

School plan 2018-2020

Henry Fulton Public School 4619



School background 2018–2020

School vision statement

We are committed to creating equitable, innovative and dynamic learning environments to equip our learners with the critical thinking skills and knowledge required for the 21st Century.

School context

Henry Fulton Public School is a vibrant school in Western Sydney with an enrolment of 414 students, including Aboriginal students and a growing number of students from a non-English speaking background.

The staff and school community strive to provide a quality education for all students. The social landscape is diverse with the parent community possessing high expectations for their children to achieve a well-rounded education. The school is an important part of the Cranebrook Learning Community and the school shares and reflects a strong sense of the community's identity and its values. We believe we achieve our school motto of 'Learning Together' in developing learners who strive to reach their full potential in a constantly changing world.

School priority areas align with the Department of Education School Excellence Framework. The three areas are Teaching, Learning and Leading. The important work will include creating and maintaining student engagement in differentiated future focused learning, quality professional learning to build and enhance the capacity of all staff and building stronger collaborative partnerships with members of the school and wider community.

Staff includes experienced and early career teachers who work collaboratively to provide quality teaching and learning through the implementation of the NSW Syllabus for the Australian Curriculum. Students achieve in academic, sporting, performing arts and social programs in a supportive and caring school environment.

School planning process

The school has been involved in a vigorous consultation process in order to compile and create this school plan.

Professional learning sessions were conducted to raise awareness and in a series of staff meetings to analyse school based and standardised data (including PLAN, NAPLAN, BEST START, TELL THEM FROM ME surveys, School excellence Framework Version 1 Self assessment process, school assessments and behaviour records) were conducted to evaluate the last three year plan. The analysis of data and a review of current practices led to the creation of a shared vision and this plan.

Parents and the community were involved a part of the process by completing surveys and by participating in consultation. Parents were invited to provide feedback on school culture, programs and policies and procedures. Parents were involved during P&C meetings.

After surveys were collated a further series of staff meetings enabled smaller groups within the staff to collaborate on the school plan. Improvement measures were defined and collation of sources of information led to a draft plan early in 2018.

By the end of Term 1, 2018 the school had outlined the purpose, people, processes, practices and products. Further meeting sessions has led to the creation of an effective school plan 2018–2020 and its adoption by the entire staff.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Learning



**STRATEGIC
DIRECTION 2**
Teaching



**STRATEGIC
DIRECTION 3**
Leadership

Purpose:

To develop independent learners who think critically and creatively. We believe building resilience and developing critical thinking and problem solving skills will enable students to work collaboratively and experience future success.

Purpose:

Students will benefit from high quality teaching practises when the teaching staff apply a high level of professionalism and commitment and engage in quality professional learning. The learning opportunities students are involved in are engaging and evidence-based. High quality teaching occurs when teachers evaluate, assess and analyse student engagement and learning for growth and plan for ongoing learning as part of a teaching and learning cycle.

Purpose:

To create a culture of high expectations and continually seek to improve ourselves, our systems and our processes requiring all stakeholders to respond to identified needs through collaboration, effective use of school resources and data to improve whole school performance.

Strategic Direction 1: Learning

Purpose

To develop independent learners who think critically and creatively. We believe building resilience and developing critical thinking and problem solving skills will enable students to work collaboratively and experience future success.

Improvement Measures

Increasing levels of students progressing in cluster levels in both literacy and numeracy as shown in PLAN data.

Regular reviewing of Positive Behaviour for Learning (PBL) practices in order to meet the changing needs of the school.

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

18% of students achieving greater than or equal to expected growth in NAPLAN

People

Students

Students set their own challenging learning goals based on the learning continuums/progressions which address their needs and interests.

Students will reflect upon and articulate their learning and understand what they need for continuous improvement.

Staff

Staff create a quality learning environment that supports students' learning.

Teachers clearly understand and use assessment for learning, assessment as learning and assessments of learning to determine teaching programs and monitor achievements.

Teachers set explicit learning goals with achievable success criteria whilst providing descriptive and meaningful feedback to students.

Teachers differentiate curriculum delivery to meet the needs of all students.

