

School plan 2018-2020

Sarah Redfern Public School 4509



School background 2018–2020

School vision statement

Together we grow and nurture stronger, smarter lifelong learners through trust, equity and high expectations.

School context

Sarah Redfern Public School is set in the dynamic south western Sydney suburb of Minto. We are a growing and changing community that values high standards in education and personal growth.

Exemplary teaching and learning is facilitated by excellent teaching staff, dedicated to the needs of the whole child. As a learning hub, Sarah Redfern Public School engages with a strong and effective school learning community. We have a preschool for 80 children, 17 mainstream classrooms and 3 support classes; IM, IO and multi-categorical.

Sarah Redfern Public School is situated in a unique setting, alongside Passfield Park School and Sarah Redfern High School. Through these collaborative relationships we are able to cater for the needs of all students, P–12, in an inclusive and nurturing environment.

We have a total enrolment of 498 children. We are enriched with a diverse community, including 7% Aboriginal and 71% EAL/D. We provide opportunities for all students through Gifted and Talented programs, PSSA, Creative and Practical Arts including dance groups and choir. Students have access to a fully equipped gymnasium, hall and 21st century library.

We work together to grow and nurture stronger, smarter lifelong learners through trust, equity and high expectations.

School planning process

In 2017 the school undertook the external validation process which involved the review and evaluation of current practices and future directions. We accessed the expertise and guidance of Mrs Michelle Sapsed, Principal School Leadership.

We participated in open dialogue and consultation with staff, students and the community. We scheduled interviews and open forums where all members were given opportunities to articulate their vision for our school. Using surveys and data, the team was able to ensure a clear direction was outlined. We also held collegial discussions to ensure a united approach to our school and community directions was achieved.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Teaching

Purpose:

To establish and maintain exemplary, innovative teaching programs which create engaged, proactive lifelong learners.



**STRATEGIC
DIRECTION 2**
Stronger, Smarter Learners

Purpose:

To inspire and encourage future focused students who are resilient and active participants during their learning journey.



**STRATEGIC
DIRECTION 3**
Dynamic Leadership

Purpose:

To build capacity of students, staff and community to sustain a learning community that fosters authentic partnerships, dynamic leadership and high expectations for all.

Strategic Direction 1: Quality Teaching

Purpose

To establish and maintain exemplary, innovative teaching programs which create engaged, proactive lifelong learners.

Improvement Measures

~ 80% of teachers demonstrate improvement in practice via John Hattie's "checklist for visible learning inside".

~ Improvement in student outcomes in literacy as reflected in NAPLAN results – 80% of students achieving in the top two bands across reading and writing measures.

Evidence of differentiated teaching and learning in 100% of teaching and learning programs and literacy sessions as indicated via observation.

Evidence of documentation that is reflective of success criteria and observable learning outcomes across 100% of teaching and learning programs.

People

Leaders

School leaders adopt a co-ordinated approach to the teaching of literacy and there is an expectation of improvement evidenced via increased growth in literacy standards across the school.

Leaders

Adopt a coordinated approach to provide professional development and mentoring/coaching opportunities to underpin quality teaching practices.

Staff

AP Instructional Leaders to link and streamline Professional Development Plans with Professional Learning, School Plan and the Australian Teaching Standards.

Processes

ACARA Learning Progressions~

Teachers will embed evidence-based practices in literacy and numeracy in line with syllabus documentation and the implementation of the ACARA Learning Progressions.

Spirals of Inquiry~ Teachers will use systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

Flexible/Purposeful Assessment~

Teachers clearly understand, develop and apply a full range of assessment strategies– assessment for learning, assessment as learning, assessment of learning– in determining teacher directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Coaching and Mentoring~ Formal mentoring/coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation Plan

~ Leadership review of class programs and student data involving a five weekly cycle of PLAN 2 data analysis.

~ Tracking of student achievement in literacy and numeracy against the Learning Progressions.

Practices and Products

Practices

Teachers engage systematically and collaboratively with syllabus documentation, Learning Progressions and PLAN 2 to drive future teaching and learning.

Student data entered into PLAN 2 every 5 weeks.

Staff are released off class fortnightly to engage in rigorous, differentiated professional learning. Through the Spirals of Inquiry, Instructional leaders increase staff capacity to identify professional learning needs, and meet those needs, to improve student learning outcomes.

Students receive explicitly targeted teaching and learning at their point of need.

Teachers use data to determine their own learning needs and take steps to address those needs to ensure continued professional development

Products

~ Improvement in student outcomes in literacy as reflected in NAPLAN.

Ensuring highly skilled teachers who deliver exemplary teaching and learning. with evidence of differentiation.

Creation of documentation that is reflective of success criteria and observable learning outcomes.

Strategic Direction 2: Stronger, Smarter Learners

Purpose

To inspire and encourage future focused students who are resilient and active participants during their learning journey.

