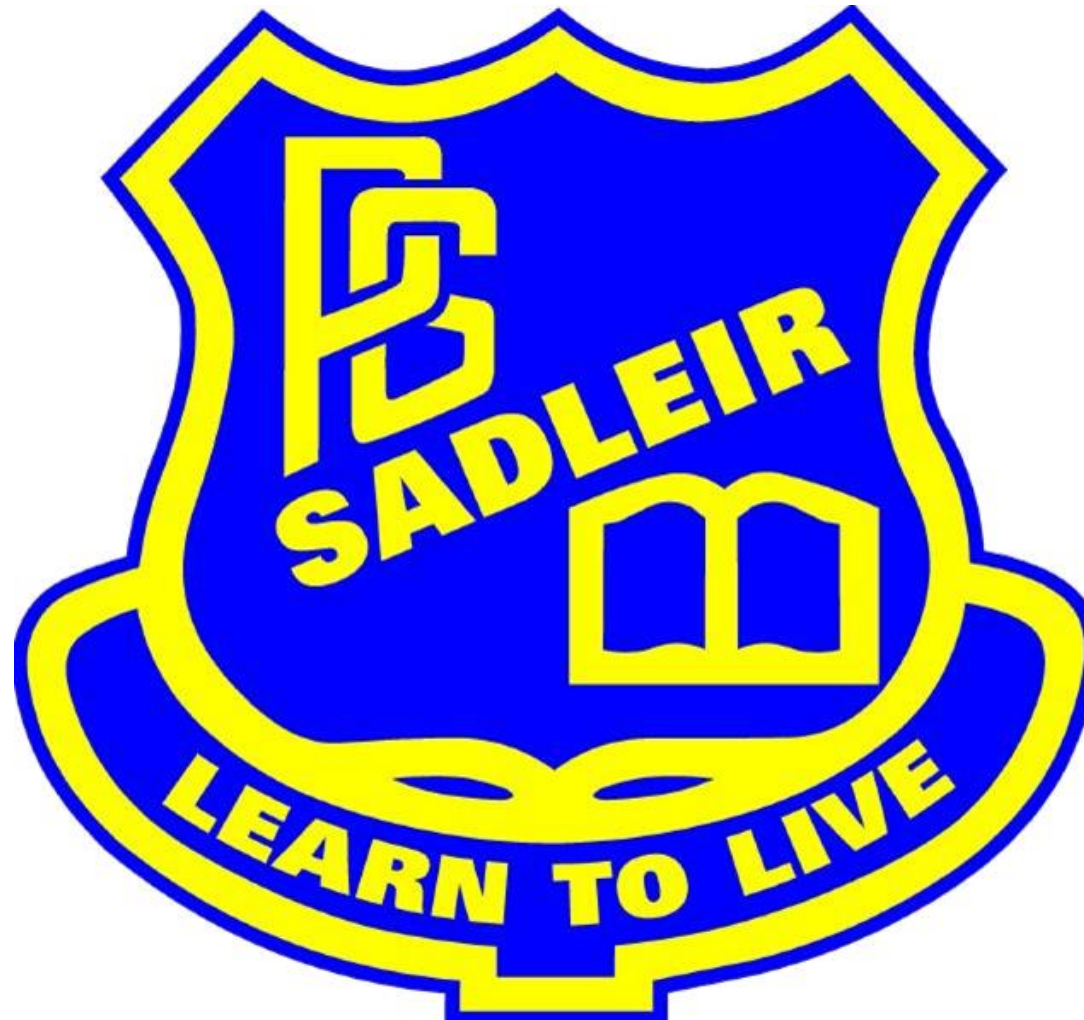


School plan 2018-2020

Sadleir Public School 4319



School background 2018–2020

School vision statement

Provide all students with pathways to success and excellence in education.

School context

Sadleir Public School was established in 1963. The school is located in South West Sydney and is a member of the Liverpool Network of Schools in the Ultimo Group. In 2018, 370 students are enrolled at the school.

