs using PLAN data, grade assessments, the Learning Progressions, NAPLAN, TTFM, LST referrals and the "Learning and Support Evaluation Framework", linked to the wellbeing framework.

Feedback and progress reports will be provided during grade planning time from EAL/D staff.

A choice of professional Learning using the action learning model will be provided for staff in relation to students with a disability.

Collaborative Planning and Quality Teaching

Practices and Products

Practices

Literacy Excellence

Teachers will plan and implement writing lessons based on the knowledge and skills acquired through professional learning and collaborative programming.

Consistent Teacher Judgement will be refined and standardised. This will ensure collaborative planning and evaluation is objective.

EAL/D Excellence

Accurate identification of EALD students will occur through ongoing, consistent assessment throughout the school

EAL/D strategies to target hands on, collaborative teaching through relationship building will be developed.

The Quality Teaching framework, EAL/D resources and specialist teachers will be used to support teachers in implementing EALD strategies.

Learning and Support Excellence

Programs and practices will ensure consistent handover of student information from year to year.

Collaboration with Learning and Support Assistant Principals on 12 month project based on L&S Evaluation

Collaborative Planning and Quality Teaching

Collegially prepared teaching learning programs will be shared across the school

Strategic Direction 2: Effective Classroom Practice

Improvement Measures

minimum standards in all NAPLAN writing tasks.

20% growth in all EALD students as evidenced by tracking on EALD progressions each year

Student growth over the next 3 years will show improvement trends in writing.

Staff knowledge of the Learning and Support Evaluation Framework will move from Foundation to Level 2 in the area of "Learning Support Adjustments" by 2019.

People

Leaders

Literacy Excellence

Leaders will provide and guide staff through professional learning on the effective teaching of writing.

EAL/D Excellence

Leaders will facilitate the implementation of EAL/D professional learning.

Learning and Support Excellence

Leaders will facilitate an evaluation of learning support practices, including PBEL, within the school leading to identification of areas for development and improvement.

Collaborative Planning and Quality Teaching

Grade co-ordinators and Assistant Principals will lead collegial discussions on programming, assessment, differentiation, CTJ and providing effective feedback.

School leaders will facilitate 'Quality Teaching Rounds' throughout the school to build capacity in teaching staff.

Strong Start, Great Teachers

School leaders will organise and facilitate time for beginning teachers to work with their mentors. Leaders will provide guidance through the 'Strong Start, Great Teachers' program for mentoring sessions using beginning teacher funding.

Students

Processes

Quality Teaching funding will be allocated for staff to collegially plan across a range of curriculum areas. Programs will contain teaching learning sequences embedded with quality teaching elements together with cross grade assessments and associated rubrics. These will be accompanied by Visible Learning strategies.

Quality Teaching Rounds will support this process.

Strong Start Great Teachers

Beginning teachers and mentors will work through a system of support which enhances best practice in the classroom. Programs will target classroom organisation, behaviour management, lesson planning, programming, assessment, professional responsibilities, accreditation and personal wellbeing.

Evaluation Plan

- Review of staff PDPs
- Formal and informal classroom observations through QT rounds
- Triangulation of data through reviews of classroom programs, student work samples and classroom observation and feedback
- Regularly monitor student achievement through PLAN and NAPLAN and across grade assessments and standardized assessments..
- Pre and post surveys for each Excellence team project.

Practices and Products

on Google Drive.

Improved pedagogy through shared practices, professional learning and Quality Teaching Rounds will be evident across the school.

Strong Start, Great Teachers

Weekly release for beginning teachers to enable their progression through the Strong Start, Great Teachers modules.

Products

Literacy Excellence

Development and implementation of writing programs showing articulated learning intentions and success criteria

Grade assessment spread sheets showing all student results which is used to refine programming and teaching and learning.

EAL/D Excellence

EAL/D programs to reflect the new model of short term 1:1 intervention moving to collaborative group/withdrawal.

Teachers' programs to reflect EALD progressions and strategies to support EALD students

Learning Support Excellence

Teaching and learning programs reflect adjustments for a range of student

Strategic Direction 2: Effective Classroom Practice

Improvement Measures

People

Literacy Excellence

Students will be guided to produce high quality written texts and develop a high expectations belief in all that they do..

EAL/D Excellence

EAL/D students will be given provisions across the school for academic and social support.

Learning and Support Excellence

Identified students will be provided with personalised and purposeful learning.

Collaborative Planning and Quality Teaching

Students will be taught in classrooms which have equitable programs and where learning experiences are characterised by the elements of Quality Teaching.

Community Partners

Learning and Support Excellence

Regional Learning and Support Assistant Principals, Support Learning Support Team and targeted staff will work with staff to ensure student needs are being met.

Community Partners

Educational consultants will support the implementation of professional learning across the school.

Processes

Practices and Products

abilities.

Learning and Support assessment results identifying student growth patterns.

Teacher assessment records and spread sheets demonstrate student growth.

Complete and accurate 'Student Record of Learning and Support Adjustments.'

Strong Start, Great Teachers

- Capable, confident beginning teachers who provide quality educational experiences for their students.
- Beginning teachers who effectively program and teach the range of students in their care.

Strategic Direction 2: Effective Classroom Practice

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 3: Building the Future

Purpose

At St Ives North we always have **an eye on the horizon** so we can plan for emerging needs and trends in teaching and learning, school planning and community engagement.

We believe in growing the capacity and capability of our staff, working closely with our parents and students to meet their needs and developing plans that can be monitored and reviewed by the whole community. Our vision is to ensure:

- Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
- Community confidence in public education is high.

