

School plan 2018-2020

St Ives Public School 4331



School background 2018–2020

School vision statement

St Ives Public School promotes a positive, safe, inclusive environment, which encourages resilience and respect, where individuals accept responsibility to achieve their full potential and are inspired to become life-long learners.

School context

St Ives Public School is situated on the North Shore of Sydney and strives for excellence in all areas. We encourage students to have a go, do their best and, at the same time, understand that “best” will vary with each individual. With high academic achievement, great sportsmanship and many opportunities to be involved in cultural pursuits such as dance, choir and band, our school is proud of its supportive community spirit.

With an enrolment of 511 students in 2018, including 40% of students with a language background other than English, our school is committed to making a difference to the learning of our students.

Our school has ties with Macquarie University, University of Technology and our local Public Schools. Our focus is improving the learning and well-being of our students.

School planning process

Our planning processes provide opportunities for all community members to contribute effectively to the ongoing improvement of our school to ensure our vision is future-focused, evidence based and aligned to the NSW Department of Education directions.

To facilitate quality outcomes for all students, the school provided questionnaires and opportunities for discussion with students, staff and parents to elicit their future aspirations for St Ives Public School. Key strengths and improvements were identified.

Based on the feedback from this consultation process and educational research evidence, three strategic directions were identified. These reflect the current and emerging needs and aspirations of our school community.

Ongoing feedback and consultation with all stakeholders will continue to guide the implementation of our strategic directions and impact future educational priorities.

School strategic directions 2018–2020



Purpose:

To engage students in meaningful learning experiences toward achieving their full potential as a learner, leader and responsible, productive citizen.

To ensure our school culture supports educational aspiration and ongoing performance improvement in Literacy and Numeracy.

Purpose:

To engage teachers in ongoing, relevant and evidence-based learning in order to identify, understand and implement the most effective teaching methods for students.

Purpose:

To foster ongoing community awareness and support for our students through a school-wide focus on wellbeing.

To work together as a community to encourage all students to develop interpersonal skills in order to relate effectively and appropriately with others.

Strategic Direction 1: Successful, engaged learners

Purpose

To engage students in meaningful learning experiences toward achieving their full potential as a learner, leader and responsible, productive citizen.

To ensure our school culture supports educational aspiration and ongoing performance improvement in Literacy and Numeracy.

Improvement Measures

Increased proportion of students in top 2 NAPLAN bands for reading, writing and numeracy.

Teaching programs clearly reference differentiated teaching and learning to meet the needs of all students.

Students achieve expected growth based on external and internal annual data.

Increased opportunities for students to develop STEM skills.

People

Students

Engage students in differentiated quality teaching programs that cater for all students.

Use feedback to reflect and act on, to enhance learning.

Staff

Develop and deliver effective differentiation through quality teaching and learning programs.

Confidently utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions.

Parents/Carers

Build understanding and knowledge how best to support their child's learning through newsletters, parent meetings and school information.

Processes

Implementation of Visible Learning strategies in Literacy and Numeracy in every classroom.

Differentiation of learning programs to meet the needs of all students in Literacy and Numeracy.

Increase opportunities for students to develop information and communication technology capabilities, including STEM skills.

Evaluation Plan

Regular monitoring of student achievement through PLAN data and school based tracking.

Review and analysis of NAPLAN data.

Evaluate and monitor teaching programs and practices.

Monitor referrals to Learning Support Team and review success of intervention programs.

Effective feedback for all students is ongoing, relevant and timely.

Practices and Products

Practices

Students are active participants and take responsibility for their own learning,

Every teacher uses relevant data to effectively differentiate teaching and learning to meet student needs.

Products

Students achieve expected growth based on external and internal annual data.

Teaching programs clearly reference differentiated teaching and learning to meet the needs of all students.

Scope and Sequence to build student STEM skills.

Strategic Direction 2: Quality teaching

Purpose

To engage teachers in ongoing, relevant and evidence-based learning in order to identify, understand and implement the most effective teaching methods for students.

Improvement Measures

All teaching programs will clearly reference evidence-based teaching practice.

All teachers will regularly use student assessment data to inform differentiated curriculum in Literacy and Numeracy.

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

People

Students

Demonstrate their learning effectively through a range of assessment strategies and opportunities.

Staff

Build knowledge, skills and understanding of evidence-based teaching and its impact on student learning.

Teachers have a solid understanding of assessment of, for and as learning in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Parents/Carers

Collaborate with staff to assist students to meet identified learning, engagement and wellbeing outcomes to ensure continuity of learning.

Community Partners

Foster collaborative and proactive partnerships with our community of schools and community partners.

Processes

Implementation of evidence-based teaching practice, including Visible Learning, to support successful teaching and learning.

Embed explicit systems for collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing improvement.

Develop consistent processes for reviewing, monitoring and using data, including literacy and numeracy progressions, to inform teaching and learning

Evaluation Plan

Regular, targeted professional sharing and learning sessions about data are documented.

Document impact of professional learning opportunities along with student internal and external data.

Monitor teaching programs and practices.

Practices and Products

Practices

Teachers use a variety of assessment tools to inform teaching and learning programs.

Teachers use collaborative feedback, including classroom observation and reflection, to improve whole school practice.

Teachers are actively engaged and responsible for planning their own professional development to improve teaching practice and student achievement.

Identified learning goals/ targets are clearly understood by students and parents.

Products

A school assessment plan for learning is embedded in school culture and consistently used to inform practice.

Teaching programs will clearly reference evidence-based teaching practice.

Strategic Direction 3: Effective relationships

Purpose

To foster ongoing community awareness and support for our students through a school-wide focus on wellbeing.

To work together as a community to encourage all students to develop interpersonal skills in order to relate effectively and appropriately with others.

Improvement Measures

A consistent whole school approach to wellbeing and engagement is consistently evident through reduced behaviour instances.

Increased number of mentoring and collaborative teaching opportunities.

Feedback from students, staff and parents indicates increased wellbeing

An increased number of communication strategies for students, staff and parents are developed and used to enhance wellbeing.

People

Students

Demonstrate their understanding of being respectful, responsible and achieving personal best.

Advance their skills in developing positive, respectful relationships and express their understanding of wellbeing issues and skills.

Staff

Develop knowledge and understanding of wellbeing programs to ensure a consistent approach and reinforcement of high expectations.

Confidently deliver wellbeing programs to pro-actively support students.

Demonstrate knowledge of and actively make use of support structures available.

Parents/Carers

Increase knowledge and skills of how best to support the cognitive, emotional, social and physical wellbeing of students.

Community Partners

Foster proactive and collaborative partnerships with outside organisations in order to enhance the wellbeing of our school community.

Processes

Students will develop and strengthen their interpersonal skills through a variety of wellbeing programs.

Improve support structures for staff wellbeing, including mentoring and induction.

Develop effective communication strategies for students, staff and parents.

Evaluation Plan

Staff track and analyse student wellbeing data.

Survey data shows effectiveness of wellbeing programs.

Participation rates in a variety of communication strategies and parent events are monitored.

Practices and Products

Practices

A whole-school approach to wellbeing, with clearly defined behavioural expectations, enhances a positive teaching and learning environment.

Embed a culture of support and continual improvement for all staff.

Communication strategies are reviewed, developed and refined to enhance wellbeing.

Products

Students are self-aware, build positive relationships and actively contribute to the school, the community and society.

Our whole school community collaboratively supports wellbeing through effective relationships.

Staff use support structures to actively engage and improve professional practice.