

# School plan 2018-2020

## Sackville Street Public School 4491



# School background 2018–2020

## School vision statement

We pride ourselves on our integrity, having high expectations and our commitment to achieving excellence.

We provide innovative learning spaces, which are caring, safe and reflective of Modern Learning pedagogy.

We commit to developing positive, respectful and collaborative approaches to learning.

We guide students to become informed, resilient and adaptable contributors to society.

We are inclusive of the whole school community in the preparation of our students for responsible, ethical and active citizenship.

## School context

Sackville Street Public School provides a comprehensive and balanced curriculum of academic, sporting and cultural experiences. The school actively promotes its aim of 'Opportunities for All' to include students, staff, parent–volunteers and community helpers, in accordance with our school motto, a 'Sharing and Caring' environment. The high expectations of the whole school community are reflected in the welcoming environment, the quality of student welfare programs and academic achievement. Sackville Street Public School, located in the South Western Sydney Region, has strong traditions of quality academic, cultural and social programs, which continue to be actively supported by students, staff and parents. The staff is made up of a core of experienced teachers who have contributed many years of service to the school. Recent appointments have included several early–career and temporary teachers who have displayed sound curriculum knowledge and effective student management

## School planning process

- The School Excellence Framework.
- Planning Literacy and Numeracy software and data.
- Individual Personalised Learning and Support Plan for Aboriginal and Torres Strait Islander students and identified students.
- Professional Learning Plans for staff aligned with Teacher Assessment Review Schedule & Executive Assessment Review Schedule.
- Professional Teaching Standards.
- Focus on Learning teacher survey.
- Tell them from me parent, staff & student surveys.
- Learning Progressions – Literacy and Numeracy
- Community Forums.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 LEARNING

**Purpose:**

*Invested, reflective and life-long learners.*

To empower students to establish where they are with their learning and next practice.

To demonstrate aspirational expectations of learning for all and a commitment to pursuing excellence.



## STRATEGIC DIRECTION 2 LEADING

**Purpose:**

*Collaborative, innovative, analytical leaders.*

To ensure the school's vision and priorities remain at the core of decision-making and continuous school improvement.

To focus on distributed instructional leadership to sustain a culture of adaptive teaching practices focused on student improvement.

To value and build stakeholders as leaders of self-regulated learning.



## STRATEGIC DIRECTION 3 LINKING

**Purpose:**

*Informed, prosperous and united partnerships.*

To build strong, positive community relationships by leading and inspiring a culture of collaboration, well-being and engagement.

To continue our strong systems leadership with educators to challenge and enhance our beliefs and practices.

# Strategic Direction 1: LEARNING

## Purpose

*Invested, reflective and life-long learners.*

To empower students to establish where they are with their learning and next practice.

To demonstrate aspirational expectations of learning for all and a commitment to pursuing excellence.

## Improvement Measures

Increased proportion of students in the top two bands in Literacy NAPLAN.

All staff co-designing quality learning experiences through the Instructional Coaching Model.

Increased proportion of attendance exceeding state average.

## People

### Students

Through feedback and formative assessment, students analyse their progress to determine the next steps in their learning and development journey.

### Staff

Through collective wisdom, staff;

- Utilise syllabus knowledge to plan and deliver quality teaching/ learning experiences.
- Reflect on, and refine school agreed best practice.

### Parents/Carers

Through informed engagement, parents will support students to analyse their learning and the next steps in their development.

### Community Partners

Student learning and school programs are enhanced through collaborative and engaged partnerships. Real world learning opportunities and experiences for the school community will be evident.

## Processes

High quality teaching and learning programs are student-centred and allow for collaboration as well as addressing the needs of individuals. The 7 Principles of Learning are embedded in teaching and learning programs.

All students monitor their own progress using tools such as the Literacy and Numeracy Progressions and contribute to the development of learning goals (may be reported on PLaSP for ATSI students, EALD students and students with specific learning needs).

