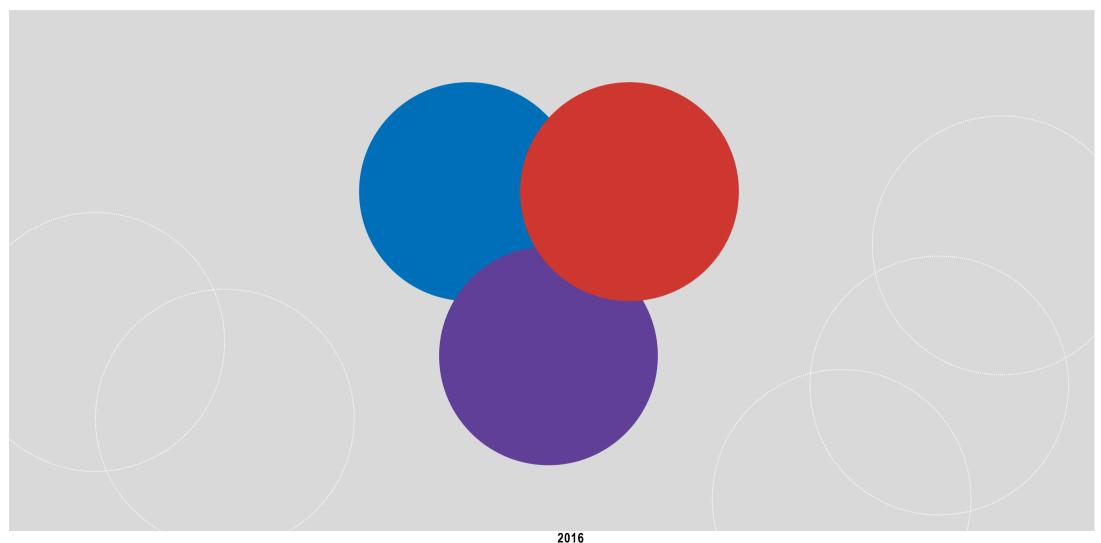# School Plan 2015 – 2017

Hornsby South Public School 5191

2016

School background 2015 - 2017

School vision statement

As a school community we wanted the school vision to:

- include all members of our school community
- be succinct and meaningful to students, staff and parents
- be focused on education and student wellbeing

Hornsby South Public School vision statement:

Hornsby South Public School is an inclusive and creative learning community focused on excellence in teaching practice and student achievement. We acknowledge the importance of wellbeing to ensure students and staff maximise their potential.

School context

Hornsby South Public School is situated in the Upper North Shore of Sydney. In 2015 our school enrolment is 568 with a relatively equal gender balance. 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. Forty four different language backgrounds other than English are represented in our school community. These students represent 65% 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 2015-2017 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 community involvement:

- 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
- Consultation with Department of Education support staff

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Strategic leadership and excellence in teaching practice

STRATEGIC DIRECTION 2

Inclusive, engaged and high performing school

STRATEGIC DIRECTION 3

Fostering school and community engagement and participation

Purpose of Strategic Direction 1

A leadership team that promotes a culture of continual professional growth and school improvement resulting in enhanced teaching practice and measurable school improvement.

Purpose of Strategic Direction 2

Teachers engage in quality professional learning experiences that enhance teaching practice. Teaching and learning programs are responsive to the learning needs of every student and engage students in rich learning experiences. Students are encouraged to think creatively and reflect on their learning to pursue improvement.

Purpose of Strategic Direction 3

An inclusive school community that enhances student learning and wellbeing through collaborative, respectful and productive partnerships.

Strategic Direction 1 *Strategic leadership and excellence in teaching practice*

Purpose

A leadership team that promotes a culture of continual professional growth and school improvement resulting in enhanced teaching practice and measurable school improvement.

Improvement Measures

- Tell Them from Me – Focus on Learning Teacher Survey, Eight Drivers of Student Learning and Four Dimensions of Classroom and School practices indicate improved average scores from previous year survey
- Performance and Development Framework annual review process provides evidence of 100% of teachers engaged and actively working towards achieving professional goals
- Teacher survey evaluation of school support measures indicate increasing and high levels of school support for staff involved in Teacher Accreditation, Beginning Teachers and professional mentoring practices

People – How do we develop the capabilities of our people to bring about transformation?

