

School plan 2015-2017

Helensburgh Public School 2153



School background 2015–2017

School vision statement

A quality school, working with its community, to inspire all students to be lifelong learners, through dynamic educational experiences.

School context

Our students are drawn from the town of Helensburgh and surrounding areas of Stanwell Tops and Darkes Forest. Traditionally a coal mining town, the area has seen an influx of professional and semi-professional people who commute to Sydney. There has also been a noticeable increase in those who work part-time and/or from home.

Situated in the Northern Illawarra, but at the southern gateway to Sydney, our students have the benefit of selecting secondary education from both the Illawarra and Southern Sydney suburbs.

The school has had a long history of healthy, active, lifestyle programs and wide ranging interschool sport programs. This has been supplemented with a range of creative and performing arts initiatives including public speaking, debating, school band and choir. Academically challenging co-curricular activities form part of the school's ongoing program.

Our students enjoy the additional benefits and support received from a highly active and motivated Parents and Citizens' Association, who play an integral part in the school's decision making processes.

Students with special needs are supported through a variety of learning support programs and a multi-categorical class.

The school is an active member of both the SeaCliff Community of Schools, based around Bulli High School, and the Community of Schools on the Park, based around Heathcote and Engadine High Schools. In 2016 the school population was 470 students.

School planning process

The school engaged with all sections of its community to develop a clear and generally accepted School Vision. The School Planning and Evaluation Committee commissioned students, parents and staff surveys using the Tell Them From Me survey tool. Committee members attended P&C meetings and also gathered responses from the school SRC. An online survey was also designed which allowed for community feedback. Results were presented to staff meetings and a detailed analysis of the results was produced using an online graphics tool.

A parent focus group evening was held to review and to give feedback on the school's Strategic Directions.

The Planning and Evaluation Committee led a session at the School Development Day to review our annual milestones.

The School Leadership Team refined the delivery of each process and project to address strategic direction and monitored student process.

School strategic directions 2015–2017



**STRATEGIC
DIRECTION 1**
A Culture of Learning

Purpose:

Building individual and collective capacity to provide stimulating and challenging teaching that fosters in both the teacher and the learner, lifelong learning.



**STRATEGIC
DIRECTION 2**
Partnerships and Community

Purpose:

Building stronger relationships as an educational community by leading and inspiring a culture of collaboration, empowerment, reflective practices and instructional leadership. Fostering leadership across the school community to empower innovative learning.



**STRATEGIC
DIRECTION 3**
Dynamic Teaching

Purpose:

Designing and utilising educational programs and initiatives that are responsive and flexible to differentiated teaching and learning for a range of learning needs.

Meeting every child at their point of need and lifting student outcomes and levels of engagement.

Strategic Direction 1: A Culture of Learning

Purpose

Building individual and collective capacity to provide stimulating and challenging teaching that fosters in both the teacher and the learner, lifelong learning.

Improvement Measures

Improved achievement in literacy and numeracy as measured by school based assessment data, PLAN and NAPLAN for both Aboriginal and Non-Aboriginal students

Evidence of differentiated curriculum enables every student to become successful learners who engage positively and independently in quality learning programs to achieve their personal learning goals.

People

Students

Develop our students' capabilities to analyse their own learning intentions and performance and to set Learning Goals.

Staff

Teachers will demonstrate instructional leadership, promoting and modelling effective, evidence based practice

Staff

Teachers will design and implement quality assessment and use performance data to guide their teaching and to measure the performance of their own teaching practices.

Leaders

The school's leadership team will build collective capacity of teachers and the school community to evaluate the effectiveness of school programs and initiatives and inform the strategic directions of the school.

Parents/Carers

Parents participate in learning partnerships and collaborate with teachers to build transparency in the directions and priorities of the school.

Processes

Students will be provided with quality teacher feedback and reflection strategies that will inform teaching and learning experiences

Teacher Professional Learning focuses on aspects of key evidence based initiatives of Focus on Reading, L3, Write Away and TOWN to build teacher capacity

Learning programs are informed by quality assessment, individualised student performance evidence and PLAN data

Differentiating the curriculum to target high ability students. Writing & implementation of new History/Geography units on a grade basis

Active parent involvement in classroom and special curriculum based days will be encouraged through focus groups, reference groups, evaluation committees and the P & C.

Workshops for parents and teachers will be held to build the skills and knowledge necessary to inform the evaluation of school programs

Evaluation Plan

Team evaluations

Student participation rates in extension activities

Analysis of student data

Practices and Products

Practices

High ability students will be challenged with differentiated learning that inspire higher order thinking skills, risk taking and subject specialisation, creativity, music and design.

Providing opportunities that motivate and resource students through collaboration and innovation. Meeting their needs through Core, Adjusted and Extended learning activities.

All staff have a portfolio of evidence to demonstrate the achievement of their Performance and Development Plan.

School performance indicators (milestones) will be regularly reported to parents through the P & C.

The school will regularly engage with parents through focus groups to evaluate the school's priorities.

