

School plan 2015-2017

Hurstville Public School 2197



School background 2015–2017

School vision statement

Our school is a place where:

- all people are treated with respect, understanding and compassion;
- the wellbeing of students is a priority for all;
- success as a learner is broadly defined, valued and celebrated;
- personal best and aspiring to excellence are encouraged and supported;
- students develop the 21st Century knowledge, skills and attributes to become successful learners, resilient, confident and creative individuals and active and informed citizens.

School context

Hurstville Public School is located in a highly urbanised area of southern Sydney. The area is undergoing rapid redevelopment with large, multi-storey apartment blocks increasing the number of families residing within the school's enrolment boundaries. The school is one of the largest primary schools in the state with over 1200 students supported by a staff of more than 100. As well as local enrolments, the school hosts four Opportunity Classes for academically gifted and talented students and a Support Unit of four classes for students with mild and moderate disabilities and autism. 96% of our students come from language backgrounds other than English. More than 47 different nationalities are represented. The largest group is of Chinese background, representing 65% of students. The next highest backgrounds are Arabic (11%), English (4%), Indonesian (2%), Nepali (2%), Greek (2%) and Hindi (2%). The community holds high expectations for the academic achievement of their children. The school implements the Positive Behaviour for Learning Program (PBL) and actively incorporates the values of Respect, Responsibility and Learning into all aspects of school life.

School planning process

In 2014, a comprehensive process of research, consultation, data collection and analysis was undertaken to determine our current needs and future directions. All teaching staff completed the Focus on Learning online survey. Professional reading and discussion explored recent research into 21st Century learning, underpinned by the Melbourne Declaration. Working in small groups, staff identified the pedagogy that was needed to equip our students for success in a rapidly changing world. Parent and community members completed surveys and attended a forum to share their views on what is important in their children's education at school and what they believe their children need for success in the future. As a school community, we thus identified the major aspirations we share for our students and the challenges they face as 21st Century learners in a time of complex global issues and a constantly evolving educational and technological landscape. As a result of these planning processes, we identified the need to maintain our focus on ensuring a challenging academic curriculum, appropriate to the needs of our diverse students, but also to ensure that the additional skills of 21st Century learning – collaboration, creativity, critical thinking and communication – are a feature of our programs K–6, in order to create well-rounded, confident, resilient young people equipped to take their place in the world.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Creating confident, resilient and successful 21st Century learners

Purpose:

In a rapidly changing world, our students require more than a simple set of academic skills to equip them for successful lifelong learning. Alongside strong foundations in literacy and numeracy, our students need to be creative, collaborative, critical thinkers with highly developed communication skills. As determined by the Melbourne Declaration, we will develop successful learners, confident and creative individuals, and active and informed citizens. We will develop the whole child and deliver programs that promote student wellbeing, resilience and confidence.

STRATEGIC DIRECTION 2

Developing highly skilled and engaged staff fully equipped to deliver excellence in 21st Century education

Purpose:

21st Century education requires teaching, support and administrative staff who work collaboratively; embrace and confidently utilise appropriate and innovative technologies; effectively implement changing curriculum to meet the needs of diverse learners; and are actively and reflectively accountable for their professional growth and performance in line with new frameworks. To support the professional development of staff at all career stages, we will build leadership capacity and implement enhanced feedback procedures.

STRATEGIC DIRECTION 3

Building and extending strong and effective partnerships for 21st Century education

Purpose:

To deliver quality 21st Century education, we seek to further engage our parent community in understanding the changing educational landscape. We will enhance opportunities for staff, parents and students by establishing partnerships beyond the school and local community: in particular, academic partnerships with universities; partnerships with other primary and secondary schools; partnerships with community agencies; and partnerships with businesses.

Strategic Direction 1: Creating confident, resilient and successful 21st Century learners

Purpose

In a rapidly changing world, our students require more than a simple set of academic skills to equip them for successful lifelong learning. Alongside strong foundations in literacy and numeracy, our students need to be creative, collaborative, critical thinkers with highly developed communication skills. As determined by the Melbourne Declaration, we will develop successful learners, confident and creative individuals, and active and informed citizens. We will develop the whole child and deliver programs that promote student wellbeing, resilience and confidence.