Leaders

Through collaborative professional learning, staff are supported to develop a collective mindset that our students and teachers can and will succeed.

Parents/Carers

Parents and carers will utilise opportunities offered eg newsletters, workshops, participation in classrooms, information sessions in order to increase their

Processes

Wellbeing

The school will create a safe and supportive learning environment in which students' needs are met. Higher order thinking skills are developed and students become more creative, inquisitive and cooperative.

Learning and Assessment

Data-driven learning using a number of sources and school-based assessments will be employed to track student progress and inform teaching programs.

Teachers review student assessment data and compare results from external assessments (eg NAPLAN, ICAS, PAT, CARS, Sound Waves) with internal measures to build consistent and comparable judgement of student learning.

Collaboration

Students, staff and the community work collaboratively to set high expectations and targeted learning goals based on identified needs.

Evaluation Plan

Students, teachers and the community are regularly involved in providing feedback on student wellbeing with the use of a variety of methods eg Survey Monkey, Tell Them From Me.

Regular monitoring and review of effective assessment processes

Regular monitoring of student levels of achievement through analysis of PLAN,

Practices and Products

Practices

Students strive to **achieve. The aspirations and expectations of students and parents are known and inform planning.**

Assessment and reporting is clear, focused and future goal driven.

Products

Learning expectations are high. The whole school community demonstrates aspirational expectations.

Increased engagement with parents and the wider community and demonstrated strong collaboration.

Whole school approach to wellbeing with PBL being applied across the school.

Students showing growth toward relevant outcomes in the Australian Curriculum and NSW syllabus documents.

Strategic Direction 1: Learning

People

participation and engagement in school wide events.

Parents will improve their capacity to support their child's learning.

Community Partners

The school will respond to and provide opportunities to engage the wider school community in order to enrich student learning and wellbeing.

Processes

learning sprints and the use of data walls

Effective use of Performance and Development Plans (PDP's) and the use of Quality Teaching Successful Students (QTSS) processes to refine teaching practices.

Strategic Direction 2: Teaching

Purpose

Students will benefit from high quality teaching practises when the teaching staff apply a high level of professionalism and commitment and engage in quality professional learning. The learning opportunities students are involved in are engaging and evidence-based. High quality teaching occurs when teachers evaluate, assess and analyse student engagement and learning for growth and plan for ongoing learning as part of a teaching and learning cycle.

Improvement Measures

Increased number of whole school teaching and learning programs created and used as a result of collaboration and engagement of staff.

Increased engagement in accreditation processes and targeted professional learning.

At least 80% of students demonstrating progress per semester across the literacy and numeracy continuum.

People

Students

Students are responsible learners when they interact with data walls and engage in learning activities.

Students are involved in the creation of success criteria and assessment rubrics. Students are included in creating personal goals and assist with the monitoring of goals through personal reflection.

Students respond to the delivery of diverse pedagogical practices.

Staff

Teachers provide opportunities for ongoing differentiated assessment strategies and track student progress.

Teachers collaborate to design success criteria and learning goals for students. Teachers provide relevant and timely feedback to students.

Teachers are engaged in stage-based responsive planning and programming.

Teachers participate in team teaching opportunities and evaluate teaching programs as an ongoing cycle. Teachers are responsible for devising Performance and Development Plans (PDP's), to which they seek feedback. Teachers negotiate and seek relevant opportunities for professional learning.

Leaders

Leaders create systematic timelines for the use of data for moderation and tracking.

Processes

Evidence-based teaching methods include the use of data walls within classrooms, whole-school/ stage-based moderated assessments and use of reliable, quality and valid data. Teachers formally track student results through PLAN.

Students receive an understanding of their learning progression when teachers offer success criterion such as assessment rubrics, responsive written and verbal feedback and individual student conferencing and goal setting. Teachers conduct regular peer and self-assessments.

Individual Learning Plans (ILPs) are created for students who require additional support. Teaching programs indicate adjustments for differentiation, program reviews and sprints which target individual learning needs.

Teachers teach their area of expertise while offering opportunities for other teachers to observe the pedagogy applied by the expert teacher for future growth.