Leaders: Principal and Executive team understand strategic leadership skills and develop leadership skills across the domains from Australian Professional Standards for Principals:

- Leading teaching and learning
- Developing self and others
- Leading improvement, innovation and change
- Leading the management of the school
- Engaging and working with the community

Staff: Understand the benefit of professional collaborative teams and how effective leadership improves teaching practice and student learning. Staff develop knowledge of National Professional Teaching Standards requirements

Parents/Carers: Understand the connection between effective leadership, professional development and the impact on student learning

Students: Understand our school has high expectations of students and teachers with a continual focus on personal and school improvement

Processes – How do we do it and how will we know to do it?

- Australian Professional Standards for Principals and School Leaders - The five professional practices for excellence in school leadership to direct leadership practice
- Model of Professional Practice implemented in Stage teams to inform teaching practice
- Development of professional learning goals linked to the Australian Teaching Standards through Performance and Development Plan implementation and monitoring
- Teacher Accreditation support system
- Beginning Teachers supported with mentors
- Professional Experience Agreements to support teachers' entering the teaching profession
- Professional mentoring and opportunity for leadership development

Evaluation Plan

- Tell Them from Me - Focus on Learning Teacher Survey. Results compared to 2014 survey results
- Data gathered on level of achievement of professional goals
- Staff evaluation of school teacher support initiatives for:

-Teacher Accreditation
- Beginning Teachers and
- Professional mentoring

Products and Practices – What is achieved and how will we know?

- Tell Them from Me – Focus on Learning Teacher Survey, Eight Drivers of Student Learning and Four Dimensions of Classroom and School practices indicate improved average scores from previous year survey
- Performance and Development Framework annual review process provides evidence of 100% of teachers engaged and actively working towards achieving professional goals
- Teacher survey evaluation of school support measures indicate increasing and high levels of school support for staff involved in Teacher Accreditation, Beginning Teachers and professional mentoring practices

Product:

- Strategic and effective school leadership that promotes a culture of high expectations resulting in excellence in teaching practice and sustained and measurable whole school improvement

Practice:

- School leaders set high expectations for teachers through collaborative planning, monitoring and reviewing the effectiveness of teaching practices using the Model of Professional Practice
- School leaders focus on continuous improvement of teaching and learning through effective performance management processes, sustained quality professional learning, teacher support and regular constructive feedback
- School leaders focus and lead school practices that are aligned with the school's vision and the achievement of the school's strategic directions.

Strategic Direction 2: *Inclusive, engaged and high performing school*

Purpose

Teachers engage in quality professional learning experiences that enhance teaching practice. Teaching and learning programs are responsive to the learning needs of every student and engage students in rich learning experiences. Students are encouraged to think creatively and reflect on their learning to pursue improvement.

Improvement Measures

- 85% of students achieve or exceed their expected cluster on the Literacy Continuum using PLAN data
- SMART data reflects a sustained increase in percentage of students who achieve in the proficient bands in Year 3, 5 and 7 NAPLAN Literacy
- TTFM Student survey indicates an increase in student learning engagement from previous survey

People - How do we develop the capabilities of our people to bring about transformation?

Leaders:
Leaders are actively involved in professional learning, modelling effective evidence based practice and understand their role in pedagogical change and differentiated instruction.

Staff:
Develop a strong theory of early literacy acquisition and implement effective daily literacy practices. Utilise data to inform planning and target individual student learning needs. Understand the importance of teaching explicit comprehension strategies and vocabulary knowledge and identify ways to sustain pedagogical change to the teaching of reading. Understand and implement strategies to support students experiencing difficulty with numeracy concepts.

Parents/Carers:
Increased awareness of L3 and effectiveness in developing literacy skills. Develop knowledge of the Super Six Comprehension strategies and how they will assist their child to comprehend text effectively. Develop knowledge of TEN strategies and understand how these strategies will assist their child to develop effective numeracy strategies.

Students:
Students understand that engagement in L3 will assist them to become successful readers and writers. Implementing effective comprehension strategies will assist their understanding of multimodal texts. Implementing effective numeracy strategies will assist their numeracy achievement. Goal setting and reflective practices will improve their learning outcomes.

Processes – How do we do it and how will we know to do it?

