

School plan 2018-2020

Heathcote East Public School 5272



School background 2018–2020

School vision statement

Through high expectations for learning and within a supportive, respectful learning environment, Heathcote East Public School is committed to instilling in each student a desire to reach their full potential, accept challenges and achieve excellence in a quickly changing global society.

School context

Heathcote East Public School is a strong community school that enjoys a delightful bush setting bordering the Royal National Park in the southern suburbs of Sydney. Reflective of our bush setting, two of Australia's native plants, Wattle and Waratah, feature in the school emblem. Heathcote East is committed to continual improvement and has high expectations for student learning. In a nurturing, respectful learning environment, our students are encouraged to reach their full potential in all aspects of school life. The school motto, 'Care and Share' is upheld by the whole school community and our core values of Co-operate, Achieve, Respect and Encourage (CARE), underpin all that occurs at the school.

Heathcote East Public School offers a wide range of learning opportunities that focuses on success for all students. Our school's core priorities are literacy, numeracy, student wellbeing and future focused learning, ensuring a strong foundation on which to build all other learning. The establishment of engaging, flexible learning spaces, underpinned by quality teaching principles, innovative practice and increasingly engaging technology, is a high priority in supporting our students' learning. Extensive extra-curricular activities in the performing arts, sport and student leadership are also a key focus and positive environmental policies support the natural environment.

Heathcote East Public School is a proud member of the Community of Schools on the Park network of schools comprising of local primary and secondary schools, which collaborate to enhance programs and connections for students. The school has a reputation for offering comprehensive and highly successful transition programs ensuring that all students, whether starting Kindergarten or moving to a secondary setting, are personally cared for.

Our caring and professional staff is supported by an involved parent community that includes a very active Parents and Citizens Association. Significant donations by the P & C have helped to improve the overall physical appearance of the school and teaching resources available.

School planning process

The school plan was developed through extensive consultation with the community, staff (teaching and non-teaching) and students relating to academic learning and wellbeing. It has been developed to reflect state and regional priorities, identified school needs and the recommendations of the school community—students, staff and in consultation with the parent body.

Staff undertook school self assessment against the School Excellence Framework, involving reflection on what the school was currently doing and identifying and analysing data to inform decisions describing school practices as Delivering, Sustaining and Growing or Excelling. This information, along with comprehensive reflection and evaluation of the 2015–2017 School Plan and analysis of a range of data informed the school's future directions. The school planning process involved extensive review and evaluation of systems, practices and strategies in place in the school, survey responses from students, forum discussions with staff and parents, collaborative professional dialogue and discussion, evaluations of classroom and whole school programs as well as input on the success of new innovations and initiatives.

The school implemented an extensive process with the school community prior to the establishment of the school vision and the three strategic directions. The opportunity to take part in forum discussions, focus groups and surveys was widely provided to the community through open invitation and through the P & C. Input was received around the types of programs valued by the community, what they considered was already successful at the school and what they wanted their children to be achieving in three years time.

This collaborative and consultative approach with all stakeholders from within the school community will be ongoing to respond to emerging school needs and contribute to the achievement of long term strategic directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Intrinsically motivated and engaged students

Purpose:

To ensure a whole school approach to student centred learning developing self motivated, responsible, resilient learners and creative lateral thinkers. Through a culture of shared values and high expectations, differentiated teaching programs, stimulating learning spaces and a challenging curriculum students will be engaged and motivated to take responsibility for and be successful in their own learning and interactions with others. The school's wellbeing practices will build positive, respectful relationships across the school to support students to reach their full potential academically, emotionally, socially and physically.

STRATEGIC DIRECTION 2

Innovative, collaborative and inspiring teachers

Purpose:

The provision of a positive, collaborative culture of ongoing teacher professional learning, mentoring, coaching and professional dialogue will develop skilled and high performing teachers who are committed to and take responsibility for student improvement. A well managed learning environment with a consistent school wide approach underpinned by high expectations will allow the delivery of effective evidence based teaching strategies and the provision of explicit and timely feedback with a focus on Literacy and Numeracy.

STRATEGIC DIRECTION 3

Informed, involved, connected community

Purpose:

To foster and expand close links with parents and the broader community through a commitment to open and transparent communication, well informed parents, active parent involvement and the building of respectful reciprocal relationships to create a positive school environment that is underpinned by shared school values and a culture of high expectations for student learning to ensure student success.

Strategic Direction 1: Intrinsically motivated and engaged students

Purpose

To ensure a whole school approach to student centred learning developing self motivated, responsible, resilient learners and creative lateral thinkers. Through a culture of shared values and high expectations, differentiated teaching programs, stimulating learning spaces and a challenging curriculum students will be engaged and motivated to take responsibility for and be successful in their own learning and interactions with others. The school's wellbeing practices will build positive, respectful relationships across the school to support students to reach their full potential academically, emotionally, socially and physically.

