

# School plan 2018-2020

Figtree Heights Public School 4462



# School background 2018–2020

## School vision statement

At Figtree Heights Public School, our motto is '*The Heights of Excellence*'. We ensure that we provide a highly supportive and inclusive environment; empowering our students to unlock their potential by transforming individualised learning outcomes, hence creating productive citizens.

Our school promotes an atmosphere of holistic learning, where self-motivated learners can become confident and creative individuals, prepared to take the journey into tomorrow's world of education by embracing change.

Figtree Heights Public School is creating tomorrow's leading learner through a culture underpinned by high expectations and evidence-based decision making.

By providing rich and authentic learning experiences, we demonstrate sustained dedication to quality teaching, learning and success.

## School context

Figtree Heights Public School (est.1972), is nestled amongst the leafy hills and lies at the base of Mount Keira, Nebo and Kembbla. The current school population comprises approximately 240 students from diverse cultural, religious and socio-economic backgrounds.

Our small school fosters a sense of belonging for all in a supportive and inclusive community by nurturing the social success of each individual and maintaining a positive and caring learning environment.

Figtree Heights Public School is well known for our committed teachers and rigorous curriculum programs focused on academic growth and development. As a future focused school, we use digital technologies to spark curiosity, engage our learners and create a passion for knowledge and understanding.

Through embracing the philosophy of every child, every opportunity, Figtree Heights Public School students' educational experiences are further extended by enrichment programs offered to gifted and talented students and targeted progressive learning programs for students with additional learning needs.

The inclusion of a wide-range of extra curricular activities aimed at developing the *whole child* ensures our students are afforded opportunities to grow as the best versions of themselves, thriving on their individual passions and talents.

## School planning process

The planning process for the 2018 – 2020 Figtree Heights School Plan was a rigorous process of whole school communication and collection of data. Our involvement in external validation using the School Excellent Framework in 2017, provided a strong baseline for evidence informed decision making and afforded our team a deeper insight into our future directions.

Initially, the school engaged in professional development sessions to discuss, share and develop a common language and vision. Our team then analysed current policies and programs, plans, budgets, meeting minutes, communications, program evaluations and our external validation evidence to determine a plan for our next milestones as a school.

Staff, students and community members, including our Aboriginal families, were consulted in a variety of ways, including but not limited to: forums, surveys, meetings, online polls and feedback sessions. This information was then used to determine our three strategic directions. Our school plan has been discussed and created in consultation with the Northern Wollongong Aboriginal Education Consultative Group.

As in the previous planning cycle, two of the most influential documents used to assist in the creation of the three year plan was the *School Excellence Framework (V2)* and the *What Works Best* document. Our external validation team reflected and assessed how our specific school data aligned to this new framework and document, providing a clear direction for this new planning cycle.

A team of planners representing our staff and community wrote the practices, products, people and processes over a series of scheduled planning sessions. Staff and parent information and discussion sessions were again offered to provide an update on where we were in the planning process. Three planning teams were then established to revise, track, monitor, effectively consult and communicate with our students and the FHPS community over next three years.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Learning that is Engaging, Challenging and Supportive

### Purpose:

***To inspire all students by embracing learning opportunities which are engaging, challenging and supportive.***

Through best practice, our students will access powerful and enriched learning opportunities which push the boundaries of a future-focused education. Learners will be actively connected to their experiences and continue to work towards and reflect on their personal learning goals. All students will be motivated to engage in authentic and diverse learning experiences on a daily basis resulting in highly dedicated and responsible academic achievers.

## STRATEGIC DIRECTION 2

Passionate, Reflective and Informed Educators

### Purpose:

***To foster educators who are committed to creating optimal learning environments that focus on improving student outcomes and ensure all students make significant academic growth.***

Through a consistent and collaborative approach, our educators will continue to engage with the Teaching and Learning Cycle to ensure a holistic approach to the academic process. A continuous commitment to ongoing professional development that is relevant to our context and learners will nurture a collaborative culture which supports instructional excellence by utilising staff expertise to build capacity in others.

## STRATEGIC DIRECTION 3

Innovation, Creativity, Success

### Purpose:

***To ensure individuals are supported to grow and flourish by embracing opportunities which promote innovation, creativity and risk taking.***

Through a school-wide commitment to ensuring students, staff and the wider community can connect, succeed and thrive within and beyond the school environment, individuals will be respected, valued, supported and empowered. To further promote a school-wide culture of transformational leadership, all leaders will be presented with and encouraged to actively seek opportunities to further develop their capabilities and skills in an ever changing environment. To foster forward thinking and entrepreneurial skills, we will create socially aware and responsible citizens who take a responsive approach to local and global issues.

# Strategic Direction 1: Learning that is Engaging, Challenging and Supportive

## Purpose

***To inspire all students by embracing learning opportunities which are engaging, challenging and supportive.***

Through best practice, our students will access powerful and enriched learning opportunities which push the boundaries of a future-focused education. Learners will be actively connected to their experiences and continue to work towards and reflect on their personal learning goals. All students will be motivated to engage in authentic and diverse learning experiences on a daily basis resulting in highly dedicated and responsible academic achievers.

## Improvement Measures

In the School Excellence Framework domain of learning, Figtree Heights Public School will shift from sustaining and growing to excelling in the element of assessment.

An increase in students achieving expected growth in literacy and numeracy each year, as measured through NAPLAN and school based assessments.

A continual increase in the number of students achieving in the proficiency bands in literacy and numeracy NAPLAN tests.