Improvement Measures

50% reduction in Reflection Room referrals as a result of student success in achieving personal goals.

Improved NAPLAN results with 100% of identified gifted and talented students achieving in the top two bands in literacy and numeracy.

100% identified students have PLaSPS with measurable goals underpinned by regular review and high levels of achievement.

People

Staff

Engagement in learning through collegial and collaborative processes to drive continued improvement in student outcomes.

Students

Encourage learners to develop a growth mindset, to engage in risk taking and become responsible for their learning.

Community Partners

Mentoring Partnerships. Wests Tigers Mentors– working with identified students to increase school engagement and wellbeing.

Processes

Mentoring~ Continuation of Wests Tigers Mentor Program aiming to increase engagement and providing positive role models for identified students.

~ Continuation of HOPE Program for students at risk –aiming to increase engagement and outcomes.

Gifted and Talented Learners~ Creation of an Accelerated Learning class in response to student data to ensure that all students identified as gifted and talented are challenged and that adjustments lead to maximised learning.

Curriculum Provision~ Curriculum is enhanced by learning alliances with a speech pathologist, behaviour specialist and employment of Instructional Leaders, K–6, to support high expectations for all students.

Learning and Support~ Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation Plan

Data Analysis– Sentral Wellbeing/Synergy

Staff feedback/surveys including Tell Them FromMe Data

Visible Practices monitored via observation

Creation and analysis of PLaSPS

Practices and Products

Practices

Selection of students participating in HOPE and the Wests Mentor Program, based on need and wellbeing data.

Identified students to participate in weekly engagement and learning programs.

Student achievement data is tracked and monitored to cater to the needs of gifted and talented students in consultation with parents and carers.

Instructional Leaders to work alongside all classroom teachers to sustain a culture of evidence based teaching and ongoing improvement so that all students make measurable learning progress.

Products

50% reduction in Reflection Room referrals as a result of student success in achieving personal goal.

Improved NAPLAN results with 100% identified gifted and talented students achieving in the top two bands in literacy and numeracy.

100% identified students have PLaSPS with measurable goals underpinned by regular review and high levels of achievement.

Strategic Direction 3: Dynamic Leadership

Purpose

To build capacity of students, staff and community to sustain a learning community that fosters authentic partnerships, dynamic leadership and high expectations for all.

Improvement Measures

Students become better equipped to actively lead their peers with a 50% increase in the percentage of students involved in leadership roles.

Increased emphasis on the value of parents as educators as demonstrated by 50% improvement in parent led/initiated workshops and interest groups operating within the school.

Increased leadership capacity amongst staff with an increase of 50% in the number of staff aspiring to and achieving leadership positions across the school and beyond.

People

Staff

Staff are encouraged and supported to undertake leadership roles throughout the school. Through professional learning, leaders and aspiring leaders develop and promote a culture of high expectations.

Parents/Carers

Community have the capacity to support teaching and learning in all classrooms, and leading and coordinating an increasing number of whole school events contributing to the cultural life of the school.

Students

Students will be supported to identify, develop and demonstrate leadership skills as role models for the student body.

Leaders

Leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Processes

Community Leadership~ Our community are an integral and valued part of our school. Parent and carer involvement impacts positively upon student engagement and learning outcomes. A Community Liaison Officer works in partnership with the staff and community.

Extended Leadership Initiatives

A self-sustaining and self-improving leadership team that continues to support the highest levels of learning with a focus on building capacity through distributed leadership and an unrelenting commitment to improved student outcomes.

Instructional Leadership

Assistant principals work as instructional leaders across stages with a focus on improving teaching and learning drawing on a research evidence base for best practice.

Student Leadership

Student leadership initiatives support students to make successful transitions to future learning and employment with the skills to make informed contributions as citizens and leaders.

Evaluation Plan

Student, Staff and Community surveys.

Evidence of leadership impact across the school community.

Visible leadership practices reflected in data derived from community forums.

Practices and Products

Practices

Community Leadership

Lead and support whole school events with the support of the CLO to demonstrate and sustain the 'Sarah Redfern Family' motto.

Community Liaison Officer to work in partnership with staff and community to facilitate an increase in parent / carer numbers participating in meetings, where school directions, achievements and purpose are discussed and evaluated.

Quality teachers monitor and analyse whole school data and support each stage through a five weekly data collection cycle. Team targets are identified and reviewed collaboratively through the Spirals of Inquiry process.

Products

To further enhance our position in the community as a learning hub where all members are valued and respected, strengthening their sense of belonging and fostering authentic partnerships.

50% increase in the percentage of students involved in leadership roles. Increased numbers of students participating in authentic student leadership initiatives.

100% of staff applying for a leadership role have the opportunity to build their capacity as a leader through a rigorous EOI process.

Milestones are monitored, updated and kept on track in a five weekly cycle.