Improvement Measures

New buildings provide quality learning spaces that enable students to engage with 21st century learning and technologies.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

STEM projects are created by each grade across the school and showcased to families.

100% of staff are implementing the Digital Fluencies Scope and Sequence and evidence of impact including products and practices are visible in all classrooms.

100% of the staff have embraced the revisions of the Wellbeing Program.

People

Leaders

DoE/SINPS Building Project Team

Leaders will consult with all stakeholders concerning the building project to ensure that all spaces meet the school's needs.

STEM Action Team

Leaders will guide mentoring and professional learning to mentor schools across Sydney.

STEM Excellence Team

Leaders will provide and guide staff through professional learning on Science and Technology, STEM and Project-based Learning.

Digital Fluencies Excellence Team

Leaders will provide and guide staff through professional learning on Digital Fluencies.

Wellbeing Excellence Team

Leaders will facilitate an evaluation of Wellbeing within the school leading to the identification of areas for development and improvement.

Students

DoE/SINPS Building Project Team

Students will provide input into the building project to ensure that all spaces meet the needs of the staff, the students and

Processes

Building Project team

Attendance and participation in the Building Reference groups by the principal and community representative with regular feedback to the staff and community.

Building future focused learning spaces by collaborating with all stakeholders.

STEM Excellence and Action Teams

STEM TPL centred around a Mathematical Problem Solving focus to support STEM projects.

Introduction and training in the new Science and Technology Syllabus ready for implementation in 2019.

Continue networking with all partnership schools and Universities as part of the STEM Project.

Digital Fluencies Team

Development and Implementation of professional learning mentoring sessions in design thinking, continued training and implementation of the Digital Fluencies Scope and Sequence.

Development of K – 6 critical and creative thinking Scope and Sequence which will be embedded into class programs across all KLAs.

Training and Implementation of Apple Teacher Training for effective use of iPads and Macs.

Wellbeing Team

Practices and Products

Practices

Regular parent updates regarding our **Building projects**.

Stem projects integrated into meaningful classroom learning across the school, ensuring at least one STEM project per year per stage.

Year 5 teachers are using the new **Ipads 1:1** across the grades in a meaningful manner with clear reference in classroom programs of the practices.

Teachers supported to ensure the designated **digital fluencies** lessons occur in every class in the school.

Wellbeing Excellence Team – Systematic data collection to inform future directions and guide decision making.

Increased awareness of school expectations and a reduction in school wide misdemeanours through **data collection statistics**

Increase in student **awareness of high expectations and the incorporation of DoE Future learning dispositions**.

Products

Effective, purposeful learning spaces that align with future focused pedagogy and create a sense of belonging.

STEM projects completed by each grade and showcased across the school.

New Wellbeing policy and procedures are in place including a new framework for

Strategic Direction 3: Building the Future

Improvement Measures

People

community.

STEM Excellence Team

Students will engage in high-quality, future-focused STEM programs, including cyber safety and responsible digital citizenship learning activities.

Digital Fluencies

Students will embed a range of technologies across their key learning areas to demonstrate transferability of skills and knowledge.

Staff

DoE/SINPS Building Project Team

Staff will provide input into the building project to ensure that all spaces meet the needs of the staff, the students and community.

STEM Excellence Team

Staff will engage in professional learning on STEM and Project-based Learning.

Digital Fluencies Excellence Team

Staff will engage in professional learning on Digital Fluencies.

Wellbeing Excellence Team

Staff will contribute to the evaluation of Wellbeing within the school leading to the identification of areas for development and improvement.

Parents/Carers

Processes

Review of the PBEL processes, training of staff, students and community, implementation and evaluation of the processes. Review current playground and classroom expectations and develop new posters for display.

Implementation of students' expert groups in forensic science, archaeology, drama, writing and art to encourage a greater sense of belonging for all students.

Connect, Succeed Thrive Evaluation Tool and Well Being Assessment Tool used to assess our starting point and where to next.

Personalised Professional Learning

Core and Differentiated Professional Learning opportunities for all staff that is driven by PDP's and school needs.

Evaluation Plan

- Staff pre and post surveys for each Excellence team.
- PDP evaluations – are we meeting the Professional needs of our staff?
- Buildings meet the learning needs of students, students and the community.

Practices and Products

PBEL.

Parent & student forums regularly held to gain information on community views. e.g. TTFM surveys, Parent & student surveys.

Day and night time P&C meetings, Whole School Concerts and Art Shows conducted annually or biannually, day and evening information sessions & newsletter communication continue to inform the community about progress in these areas.

Connect, Succeed Thrive evaluation & posters around the school & in classrooms

Learning walks centred on design thinking, peer observations, lesson studies, collaborative planning.

PDP's, class programs, collaborative feedback sessions & meeting minutes reflect a **strong alignment** between professional learning and impact of evidence on the students.

Development of whole school **Wellbeing Posters, in house videos** that explicitly communicate PBEL expectations, which are shown to staff, students and parents.

Students systematic thinking is evidenced in class work samples and student use of technology utilises a variety of applications where systematic thinking is evident

Students' STEM projects demonstrate an **increased mathematics focus**.

Strategic Direction 3: Building the Future

Improvement Measures

People

DoE/SINPS Building Project Team

Parents and carers will provide input into the building project to ensure that all spaces meet the needs of the staff, the students and community.

Stem Excellence Team, Digital Fluencies team and Wellbeing Programs

Parents will be invited to participate in Showcase events relating to these projects. Parents will have the opportunity to hear about these programs at the daytime P & C meetings.

Processes

Practices and Products