Improvement Measures

Improved levels of student wellbeing and engagement to ensure optimum learning conditions for students.

An increasing number of students demonstrating expected or above expected growth along the Literacy and Numeracy continuums through tracking of student progress on PLAN.

Increased number of students in the top 2 bands in reading, writing and numeracy in line with the Premier's Priorities.

Increasing use of STEM and environmental learning opportunities.

People

Students

Students display increased engagement and ownership of learning and behaviour. They will develop, articulate, reflect upon and achieve their learning goals in Literacy and Numeracy.

Staff

Teachers create an exciting, engaging and challenging teaching and learning environment for students that caters for all learning needs and styles with a differentiated curriculum targeting intervention, extension and enrichment. i

Leaders

Leaders develop processes to provide instructional leadership so that every student makes measurable learning progress and gaps in student achievement decrease. Student learning needs are identified, addressed and monitored.

Parents/Carers

Parents/Carers will be informed, collaborative partners through increased involvement in their child's education. They will have high expectations for and be active supporters of their child's learning.

Community Partners

Community Partners including universities, local services/agencies as well as the Community of Schools on the Park will engage regularly with the school to provide mutually beneficial programs and initiatives that build the capacity of all students' learning, engagement and wellbeing.

Processes

Literacy and Numeracy Growth

Embed formative assessment strategies with a focus on differentiated writing, spelling and Numeracy Programs informed by an evidence base utilising student data to allow for timely, targeted intervention, extension or enrichment. Students will set their own learning goals and reflect on explicit feedback and their own progress to develop ownership of learning.

Student Wellbeing and Engagement

Implement Positive Behaviour for Learning as a whole school approach to student wellbeing. Students will be provided with explicit expectations of behaviour with supportive frameworks in positive learning environments.

Futures Focused Learning

Create flexible learning environments that provide opportunities for students to collaborate, demonstrate and discuss their learning, share ideas, and explore and investigate through participation in STEM and schoolwide sustainability/ environmental initiatives and purposeful integration of technology.

Evaluation Plan

- PLAN data updated every 5 weeks
- Articulation of learning goals by students and reflection on progress
- Monitoring of reading levels, writing samples and spelling every 5 weeks.
- Student TTFM surveys (Terms 1 and 3)
- ILPs reviewed and updated each term
- NAPLAN analysis

Practices and Products

Practices

Students demonstrate improved engagement and are able to collaboratively develop, articulate and reflect upon their own learning goals in Literacy and Numeracy.

Students take responsibility for their own learning and behaviour. Common language relating to school values used by all students.

Students solve complex problems through collaboration, critical and creative thinking in a flexible learning environment and utilising a variety of technology.

Products

Student data shows consistent growth in Literacy and Numeracy on internal and external achievement data.

Positive, respectful relationships are evident and widespread amongst students and staff that promotes student wellbeing to ensure optimum conditions for learning.

Students are confident, effective users of technology across all learning areas and are critical and creative thinkers with strong communication skills in a variety of forms.

Strategic Direction 2: Innovative, collaborative and inspiring teachers

Purpose

The provision of a positive, collaborative culture of ongoing teacher professional learning, mentoring, coaching and professional dialogue will develop skilled and high performing teachers who are committed to and take responsibility for student improvement. A well managed learning environment with a consistent school wide approach underpinned by high expectations will allow the delivery of effective evidence based teaching strategies and the provision of explicit and timely feedback with a focus on Literacy and Numeracy.

Improvement Measures

Teaching programs show an increasing use of formative assessment techniques in the delivery of evidence based differentiated Literacy and Numeracy programs.

Explicit lessons on all behaviour expectations developed through the PBL process are increasingly taught explicitly in all classrooms across the school.

Increased use of flexible learning environments, including options for the use of technology, with teachers providing opportunities and guidance for students to make positive choices on where they work to meet their learning needs and styles.

Whole School growth against the School Excellence Framework– Wellbeing. Delivering –2017 to Excelling– 2020.

People

Students

Students approach tasks with an open mind utilising teacher feedback to move their learning forward. Students make positive choices in the way they learn and in their treatment of others.

Staff

Teachers are committed to improving their practice and building their teaching and leadership capabilities through engagement in ongoing professional learning. They reflect on their practice and set new and challenging learning goals.

Leaders

The leadership team will place a very high priority on ongoing professional learning, collegial collaboration for all staff and the development of a school-wide reflective culture focused on improving classroom teaching.

Parents/Carers

Parents will be kept informed of staff professional learning and will value and develop a greater understanding of the current teaching practices implemented in the school.

Community Partners

The school will utilise the expertise, knowledge and resources of our community of schools partners and outside agencies and to develop networks to improve teaching practice and build teacher capacity.