- All K-2 staff involved in L3 Language, Literacy and Learning (L3) Phase 1 and Phase 2.
- Staff involvement in Focus on Reading (FoR) professional learning and between module tasks, Phase 1 and Phase 2 Digital Technology
- Stage 2 and Stage 3 Enrichment Groups (QTSS)
- Staff professional learning in Targeting Early Numeracy (TEN) to support students at risk of not achieving expected numeracy targets at the end of Stage 1 (Implemented 2017)
- Staff professional learning in providing effective student feedback to promote student learning
- Staff professional learning in collaborative student/teacher goal setting
- Student Focus Group sessions and implementation of TTFM student survey (2016)

Evaluation Plan

- Stage reflective practice and professional dialogue in staff and stage meetings
- Assessment analysis
- PLAN data analysis
- SMART data analysis
- STARS data analysis
- Student "Reflection on Learning" survey

Products and Practices – What is achieved and how will we know?

- 85% of students achieve or exceed their expected cluster on the Literacy Continuum using PLAN data
- SMART data reflects a sustained increase in percentage of students who achieve in the proficient bands in Year 3, 5 and 7 NAPLAN Literacy
- TTFM Student survey indicates an increase in student learning engagement from previous survey

Product:

- Improved literacy outcomes for all students
- Increased student engagement in learning, reflective practice and goal setting

Practice:

- Teacher professional learning aligned with current research, NSW K-10 English Syllabus for the Australian Curriculum, NSW Literacy Continuum and National Professional Teaching Standards
- Teacher pedagogical change to ensure effective teaching of early literacy is practiced and sustained in all classrooms
- Data review process used to inform learning programs
- Students use the language of 'Super Six' and select effective metacognitive strategies to comprehend text successfully
- Students and staff use goal setting and reflective practices to pursue improvement

Strategic Direction 3: *Fostering school and community engagement and participation*

Purpose

An inclusive school community that enhances student learning and wellbeing through collaborative, respectful and productive partnerships

Improvement Measures

- Increase in the percentage of high to very high overall parent satisfaction levels indicated in parent survey
- Observable and recorded evidence of increased levels of parent engagement in school initiatives and learning programs
- Average scores in TTFM survey indicate an increase in student, parent and staff engagement

People - How do we develop the capabilities of our people to bring about transformation?

Leaders: Understand their responsibility in promoting collective responsibility for student learning and success with high levels of student, staff and community engagement. PBL team leaders promote within the staff and update staff regularly at staff meetings.

Staff: Understand their role in developing school community partnerships to enhance student learning and wellbeing. Implement PBL flowcharts effectively. to promote a positive school culture

Students: Understand community engagement is beneficial to their learning. Understand that engaging in PBL will increase on task behaviour, decrease distractions in their learning environment and promote a positive school culture. Students are self-aware and build positive relationships

Parents/Carers: Develop knowledge of school initiatives being implemented to enhance student learning. Understand PBL assists schools and teachers to deliver high quality learning programs to improve student academic and behavioural learning outcomes. Bounce Back

Processes – How do we do it and how will we know to do it?

- Implement Bounce Back (Student resilience and wellbeing program)
- Implement Peer Support Program Anti-Bullying – Stronger Together
- Staff professional learning in PBL to sustain program within the school
- Staff involvement in 'Teacher Wellbeing and Resilience" workshop
- Incursions to support PBL and Bounce Back initiatives
- Inform community of PBL focus and expectations in newsletter
- Raise student awareness of PBL focus and expectations in classrooms and assemblies. School reward system has PBL focus
- Include parent articles in school newsletter to enhance student learning and wellbeing
- Survey parents on ways parents would like to be involved with the school and use their expertise to enhance student learning
- Report progress of strategic directions in the 2015-2017 school plan and the impact on student learning to parent community

Evaluation Plan

- Parent School Evaluation Survey
- TTFM Parent Survey, Student Survey and Teacher Survey

Products and Practices – What is achieved and how will we know?

- Increase in the percentage of high to very high overall parent satisfaction levels indicated in parent survey
- Observable and recorded evidence of increased levels of parent engagement in school initiatives and learning programs
- Average scores in TTFM survey indicate an increase in student, parent and staff engagement

Product:
- A staff, student and parent culture that demonstrates the building of aspiration and a focus on continual school improvement
- Positive school environment in which learning, student engagement and wellbeing is enhanced through increased teaching time and consistent expectations of behaviour

Practice:
- Active and collaborative school-community partnerships that supports the cognitive, emotional and social wellbeing of all students
- PBL framework in place to support the cognitive, emotional and social wellbeing of all students