

School plan 2018-2020

Hornsby South Public School 5191



School background 2018–2020

School vision statement

Hornsby South Public School is a collaborative learning community focussed on excellence in teaching practice and continual school improvement. A focus on wellbeing connects and engages our community.

School context

Hornsby South Public School is situated in the Upper North Shore of Sydney. Over the last two years our school has experienced a significant increase in enrolment and it is anticipated this trend will continue as our profile within the school community is raised.

At Hornsby South we are proud of the great cultural and language diversity of our school community. Fifty one different language backgrounds other than English are represented in our school community. These students represent 74% of our total enrolment. The main language groups are Korean, Mandarin, Hindi, Japanese, Persian/Farsi, Cantonese, Nepali, Russian, Tagalog/Filipino and Vietnamese.

Cultural diversity is acknowledged and celebrated as an integral part of the school. Students are encouraged to share knowledge of their varying cultures. This is integrated throughout the KLAs and especially celebrated on Harmony Day and Multicultural Day.

Our school community is supportive of our school and we work together to improve school facilities and resources. In our 2018–2020 School Plan, we look forward to implementing strategies to further strengthen this partnership and implement programs and teaching practices that achieve measurable school improvement.

School planning process

School data analysis (SMART, PLAN, stage based assessments)

Situational analysis (programs, practices, organisation)

Planning informed by information from situational analysis and staff discussion points

Community consultation (survey), with feedback to inform planning

Teacher consultation (survey) and feedback

Student consultation (survey) and feedback

Consultation with Department of Education support staff

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Inspired, connected and high performing learning community

Purpose:

To develop an aspirational school culture that is focussed on improving community performance to maximise the potential of all community members. A focus on implementing quality wellbeing initiatives, engages and enhances the wellbeing of our school community to create a learning environment in which student learning is optimised.

STRATEGIC DIRECTION 2

Explicit and quality teaching practices, responsive to individual learning needs

Purpose:

To engage staff in quality professional learning experiences that enhance teaching practices and student learning outcomes. Differentiated learning programs cater for the diverse learning needs of students. A range of assessment data informs teaching practice to pursue ongoing student improvement.

STRATEGIC DIRECTION 3

Instructional leadership drives improvement in teaching practice, learning, management practices and community collaboration.

Purpose:

To develop a leadership team that actively promotes a culture of high expectations for all community members. Our leadership team evaluates the impact of their leadership to achieve ongoing improvement in leadership practice, teacher practice and student performance measures. The school leadership team takes an active role across the school to ensure effective school management processes underpin whole school organisation.

Strategic Direction 1: Inspired, connected and high performing learning community

Purpose

To develop an aspirational school culture that is focussed on improving community performance to maximise the potential of all community members. A focus on implementing quality wellbeing initiatives, engages and enhances the wellbeing of our school community to create a learning environment in which student learning is optimised.

Improvement Measures

Focus group data, evaluations and survey analysis indicate increasing and high levels of community engagement and wellbeing.

100% of classroom learning programs demonstrate evidence of curriculum differentiation.

NAPLAN and PLAN data analysis indicates growth in student learning and a sustained trend of high performance in relation to band and cluster achievement.

People

Leaders

Leaders understand their role in leading learning and maintaining a positive whole-school culture to promote an optimal learning environment for all community members.

Staff

Staff understand how the learning environment and teacher-student relationships foster resilience and positive wellbeing. They understand differentiated learning improves student achievement.

Students

Students develop and understand that respecting others develops positive relationships and enhances wellbeing. They understand that engaging and reflecting on their achievement improves their learning.

Parents/Carers

Parents and carers understand that school community collaboration enhances learning and wellbeing.