Processes

Literacy and Numeracy Growth

Teachers will deliver engaging, differentiated, evidence based Literacy and Numeracy programs underpinned by targeted professional learning and collegial collaboration to improve teaching practice to meet students' individual learning needs.

Student Wellbeing and Engagement

Through ongoing Professional Learning, staff will gain the knowledge and understandings of Positive Behaviour for Learning to provide students with a positive learning environment that fosters student engagement, risk taking, respect for others and academic success.

Futures Focused Learning

Optimise student learning through flexible use of learning spaces, targeted professional development of staff and provision of resources that allows students to make choices about their own learning, fosters collaboration and, through the flexible use of teaching strategies and ICT, leads students to be critical and creative thinkers.

Evaluation Plan

- PLAN data (every 5 weeks K–2)
- Teacher/parent/ student TTFM surveys
- Internal surveys
- Exit slips from TPL sessions
- Meeting minutes
- Classroom observation data
- Lesson plans/teaching plans
- Teacher reflections (pre and post)

Practices and Products

Practices

Teachers deliver engaging, well-planned, differentiated lessons supported by clear criteria, explicit and timely feedback through embedded formative assessment practices and strategically used assessment data.

Teachers maintain positive learning environments through the consistent use of positive behaviour strategies, common language and clearly defined and explicitly taught expectations for behaviour supported by positive recognition directly related to the school rules and values.

Teachers are flexible in their use of classroom space, resources, technology and teaching strategies providing a curriculum and learning environment that meets the individual needs of students.

Products

Teaching and learning programs reflect the use of assessment data and formative assessment strategies to address individual student learning needs and challenge students to improve their learning.

A school culture where all members of the community feel respected, know how to respect others and students are able to learn to the best of their ability with minimal disruption.

Flexibly used classrooms, with embedded use of technology, engage, motivate and challenge students to make positive choices about their own learning in collaboration with their peers and teachers.

Strategic Direction 3: Informed, involved, connected community

Purpose

To foster and expand close links with parents and the broader community through a commitment to open and transparent communication, well informed parents, active parent involvement and the building of respectful reciprocal relationships to create a positive school environment that is underpinned by shared school values and a culture of high expectations for student learning to ensure student success.

Improvement Measures

Increased percentage of parents engaging purposely in supporting their child's education and in the life of the school with improved levels of parent satisfaction (Tell Them From Me Partners In Learning Survey)

Increasing number of well established and sustainable community engagement programs evident.

People

Students

Student learning is supported by the effective use of school and community expertise and resources and underpinned by a positive school environment with common values and a shared vision.

Staff

Teachers are committed to improving their practice through engagement in ongoing professional learning. They reflect and make informed judgements about their successes and set new and challenging learning goals.

Leaders

School leaders will drive a whole school culture of high expectations and high performance with a clear focus on student progress and achievement and high quality service delivery. Leaders will provide opportunities for the school to develop strong community partnerships.

Parents/Carers

Parents will be active, supportive and valued partners in promoting the school vision. School-wide collective responsibility for student learning and success is evident with parents developing a greater understanding of and valuing the models of learning undertaken by the school.

Community Partners

A strong and close partnership will be established with the wider school community promoting high expectations and a commitment to excellence.

Processes

Literacy and Numeracy Growth

The provision of regular information to parents about the school's literacy and numeracy programs and formative assessment strategies and their impact on improving student learning will allow parents to support their child's learning at home

Student Wellbeing and Engagement

Parents are regularly updated and informed about PBL activities, lessons, projects and celebrations. The school will actively communicate with families so they understand and support the PBL process and framework and will collectively support the wellbeing of every student.

Community Engagement

Active community partnerships and quality transition programs are developed and sustained to ensure continuity of learning for all students focusing on continuous improvement. Programs are strengthened through a collaborative culture with community and interagency support.

Evaluation Plan

- Tell Them From Me Parent surveys
- Facebook data
- Parent feedback on Transition to and from school surveys
- PBL ongoing evaluation
- Parent Workshop exit slips

Practices and Products

Practices

The school will build on the capacity of families and the wider community to assist and encourage students' learning in and out of school to support the schools Literacy and Numeracy programs and goals.

Parents and carers engage with and contribute towards school life, school improvement and student learning via regular workshops, surveys, forums and focus groups.

Strong collaborations between parents, students and the community inform and support continuity of learning for all students.

Products

Aspirational expectations of learning progress, achievement for all students and commitment to the pursuit of excellence is evident across the whole school community. Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

A strong understanding of Positive Behaviour for Learning strategies, initiatives and the benefit to all students' learning is evident across the whole school community.

The school has strategically developed ongoing relationships with other schools and non-government agencies, community groups and other educational providers to enhance opportunities for all students.