Improvement Measures

Increasing student achievement at the higher levels of the 4Cs

Effective stress management techniques demonstrated by S3 students

An expanded range of co and extra curricula opportunities for students

Increasingly positive student responses to the Tell Them From MeSurvey

People

Students

Students will:

- engage in project based learning which requires them to be collaborative and creative critical thinkers and confident and effective communicators (4Cs)
- develop positive interpersonal skills that promote teamwork, confidence and resilience
- explore their strengths, talents and interests in a range of areas to experience enjoyment, satisfaction and achievement

Staff

Staff will:

- collaboratively design and deliver project-based learning which incorporates the 4Cs
- provide a range of opportunities for diverse learners to experience success
- focus on developing the whole child by promoting student wellbeing, positive relationships and positive self-image

Parents/Carers

Parents will:

- understand and value the importance of 21st Century skills for lifelong learning
- broaden their understanding and appreciation of the many ways in which student success can be viewed

Processes

Developing student resilience through expanded wellbeing programs – Building a Wellbeing Toolkit

Bounce Back

Values in Action (2015)

Positive Behaviour for Learning (2016/2017)

S3 Wellbeing Program (2016)

Whole school Mindfulness Program (2017)

Student Interest Clubs (2017)

Links with Community Support Agencies

Parent and Community Forums

Learning for the 21st Century

Project Based Learning

Collaboration and Creative Thinking (2015)

Critical Thinking and Communication (2016)

BYOD

Assessment and Reporting

Science and Technology (2015)

History (2016)

Geography (2016)

Flexible Learning Spaces (2017)

ICT Scope and Sequence incorporating

Practices and Products

Practices

High quality teaching and learning practices which incorporate the effective use of emerging technologies to support the 4Cs of 21st Century learning

Assessment and reporting practices which reflect the development of the whole child and which promote parental understanding of successful 21st Century learning

Products

Increasing student achievement at the higher levels of the 4Cs

Effective stress management techniques demonstrated by S3 students

An expanded range of co and extra curricula opportunities for students

Increasingly positive student responses to the Tell Them From MeSurvey

Strategic Direction 1: Creating confident, resilient and successful 21st Century learners

Improvement Measures

People

Leaders

Leaders will:

- actively promote, communicate and model the value of 21st Century learning for students, staff and parents
- facilitate opportunities for teachers to work collaboratively

Processes

21st Century skills

Evaluation Plan

Regular reporting against milestones by the leadership team through focus groups, surveys reflections, surveys and observations. • Monitoring achievement of improvements by systematically collecting, analysing, discussing and reflecting on evidence of progress.

Practices and Products

Strategic Direction 2: Developing highly skilled and engaged staff fully equipped to deliver excellence in 21st Century education

Purpose

21st Century education requires teaching, support and administrative staff who work collaboratively; embrace and confidently utilise appropriate and innovative technologies; effectively implement changing curriculum to meet the needs of diverse learners; and are actively and reflectively accountable for their professional growth and performance in line with new frameworks. To support the professional development of staff at all career stages, we will build leadership capacity and implement enhanced feedback procedures.

Improvement Measures

Teachers' success in achieving their professional learning goals as supported by evidence and the PDF

Increasingly positive responses to the Focus on Learning survey in the areas of provision of feedback and use of technology

Documented evidence from the Instructional Leadership Program demonstrating progress towards and achievement of teacher professional learning goals.

People

Students

Students will:

- engage in rich, meaningful tasks which require them to be collaborative and creative critical thinkers, and confident and effective communicators including authentic use of technology to achieve this

Staff

Staff will:

- develop clear and achievable professional learning goals focused on improving student learning outcomes supported by evidence
- collaboratively design and deliver project-based learning which incorporates the 4Cs
- engage in providing and receiving feedback to improve practice as part of the Performance and Development Framework

Parents/Carers

Parents will:

- understand and value the importance of 21st century skills for lifelong learning and student wellbeing

Leaders

Leaders will:

- actively promote, communicate and model the value of a performance and development culture

Processes

Establishing a performance and development culture project

Setting professional goals

Giving and Receiving Feedback

Observations

Instructional Leadership Project (2017)

Australian Professional Teaching Standards

Self-Assessment

Effective use of data to inform practice and drive improvement

Beginning Teacher Induction Program

NSW Public School Leadership and Management Credential

Learning for the 21st century

Professional learning

Science syllabus (2015)

History (2016)

Geography (2016)

Collaboration and Creative Thinking (2015)

Critical Thinking and Communication (2016)

Project-based Learning

Providing Feedback

Practices and Products

Practices

Collaborative work culture, including feedback and observation, which promotes consistent teacher quality