Products

Improved achievement in literacy and numeracy as measured by school based assessment data, PLAN and NAPLAN for both Aboriginal and Non-Aboriginal students

Evidence of differentiated curriculum enables every student to become successful learners who engage positively and independently in quality learning programs to achieve their personal learning goals.

Strategic Direction 2: Partnerships and Community

Purpose

Building stronger relationships as an educational community by leading and inspiring a culture of collaboration, empowerment, reflective practices and instructional leadership. Fostering leadership across the school community to empower innovative learning.

Improvement Measures

Increased number of students led individualised learning goals and active decision making across the school

% increase in the number of staff demonstrating confidence in their capacity to lead and /or share their curriculum expertise

People

Students

Students will be setting personal learning goals and evaluating their own learning

Staff

Teachers share their professional knowledge and expertise, work collaboratively, reflect on their practice and support professional dialogue

Staff

Teachers will be provided with leadership opportunities in a variety of curriculum and school management settings

Staff

School administrative staff will provide school administration and financial services while maintaining a high level of customer service

Parents/Carers

Parents and carers will work collaboratively and respectfully with the school, gaining abroad understanding of school directions and expectations of student learning

Students

Students will be provided with opportunities to engage in feedback across aspects of school life.

Processes

Students with their class teachers will be developing individualised learning goals, set personal targets through reflection of their own learning intentions

Programming of TPL will focus on aspects of key initiatives with the school plan, Focus on Reading, L3, Write Away and TOWN to build teacher capacity to be agents of change in relation to the learning goals of students

A school leadership team will be formed to guide the implementation of aspects of the school plan related to curriculum and student performance. Aspiring leaders will be mentored and coached in their selected curriculum responsibilities

Training will be provided for SASS staff in SAP and SALM elements of LMBR to lift their capacity and confidence, contributing to a positive and welcoming environment

Parents will, through their participation in focus groups, reference groups, evaluation committees and the P & C, contribute to the growth of a positive and inclusive school community

Students will actively participate in decision making across the school, through expanded student leadership opportunities.

Evaluation Plan

Survey of Student Learning Goals across the school

Staff Survey TTFM and stage meetings

Parent participation numbers at forums

Practices and Products

Practices

Increased number of students led individualised learning goals and active decision making across the school

% increase in the number of staff demonstrating confidence in their capacity to lead and /or share their curriculum expertise

Products

Differentiated curriculum delivery enriched with student driven learning goals will foster positive and independent learners

The leadership team will design and create workshops to inform parents of curriculum and school based initiatives.

Tracking and monitoring of student performance, guided, resourced and evaluated against planned outcomes

Sharing expertise and enthusiasm from the school community to build stronger well-resourced learning experiences

SASS staff will be well prepared and confident to lead the introduction of school administration reforms in an atmosphere of customer and staff satisfaction

Strategic Direction 3: Dynamic Teaching

Purpose

Designing and utilising educational programs and initiatives that are responsive and flexible to differentiated teaching and learning for a range of learning needs.

Meeting every child at their point of need and lifting student outcomes and levels of engagement.

Improvement Measures

Every teacher will show strong evidence of performance against the Australian Teaching Standards.

Quality reflective practices will be evident across teaching and learning with all staff engaged in regular reflection and the use of formal and informal feedback.

People

Students

Teachers will deliver quality learning experiences for students that reflect the Quality Teaching Framework and Teaching Cycle

Staff

Teachers are engaged in quality professional learning that will improve teaching practice focusing on the delivery of a differentiated curriculum and improved student learning outcomes.

Staff

Teachers will be trained in Language, Literacy and Learning (L3) in Early Stage 1 and Stage 1, Write Away, Focus on Reading and Taking Off With Numeracy (TOWN) Years 3 to 6 to ensure improved student performance in literacy and numeracy.

Leaders

School leaders and aspiring school leaders will engage in structured leadership development that will ensure that identified school priorities are targeted.

Community Partners

Networking across the Seacliff Community of Schools and Schools on the Park Community of Schools will strengthen teaching and learning programs and student outcomes through shared professional learning.

Processes

Student achievement and growth in literacy and numeracy will be maximised through a whole school commitment to L3, TEN, Focus on Reading, Write Away and Taking Off With Numeracy (TOWN) pedagogies.

School evaluation processes are aligned with identified, student performance targets and outcomes supporting meaningful information for parents.

Building teacher capacity through application of quality mentoring and collaborative unit writing and a deeper understand of the Australian Teaching Standards

Students talents are identified through COGAT testing and nurtured through engagement in extension and enrichment programs

Evaluation Plan

Supervision of teacher's programs

Staff Professional Development Plans

Classroom Observations

Analysis of student performance data in Literacy and Numeracy

Practices and Products

Practices

Every teacher will show strong evidence of performance against the Australian Teaching Standards.

Quality reflective practices will be evident across teaching and learning with all staff engaged in regular reflection and the use of formal and informal feedback.

Products

Quality educational outcomes are supported and enriched through technology with an inquiry based methodology intrinsically motivating high achievement and success

Teaching and learning sequences are designed and implemented reflecting a comprehensive knowledge and understanding of the Australian curriculum.

Parent and community engagement will be a valued part of school decision making processes