Processes

1. COMMUNITY WELLBEING

Positive Behaviour for Learning –

Professional learning: Universal for new staff; PBL team Tier 2 Advanced Training; Tier 2 PBL. **Peer Support** – Keeping Friends (2018) **Bounce Back** – Weekly Bounce Back sessions to promote positive student mental health, wellbeing and resilience. **Uplifting Australia – Lift Off, Family Connect Program** – Implement Lift Off (Y2, 4, 6), Family Connect (K–6). Parents and children engage in experiential activities to nurture and strengthen family relationships. **Staff Wellbeing** – Staff participation in professional learning sessions focussed on strategies to promote positive staff wellbeing.

2. ENGAGED LEARNING COMMUNITY

Staff professional learning to improve teaching practice and student achievement: Differentiated Classroom Instruction, Leaders of their own learning (Ron Berger); Visible Learning (John Hattie).

Evaluation Plan

Progress towards improvement measures will be evaluated through: Professional learning evaluations; TTFM survey analysis; Parent Lift Off evaluations; Bounce Back student assessment; student focus group evaluations; non-teaching staff survey; PLAN and NAPLAN data; ebs ONTRACK data.

Practices and Products

Practices

Leaders reflect on data and lead initiatives that enhance wellbeing, learning and management practices.

Teachers implement differentiated, engaging and data informed learning programs.

Students reflect on their learning and identify learning progress and learning goals.

Products

A connected learning community that values and implements evidence-based initiatives. Learning programs are informed by data and differentiated to support learning for all students. Students are engaged in their learning.

Strategic Direction 2: Explicit and quality teaching practices, responsive to individual learning needs

| Purpose | People | Processes | Practices and Products |
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| To engage staff in quality professional learning experiences that enhance teaching practices and student learning outcomes. Differentiated learning programs cater for the diverse learning needs of students. A range of assessment data informs teaching practice to pursue ongoing student improvement. | <p>Leaders</p> <p>Leaders understand their role in leading pedagogical change, differentiated instruction and improving school performance. Leaders have a continual improvement mindset.</p> <p>Staff</p> <p>Teachers understand implementing effective evidence based teaching practices improves student performance. Knowledge of the teaching and learning cycle informs their teaching practice. Involvement in professional learning develops the knowledge and skills to implement differentiated learning programs.</p> <p>Students</p> <p>Students understand learning programs are planned to target their learning needs. They understand that actively engaging in learning through goal setting and reflecting on their learning will improve their learning outcomes.</p> <p>Parents/Carers</p> <p>Parents understand classroom teaching practices are evidence based and learning programs are differentiated to cater for the learning needs of all students including EALD and Aboriginal students. Student achievement is regularly monitored to ensure the effectiveness of teaching practices.</p> | <p>1. LITERACY AND NUMERACY</p> <p>Language, Learning and Literacy (L3) – Implement L3 differentiated teaching practices across K–2 to improve student outcomes in literacy. Teachers engaged in L3 professional learning (Phase 1, OPL) to enhance teaching practice in literacy. Seven Steps to Writing Success – K–6 staff involved in Seven Steps to Writing Success professional learning to enhance teaching practices and student achievement in writing. Focus on Reading – Implement FoR strategies K–6 to improve student reading comprehension and vocabulary development. New staff involved in FoR professional learning.</p> <p>Numeracy – K–6 staff involved in professional learning with external mathematics consultant Anita Chin to provide strategies for differentiation in mathematics and enhance syllabus content knowledge and teaching practice in mathematics.</p> <p>2. ASSESSMENT – Staff professional learning focussed on assessment for, as and of learning; Literacy and numeracy learning progressions; Best Start Assessment.</p> <p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through: collection of L3 data (K–2); collection and tracking of student writing samples for moderation; stage evaluation of learning programs; SCOUT data analysis (NAPLAN); termly stage analysis of PLAN data; TTFM survey.</p> | <p>Practices</p> <p>Leaders model exemplary evidence based teaching and instructional leadership practices. They actively participate and facilitate professional learning to enhance practice. Leaders utilise data to assess the impact of their leadership on school performance.</p> <p>Teachers actively engage in professional learning and implement evidence based teaching practices. They gather evidence about student learning, make judgements and record achievement utilising a variety of assessment strategies (assessment for, as and of learning). Data informs the development of differentiated learning programs. Teaching and non-teaching staff reflect on their practice in pursuit of excellence in teaching and school management practices.</p> <p>Students actively engage in learning and can identify learning goals and progress towards achieving their goals. They reflect on their learning and identify strategies to improve their learning outcomes.</p> <p>Parents engage in learning opportunities initiated by the school that support student learning at home.</p> <p>Products</p> <p>Leaders lead learning and quality teaching practice. They are able to provide evidence of effective leadership related to high levels of student achievement.</p> <p>Teachers use student data, make well-informed judgements about student achievement and develop differentiated learning programs.</p> |

