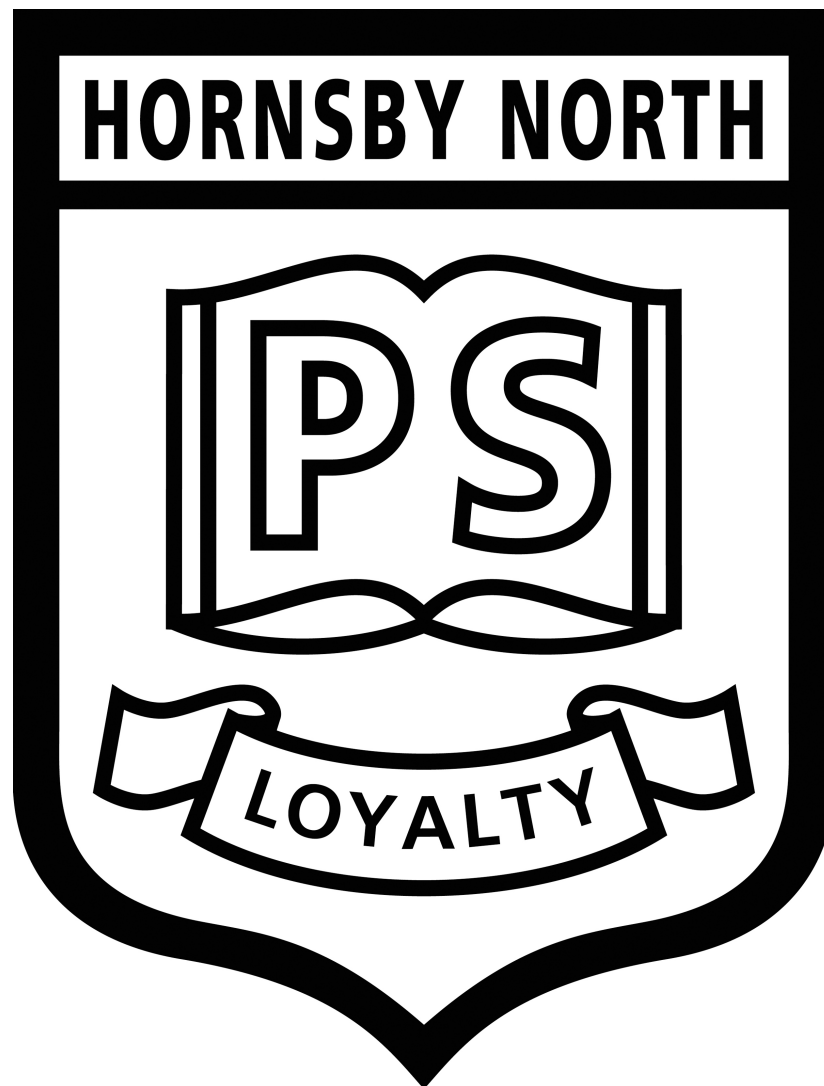


School plan 2018-2020

Hornsby North Public School 4365



School background 2018–2020

School vision statement

Hornsby North is:

A high performing school where students are nurtured, guided, inspired and challenged to be creative, resilient, engaged learners.

A school where learning is underpinned by high quality teaching and leadership. A school community that is inclusive, informed and engaged in collaborative decision making.

School context

Situated in the leafy northern Sydney suburb of Hornsby, approximately 30km from the centre of the city, Hornsby North Public School provides for students in Kindergarten through to Year 6.

Hornsby North Public School student needs are at the centre of school planning, opportunities to participate in a variety of activities exist, and lifelong learning is a feature of programs designed to ensure that the potential of all students is realised. The school's mission statement 'Caring for children, educating for life' was developed in consultation with teachers and parents. Our mission is to educate students as confident, lifelong learners. This is achieved by providing a comprehensive educational curriculum with an emphasis on literacy, numeracy and technology. Hornsby North is a caring school, with positive student welfare programs and a team of committed professional educators working together with students in a safe, supportive, challenging and friendly learning environment. Individual talents and gifts are recognised and nurtured, parent community participation in the school is encouraged and pride in public education is fostered.

School planning process

The school has used a wide range of tools and data to evaluate the 2015–2017 School Plan and to determine future strategic directions. These include: ASR evaluations, NAPLAN analysis, the Validation process, curriculum evaluations and whole school program evaluations. The school community, including staff, students and parents, have been invited through the Tell Them From Me surveys to provide feedback on our current school performance and to contribute feedback through our evaluation cycle. This is used to inform our planning for 2018 –2020. Input from groups indicated the following priorities:

- Academic achievement
- Student wellbeing
- Streamlined communication between home and school particularly to support our EAL/D families
- Opportunities for Parental Workshops in Literacy, Numeracy and Cybersafety
- Engagement of parents in understanding the learning progressions

School strategic directions 2018–2020



Purpose:

To enhance relationships across the community which support students' development of strong identities as learners.

To provide curriculum that supports high expectations for student learning and the delivery of quality teaching programs that inspire and engage all students.

Purpose:

To develop the capacity of teachers through collaboration and targeted professional learning to implement effective change in teaching and learning programs.

Staff will develop a shared vision through consistency of practice throughout the school. As a result, students will be engaged in a range of rich learning experiences.

Purpose:

The school will strengthen current structures and processes and respond to community feedback so that parental engagement is strong and supported amongst all families.

Parents and the broader community play a vital role in supporting successful learning outcomes for our children.

Strategic Direction 1: Engaged and Dynamic Student Learning

Purpose

To enhance relationships across the community which support students' development of strong identities as learners.

To provide curriculum that supports high expectations for student learning and the delivery of quality teaching programs that inspire and engage all students.