The school is set on spacious grounds and is situated in a residential area which accommodates both public and private housing. The majority of students live within walking distance of the school. Sadleir Public School receives equity funding to support the needs of students from low socio-economic backgrounds.

Sadleir Public School provides high quality education for students from Preschool to Year 6. There are 17 classes from Kindergarten to Year 6 including 4 support classes for students with Autism and intellectual disabilities. The school has a full time DoE preschool with an enrolment of 40 children.

The school caters for a diverse student population. 5% of students identify as Aboriginal or Torres Strait Islander. Approximately 75% of students have a language background other than English. There are currently 18 language backgrounds represented, including Arabic (50%), Samoan (7%) Vietnamese (4%). Arabic is offered through a weekly community language program.

Sadleir Public School is a member of the 2168 community of schools and operates a strong transition program with Ashcroft High School. The school is committed to the provision of an engaging and rich curriculum in a caring and supportive environment.

In 2017 Sadleir Public School became a Phase 2 Early Action for Success school with an Instructional Leader allocation of 1.2.

School planning process

In 2017 the school participated in the External Validation process. The school reflected on the statement of excellence for the relevant elements, reviewed current practices that support/contribute to excellence, as well as, identified and analysed relevant data to determine where the school currently sits against the School Excellence Framework.

These judgements were shared with a panel of colleagues who provided feedback and recommendations.

This information then provided a platform for community consultation where community members contributed to the school's priorities and vision at a forum held in November 2017.

Staff teams reviewed the 2015–2017 School Plan improvement measures and processes and provided feedback and additional contextual input. These coupled with community consultation, led to the strategic directions identified in the 2018–2020 School Plan.

School strategic directions 2018–2020



Purpose:

Provide an evidence based whole school approach to the delivery of quality literacy and numeracy to maximise student learning.

Purpose:

To inspire our students to be engaged global citizens through the provision of inquiry driven, creative and rich learning experiences.

Purpose:

To empower all members of our school to be productive, informed and helpful citizens.

Strategic Direction 1: Building Blocks for Success

Purpose

Provide an evidence based whole school approach to the delivery of quality literacy and numeracy to maximise student learning.

Improvement Measures

At least 80% of students demonstrating expected growth per semester across the Department of Education's literacy and numeracy progressions.

An increase percentage of students achieving in the proficiency bands in NAPLAN reading.

An increase percentage of students achieving in the proficiency bands in NAPLAN numeracy.

People

Students

Students develop deep understandings and the skills to learn and communicate confidently. These skills include listening, reading and viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully.

Students demonstrate deep understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills, communication and reasoning.

Staff

Teachers use data to track student progress, inform planning and differentiate teaching and learning programs. Teachers demonstrate and apply a deep understanding of English and Mathematics syllabus expectations.

Parents/Carers

Parents understand importance of literacy and numeracy and actively engage in their child's learning.

Leaders

Through Instructional Collaboration, the leadership team ensures that all teachers engage in targeted professional learning and that whole school data is evaluated and actioned.

Systems are designed to have a positive impact on quality teaching and learning.

Processes

Whole school explicit and systematic teaching of literacy through in depth knowledge of the English Syllabus and the consistent use of data to drive teaching and learning programs, including tiered interventions.

Whole school explicit and systematic teaching of numeracy through in depth knowledge of the Mathematics Syllabus and the consistent use of data to drive teaching and learning programs, including tiered interventions.

Evaluation Plan

PLAN2 & NAPLAN

Internal student performance data

Observations and work samples

Teaching and learning programs (syllabus expectations)

Assessment tasks

Evidence of impact from instructional collaboration systems and initiatives.

Beginning Teacher Learning days

IL feedback meetings

School based systems and expectations

Practices and Products

Practices

Teaching and learning practices are dynamic, showing evidence of revisions based on feedback and reflection. Student assessment is consistent and reliable with continuous tracking of student progress and achievement.