Strategic Direction 3: Instructional leadership drives improvement in teaching practice, learning, management practices and community collaboration.

Purpose

To develop a leadership team that actively promotes a culture of high expectations for all community members. Our leadership team evaluates the impact of their leadership to achieve ongoing improvement in leadership practice, teacher practice and student performance measures. The school leadership team takes an active role across the school to ensure effective school management processes underpin whole school organisation.

Improvement Measures

TTFM survey and staff evaluations analysis indicates leaders have an increasing impact on improving teaching practice, management practices and community collaboration.

NAPLAN and PLAN data analysis indicates growth in student learning and a sustained trend of high performance in relation to band and cluster achievement.

People

Leaders

Leaders understand the impact of instructional leadership practices on improving student achievement. They understand their role in establishing and sustaining a professional learning community focussed on school improvement.

Staff

Staff understand their contribution to sustaining a high performing school. They have a deep knowledge of the school and NSW state plan and the strategies being implemented to achieve plan priorities.

Students

Students have a growth mindset. They are able to identify learning goals and reflect on their learning to improve achievement.

Parents/Carers

Parents are able to identify evidence of best practice being implemented in the school. They understand the school has a culture of high expectations.

Community Partners

Community partners understand collaborating and sharing best practice enhances individual school performance.

Processes

1. PROFESSIONAL COMMUNITY

PDP – Teaching and non-teaching staff develop PDP's identifying goals to improve whole school service delivery. **Strong Start Great Teachers** – Early career teachers are supported through mentoring and professional learning workshops that target their point of need. **Accreditation** – Staff are supported in achieving accreditation and are encouraged to achieve higher levels of accreditation. **Learning Walks** – Staff participate in 'learning walks', observing quality teaching and management practice within and beyond the school setting to enhance their capacity.

2. LEADING LEARNING

Implement evidence-based quality teaching practices to improve student achievement. **Literacy** – Seven Steps to Writing Success, Language, Learning and Literacy; **Numeracy** – Anita Chin (Differentiation – number); **Leadership Professional Growth** – The school leadership team engages in research based professional learning focussed on effective leadership strategies.

Evaluation Plan

Progress towards improvement measures will be evaluated through: TTFM analysis; Student focus groups; Non-Teaching staff survey; AITSL – Leader Self-Assessment Tool, Teacher Reflection on Practice; PDP – (Teaching, non-teaching staff); Professional Learning Evaluation; NAPLAN and PLAN data analysis.

Practices and Products

Practices

Leaders establish goals and high expectations; plan, coordinate and evaluate teaching and curriculum implementation; lead teacher professional learning; resource strategically and model an evaluative and reflective mindset for ongoing teacher and school improvement. Enable leadership opportunities to build staff capacity. Leaders engage in professional learning focussed on effective leadership strategies to enhance their leadership practice. They identify learning opportunities to enhance the practice of whole school staff.

Staff demonstrate personal responsibility for continually improving their practice. Staff collaborate to achieve the priorities outlined in the school and NSW state plan.

Community partners identify best practice in school settings. They participate in best practice observation 'learning walks' as a professional learning opportunity to enhance practice.

Products

Leaders are able to provide evidence of their impact on student learning progress, teacher practice and achievement of school strategic directions and NSW state plan priorities.