Staff taking responsibility for ongoing professional learning and development

Innovative, creative teaching practice which engages 21st century learners

Students who are effective users of technology to enhance their learning and the 4Cs

Data collection and evidence-based practices

Products

Teachers' success in achieving their professional learning goals as supported by evidence and the PDF

Increasingly positive responses to the Focus on Learning survey in the areas of provision of feedback and use of technology

Student learning across the curriculum shows increased collaboration, creativity, critical thinking and communication due to increased teacher effectiveness

100% of teachers use highly effective teaching practice reflected in observations, programs and the use of innovative technology

Well-resourced 21st century classrooms which feature innovative teaching practice reflected in engaging programs, Bring Your

Strategic Direction 2: Developing highly skilled and engaged staff fully equipped to deliver excellence in 21st Century education

Improvement Measures

People

- effectively guide teachers in achieving their professional learning goals
- build leadership density and capacity within the school
- increase their capacity to meet their accountabilities with regard to Departmental policies, documents, processes and procedures

Processes

Assessment and Reporting

Integrating technology

Differentiated future focused professional learning for teachers (2017)

Differentiating curriculum for equity groups (2017)

Evaluation Plan

Regular reporting against milestones by the leadership team through focus groups, reflections, surveys and observations.

Monitoring achievement of improvements by systematically collecting, analysing, discussing and reflecting on evidence of progress.

Practices and Products

Own Device (BYOD) usage in OC classes (2015), Year 6 (2016) and Year 5 (2017), iPads in classrooms, and motivated learners

Teachers utilise authentic data to measure impact on student learning and inform future directions.

Strategic Direction 3: Building and extending strong and effective partnerships for 21st Century education

Purpose

To deliver quality 21st Century education, we seek to further engage our parent community in understanding the changing educational landscape. We will enhance opportunities for staff, parents and students by establishing partnerships beyond the school and local community: in particular, academic partnerships with universities; partnerships with other primary and secondary schools; partnerships with community agencies; and partnerships with businesses.

Improvement Measures

Increased attendance and positive feedback from parents at P&C meetings, forums, workshops and events, evidenced in attendance numbers and survey responses

Student reports which are user friendly and more easily understood by our 96% EAL/D families

Video evidence of implementation of 4Cs and curriculum uploaded to the school website for parent access and information

People

Students

Students will:

- observe greater connectedness between their engaged parents and their school experience
- develop awareness of their responsibilities as citizens of their school, community, country and world.

Staff

Staff will:

- extend their professional networks to enhance practice and professional learning and development
- develop effective partnerships with parents and the community to improve student learning outcomes

Parents/Carers

Parents will:

- participate in their children's school experience and support school programs through attendance at parent workshops, meetings, forums and functions

Community Partners

Community/Academic Partners will:

- provide expertise and practical support to enhance parent engagement, teacher professional learning and school facilities

Leaders

Processes

Project based learning for the 21st Century

DEC Teacher Quality Advisor(2015)

AP, Wentworthville PS (2016)

Dr Miranda Jefferson–USyd (2017)

Uploads to school website (2017)

Community Engagement Project

Positive Psychology Team (2017)

3Bridges Community Youth Services (2017)

Forums, presentations, website and workshops

Working Parties:

Playground Upgrade Committee (2015,2016); Feedback to Parents Committee (2016); Wellbeing Policy Review Committee (2016); Enrolment Committee (2017); School Finance Committee (2017)

Evaluation Plan

Regular reporting against milestones by the leadership team through focus groups, surveys reflections, surveys and observations.

Monitoring achievement of improvements by systematically collecting, analysing, discussing and reflecting on evidence of progress.

Practices and Products

Practices

Academic support in measuring the 4Cs in student work samples

Closer alignment between values of the home and school

Enhanced teaching practice as a result of professional learning provided by academic partners

Products

Increased attendance and positive feedback from parents at P&C meetings, forums, workshops and events, evidenced in survey responses

Student reports which are user friendly and more easily understood by our 96% EAL/D families

Video evidence of implementation of 4Cs and curriculum uploaded to the school website for parent access and information

Teaching programs which embed quality teaching and learning, project-based learning and the 4Cs

Strategic Direction 3: Building and extending strong and effective partnerships for 21st Century education

Improvement Measures

People

Leaders will:

- establish connections with key organisations to enhance home-school partnerships and teaching and learning programs

People

Processes

Practices and Products