Implement a sustainable, and consistent system for collecting student assessment data and tracking progress.

Building the capacity of parents to actively support to whole school literacy and numeracy initiatives.

Products

Students demonstrate the necessary literacy and numeracy skills and strategies to access the curriculum.

Learning experiences are engaging and reflect syllabus expectations.

Parent actively support literacy and numeracy in the classroom and at home.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Strategic Direction 2: Engaged, Creative Learners

Purpose

To inspire our students to be engaged global citizens through the provision of inquiry driven, creative and rich learning experiences.

Improvement Measures

100% of teaching programs are formative assessment driven, reflective of syllabus outcomes and scope and sequences.

An increase in the number of students demonstrating the 4Cs competencies.

An increase in the number of students accessing creativity and talent programs.

People

Students

Students engage in KLA learning experiences that promote critical reflection, creativity, effective communication and collaboration.

Staff

Staff engage in professional learning designed to maximise future focused curriculum implementation.

Leaders

Through Instructional Collaboration, the leadership team supports all teachers to demonstrate expert contemporary content knowledge and deploy effective teaching strategies.

The leadership team takes a creative approach to the use of the physical environment to optimise learning.

Processes

Whole school approach to curriculum based on inquiry driven practices reflect a deep understanding of transferable KLA knowledge.

Future-focused learning inspires students to be leaders of their own learning, through collaboration, communication and the use of critical and creative thinking, to solve complex problems and become mindful global citizens.

Whole school platform for the development and showcasing of students' talents and creativity.

Evaluation Plan

TTFM

Student surveys

Assessment tasks

Teaching and learning programs

Extra curricula activities

Specialist programs

4Cs general capability rubric

NESA curriculum compliance guidelines

Instructional Collaboration Matrix

Practices and Products

Practices

Teaching and learning programs include cross curricula learning experiences and focus on effective student communication, collaboration, and critical, creative thinking.

Inquiry driven learning opportunities, rich in feedback and reflective of the syllabuses.

Staff demonstrate and share their expertise within the school and with other schools.

Products

Strong culture of showcasing students' talents and creativity.

Instructional collaboration supports staff to develop expertise and promote a culture of high engagement and innovation.

School wide teaching programs are inquiry driven with students demonstrating their deep understanding through effective communication, collaboration and critical, creative thinking.

Strategic Direction 3: Empowered, Positive, Supportive Citizens

Purpose

To empower all members of our school to be productive, informed and helpful citizens.

Improvement Measures

An increase in the student satisfaction rating in the student Tell Them From Me Surveys.

An increase in positive student wellbeing data.

Student attendance rates are equal to or exceed state average.

People

Students

Students are confident, empowered leaders across the school.

Staff

Teachers actively support the whole school student wellbeing structures and promote authentic opportunities for student voice and leadership.

PDPs are reflective and focus on individual improvement and development.

Parents/Carers

Parents value school student wellbeing structures and actively support the school.

Leaders

The leadership team enhances school systems and structures through consultative decision making with relevant external partnerships.

Processes

Establish a leadership culture which focuses on continuous self and school community improvement.

Implement a whole school integrated approach to student wellbeing.

Effective partnerships in learning with parents, students and external organisations provide a platform for student success.

Evaluation Plan

School based PBL and system data

Surveys

Wellbeing assessment tool

TTFM data

Staff Performance and Development Plans

Parent attendance and participation data

Practices and Products

Practices

The school openly seeks opportunities to foster leadership and student voice.

School based wellbeing data is regularly reviewed to monitor and refine the whole school approach to wellbeing.

The school actively seeks and makes strategic use of its partnerships for the purpose of improving student outcomes.

Products

Student leadership K-6 and authentic student voice are embedded in school systems and structures.

Evidence based whole school practices result in measurable improvements in wellbeing.

The school is empowered to effect school improvement.

Positive, respectful relationships are evident and widespread among students, staff and parents.