Evaluation Plan

The use of lesson plans and teaching programs

Regular implementation and recording results of sprints.

Analysis of school-based assessment data.

Peer evaluations and observational rounds

Practices and Products

Practices

The school implements a whole-school initiatives which ensures the most effective evidence-based teaching methods are employed.

Teachers consistently provide explicit, specific, timely and formative feedback to individual students across their learning process.

Teachers regularly engage with syllabus documents and learning continuums to increase and maintain their knowledge.

Teachers are committed to maintaining and developing professional learning in accordance with the Australian Professional Standards for Teachers.

Products

A whole-school, evidence-based approach incorporates effective teaching methods which monitor student growth and learning improvements as an ongoing cycle.

Students have a clear understanding of how to improve in their learning journey, which is demonstrated in work samples.

Teaching staff modify practices and respond to data results to inform future planning.

Teaching practice allows students to engage with varied pedagogical practices which are designed to accommodate diverse learning styles.

Strategic Direction 2: Teaching

People

Leaders support teachers in recognition of student achievement and offer mentoring support.

Leaders support teachers in developing and implementing well resourced Individual Learning Plans. Constructive and timely feedback is provided in order for appropriate program adjustments to be made.

Leaders guide teachers toward effective selection of Performance and Development Plan goals and offer timely, relevant feedback.

Parents/Carers

Parents and carers use PLAN feedback provided by teachers to enhance student outcomes in the home environment.

Parents and carers attend information sessions provided by the school as well as parent/teacher interviews. Parents and carers engage with the student(s) and their report content.

Parents and carers engage in the development and planning of Individual Learning Plans and Personal Learning Pathways.

Parents and carers are responsible for keeping teachers informed about their child's needs in regards to learning, personal development and wellbeing.

Community Partners

Community partners engage with the school's initiatives to support students.

Strategic Direction 2: Teaching

People

Relevant and high quality learning opportunities which coincide with the Australian Professional Standards for Teachers is sought.

Strategic Direction 3: Leadership

Purpose

To create a culture of high expectations and continually seek to improve ourselves, our systems and our processes requiring all stakeholders to respond to identified needs through collaboration, effective use of school resources and data to improve whole school performance.

Improvement Measures

Increased community involvement in school events with data and results reflected in Tell Them From Me surveys.

Data shows evidence of improvement in expected behaviours being demonstrated across the school.

Evidence of differentiation in programs and practices.

People

Students

The school will recognise the school community has high expectations for learning and behaviour and students will strive to meet these expectations.

Staff

Teachers will participate in collaborative and reflective collegial discussions focusing on pedagogy and best practice and build networks with colleagues to foster professional learning and leadership.

Leaders

The leadership team will work toward establishing a professional learning community which is focused on continuous improvement of teaching and learning.

Parents/Carers

Parents and carers will willingly engage in school activities and initiatives and contribute in decision making processes.

Community Partners

The wider school community will support, encourage and acknowledge student achievements.

Processes

Educational Leadership

To collaboratively review practices to affirm quality teaching and to improve student performance.

Systems and Processes

Administrative processes and systems are streamlined, flexible and responsive to local context and need.

Community

To provide opportunity to engage in a range of school related activities which help build the school as a cohesive educational environment.

Evaluation Plan

Regular meetings to track the school plan and milestones.

Classroom Observations /PDPs feedback (supervisors and peers)

Attendance at professional learning and staff share their learning.

Revised and up-dated student welfare policies accessible to all staff.

Increased numbers of community members participating in feedback processes.

Practices and Products

Practices

Regular professional learning activities that are aligned to school initiatives. eg Focus On Reading and Sound Waves (spelling program) and professional career aspirations of staff.

Reflect, revise and up-date whole school welfare policies (including PBL; Learning and Support; discipline, behaviour management, conduct and student leadership) to ensure implementation of school procedures are consistent with the Department of Education policies.

Provision of an increasing variety of activities to promote community involvement.

Products

Build capacity of staff to improve teaching and learning by providing evidence of quality teaching.

Consistent implementation of policies and operating systems.

Informed and actively engaged community that feels a sense of belonging.