Improvement Measures

100% of staff use PLAN 2 data to develop PLaSP's and track that students are meeting their academic targets.

EALD Scales are used to monitor all EAL/D students across the school.

Assessment practices are embedded in class programs across all stages.

NAPLAN – maintain high standards in all areas.

Increase proportion of students in the top two NAPLAN bands for :

- Y3 Reading from 70% to 75%
- Y3 Numeracy from 77% to 79%
- Y5 Writing from 40% to 45%
- Y5 Reading from 77% to 79%

People

Students

Understand the school's culture of high expectations, take responsibility for their own learning, and have the capacity to set goals.

Staff

Professional Learning to develop the knowledge and skills required to utilise assessment and to provide feedback on teaching practices.

Staff

Develop and facilitate professional learning opportunities, for staff to develop an increased capacity to deliver EALD strategies in all classrooms.

Parents/Carers

Parents and carers work in partnership with the school to develop PLaSP's, and foster an understanding of the learning progress of their children and how to provide effective support in their learning.

Leaders

Attend PL and lead staff PL on implementing the new progressions and data analysis.

Processes

Staff are provided with professional learning, to implement assessment and tracking strategies using PLAN 2 and the learning progressions. Teachers develop and refine assessment tasks, to inform teaching and learning programs.

Through professional learning, ensure the development and implementation of effective modes of EALD program delivery and teaching practices are responsive to school's needs.

Evaluation Plan

Monitor and analyse PLAN /NAPLAN data.

Ensure procedures are in place for the identification, assessment, tracking and reporting of progress of EALD students.

Practices and Products

Practices

All staff use learning progressions to inform teaching practices, and cater for the learning needs of all students.

Students develop their own learning goals, and seek to achieve their personal best.

Whole school EALD program that reflects the needs of all EALD students.

Products

Teaching programs reflect quality opportunities for students to progress, using the PLAN 2 tracking assessment tool.

Common assessment tasks are developed and data analysis informs future planning, consistent teacher judgement and quality programming.

All staff are confident and upskilled in catering for the needs of EALD students within the classroom.

Strategic Direction 2: Excellence in Teaching and Leading

Purpose

To develop the capacity of teachers through collaboration and targeted professional learning to implement effective change in teaching and learning programs.

Staff will develop a shared vision through consistency of practice throughout the school. As a result, students will be engaged in a range of rich learning experiences.

Improvement Measures

Increase numbers of teachers on Mentoring program by 10%.

100% of teachers at Proficient level and at least 3 teachers preparing for Highly Accomplished.

100% of staff engaged in setting and monitoring goals identified in their PDP's.

Tell Them From Me – survey indicates increased support for teachers from School Leaders.

People

Staff

Actively participate in professional learning activities which enhance understanding of current syllabuses, evidence-based teaching practices.

Staff

Regularly use best practice strategies that support differentiation based on formative assessment and the provision of explicit learning criteria to students.

Staff

Engage in learning and reflection processes to facilitate their own learning including classroom observations.

Leaders

Mentor beginning teachers.

Leaders

Build leadership capacity of staff members (including Aspiring Leaders) through professional learning, lesson observations and collaborative practices.

Processes

Teachers develop differentiated learning programs.

Aspiring Leadership Program is continued and developed further to provide opportunities to staff, building leadership capacity, including some staff working towards Highly Accomplished teacher status.

Further enhancement of the Mentoring Program.

Evaluation Plan

Develop and review PDP's.

Leadership team regularly review teaching programs and practices.

Survey students and staff.

Practices and Products

Practices

Teachers share expertise to develop collaborative teams and lead professional learning including Aspiring Leaders and Beginner Teacher Mentoring.

Cycle of Classroom Observations Is developed.

Kindergarten implementing new literacy programs – Initial Lit.

Products

Teaching and Learning programs show evidence that learning experiences are differentiated effectively.

PDPs aligned with teachings standards.

Planned Professional learning is in line with meeting school directions.

Strategic Direction 3: Strong Community Partnerships

Purpose

The school will strengthen current structures and processes and respond to community feedback so that parental engagement is strong and supported amongst all families.

Parents and the broader community play a vital role in supporting successful learning outcomes for our children.

Improvement Measures

Increased connections with the community.

Organise at least 2 major special events celebrating the multicultural diversity of our school.

Improved family and community satisfaction validated by data collected from the TTFM surveys..

Increased participation in TTFM parent surveys by at least 12%.

Increased resources (personnel and funds) to support parent and community engagement.

Increase number of parents representing EAL/D families at P&C from 1–5.

People

Students

Students further develop their understanding of multiculturalism through a variety of experiences.

Staff

Develop a team of appropriate personnel in order to provide informed knowledge of our educational system.

Parents/Carers

Parents develop the skills to effectively contribute to their children's learning.

Parents/Carers

Understand their child's individual learning goals and support them in achieving these goals.

Parents/Carers

Parents will become more confident and comfortable to engage in the P&C and other school community activities and events.

Leaders

Facilitate community connections to support all families inclusion in the school community.

Community Partners

Build positive learning relationships within the Community Of Schools.

Processes

Extend opportunities for parents to engage with the curriculum through workshops and information sessions.

Develop a range of strategies to encourage further participation in the P&C events/fundraising and community learning sessions.

Develop links with local schools and community projects to share ideas, resources and best practice.

Evaluation Plan

Regular consultation with the community through surveys including TTFM, P&C Meetings and informal feedback.

Practices and Products

Practices

Workshops are held for staff and families on cultural awareness, student wellbeing and safety.

Build on cycle of Workshops in Literacy/Maths to build parental knowledge and skills to support student learning in the home environment.

Products

Teaching programs reflect cultural diversity and special events are marked to celebrate this diversity e.g. Harmony Day.

Empower key parents for building parental engagement.