## Evaluation Plan

- NAPLAN
- Instructional Coaching feedback
- Attendance Rates

## Practices and Products

### Practices

Students develop meta-cognitive skills to set and monitor higher academic and personal goals.

Teachers stretch students to reach their learning potential through high expectations, adaptive expertise and embedding intellectual quality in learning experiences.

Students will demonstrate an understanding that ability and intelligence is not fixed but rather a continuous cycle of self improvement and empowerment.

### Products

Learners are engaged, self regulated and central participants.

Learners display a growth mindset during all learning experiences.

# Strategic Direction 2: LEADING

## Purpose

### ***Collaborative, innovative, analytical leaders.***

To ensure the school's vision and priorities remain at the core of decision-making and continuous school improvement.

To focus on distributed instructional leadership to sustain a culture of adaptive teaching practices focused on student improvement.

To value and build stakeholders as leaders of self-regulated learning.

## Improvement Measures

Excelling in educational leadership (School Excellence Framework) resulting in sustained and measurable whole school improvement.

Increased proportion of students able to clearly articulate the 4 key questions of self-regulated learning from the Spirals of Inquiry process.

## People

### **Students**

Through communication, collaboration, creative and critical thinking the development of student agency is fostered.

### **Leaders**

Leaders demonstrate adaptive expertise and a collaborative approach to high expectations for all learners.

## Processes

Staff participate in high quality differentiated Professional Learning groups focussed on their needs identified in their Professional Development Plan. Staff expertise in professional learning areas is recognised, valued and supported with leadership opportunities.

Increase teacher and leader expertise through Spirals of Inquiry, co-teaching, coaching and collaborative practices.

## Evaluation Plan

- School Excellence Framework
- Spirals of Inquiry
- Collaboration sessions.

## Practices and Products

### **Practices**

Staff demonstrate and share adaptive expertise, have very high levels of syllabus content knowledge and pedagogy underpinned by evidence-based teaching strategies.

Explicit teaching of general capabilities and opportunities to harness student voice.

The leadership team sustains a culture of high expectations that all staff are leading learners.

### **Products**

The delivery of high quality pedagogy adapted to student needs.

Student agency is evident through decision making and self-regulated learning.

Distributed instructional leadership development and workforce planning drives whole-school improvement.

# Strategic Direction 3: LINKING

## Purpose

***Informed, prosperous and united partnerships.***

To build strong, positive community relationships by leading and inspiring a culture of collaboration, well-being and engagement.

To continue our strong systems leadership with educators to challenge and enhance our beliefs and practices.

## Improvement Measures

Increased proportion of partnerships that link a culture of learning, collaboration and well-being.

Increased level of student growth through observation, adaptive expertise, co-teaching and instructional coaching.

## People

### Students

Student agency is paramount through voice and collaborative relationships.

### Staff

Teachers through ongoing engagement, view collaborative relationships with parents, local learning communities and the wider community as beneficial for student achievement and engagement.

### Parents/Carers

Parents through active participation and engagement, provide feedback about school programs, future direction and planning.

### Community Partners

Community partnerships, through communication, celebration and representation contribute to whole school culture of learning.

## Processes

Whole school integrated approach to building positive partnerships through parent forums, learning master classes and student voice.

Teachers benefit from professional learning opportunities provided through academic mentors, critical friends and systems leadership processes.

## Evaluation Plan

- NAPLAN
- Bump it up wall
- ALAN
- Co-Teaching
- CoS planning

## Practices and Products

### Practices

All stakeholders share collective wisdom to actively promote dignity, purpose and options for all learners.

Staff work with other educational organisations and leading experts to increase their capacity as exemplary educators.

Supporting whole child pedagogy with proactive agency and CoS partnerships.

### Products

Connections between families and school promote student learning, high expectations and student success at school.

Staff are engaged in current best practice, and deliver high quality learning experiences.

Students' academic, social and well-being needs are met through a sustained collective approach K-12.