All ATSI students will have continual growth in their literacy and numeracy skills, as evidenced by both internal and external data analysis. High quality intervention programs will be implemented for any student/s who are not making expected growth.

## People

### Students

Students inspire lesson content and help drive teaching by utilising their knowledge of how they learn.

Students will set quality learning intentions and take responsibility for their learning by monitoring their progress through self-reflection, feedback and intended goal alignment.

Students requiring adjustments and learning assistance will be supported in achieving their targeted individualised learning goals.

### Staff

Teachers will employ individualised instruction to all students driven by evidence-based pedagogy, research and data.

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

Staff will engage in professional learning focused on effective education for ATSI students and high quality Aboriginal Education for all students.

### Leaders

Quality instruction for teachers on higher order thinking skills, HOW2Learn and explicit literacy and numeracy practices will be provided to ensure quality pedagogy and a focus on developing student learning capacity is being embedded across all learning experiences.

## Processes

### Quality Literacy

Literacy teaching is based on quality pedagogy that is aligned with syllabus documents. There is a whole school approach to meeting the needs of all learners through evidence based teaching and differentiated instruction.

### Quality Numeracy

Engaging students in quality pedagogy that is research based and continually evaluated to the child's point of need. Ongoing reflection and evaluation of student learning outcomes will drive the teaching and learning cycle.

### Creating a Supportive Learning Culture

The HOW2Learn initiative provides insight into the ways in which all students acquire and retain knowledge and information. This places learning at the centre of school business, helping our students to become powerful learners and improving life opportunities for all.

Our students are supported to be confident and resilient learners who take risks, demonstrate self-discipline, are agile and highly reflective.

Our school highly values the rich variety of cultures within our context. We place a large amount of importance on providing our students with a rich education about our country's Indigenous history.

## Evaluation Plan

\*School teams regularly monitor and report against milestone progress and adjust accordingly.

## Practices and Products

### Practices

Students engage in explicit literacy and numeracy lessons which are targeted and reflective of their individual needs.

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

A supportive learning culture is enhanced through a strong focus on inclusivity and high quality Aboriginal Education programs. All ATSI students will have personalised learning opportunities, ensuring they make significant academic progress on an annual basis.

### Products

Students are self-directed, take initiative and grasp opportunity in all aspects of the English curriculum. 100% of students will achieve academic growth in reading and writing on a yearly basis. *Intervention will be delivered for all students who are not meeting expected growth in literacy.*

Students are responsible, active learners who exercise self-regulation in all areas of mathematics. 100% of students will achieve academic growth in all three strands of mathematics, on a yearly basis. *Intervention will be delivered for all students who are not meeting expected growth in numeracy.*

All classrooms embed and discuss HOW2Learn habits on a frequent basis. Students have a sound understanding of the majority of habits and how they can demonstrate them effectively.

# Strategic Direction 1: Learning that is Engaging, Challenging and Supportive

## People

The school executive will strengthen their partnership with the Northern Illawarra Aboriginal Education Consultative Group.

### Parents/Carers

Positive, collaborative and inclusive partnerships will continue to be created, supported and fostered, strengthening the link between home and school environments.

All ATSI families will feel welcomed, embraced and supported in our school environment. They will be invited to engage in various annual events where our school celebrates our Indigenous heritage.

Parents and carers will know and understand school programs and how they promote student learning.

Parents, carers and the broader school community actively participate in supporting and reinforcing student learning.

## Processes

\*School curriculum teams routinely analyse internal and external data.

\* Student learning programs show evidence of data informed teaching, analysis and reflection.

\*Monitoring of purposeful professional learning to inform decision making.

\* Feedback is analysed; student to student, teacher to student and student to teacher.

\* The quality of Aboriginal Education is enhanced across the whole school context as proven through classroom observations and feedback from the parent/carer community.

## Practices and Products

Aboriginal Education policies and programs are of the highest standard, in consultation with our local AECG. Our students have a thorough understanding of the importance of our country's Indigenous history. All Personal Learning Plans will adhere with the latest guidelines and be a useful document that is regularly referred to and updated throughout the year.

# Strategic Direction 2: Passionate, Reflective and Informed Educators

## Purpose

**To foster educators who are committed to creating optimal learning environments that focus on improving student outcomes and ensure all students make significant academic growth.**

Through a consistent and collaborative approach, our educators will continue to engage with the Teaching and Learning Cycle to ensure a holistic approach to the academic process. A continuous commitment to ongoing professional development that is relevant to our context and learners will nurture a collaborative culture which supports instructional excellence by utilising staff expertise to build capacity in others.

## Improvement Measures

In the School Excellence Framework domain of teaching, Figtree Heights Public School will shift from sustaining and growing to excelling in the element of effective classroom practice.

An increased number of teachers collecting, analysing and tracking student achievement. Teachers are then using this data to plan purposeful future learning experiences for their students.

Proficiency in teaching and learning is driven by the most relevant, innovative and research driven professional learning to cater for the needs of all students and teachers.

## People

### Students

All students are challenged to work at their *instructional edge* and achieve expected growth in their learning.

### Staff

Teachers will engage in professional learning opportunities based on high quality pedagogy that is tailored to identified needs and receive quality feedback.

Staff enable success by personalising student learning and supporting students to achieve their expected academic growth.

### Leaders

The school leadership team demonstrate instructional leadership, promoting effective, evidence based practice.

### Parents/Carers

Parents access targeted training provided by the school to support and engage with current pedagogy.

## Processes

### Assessment and Feedback

Teachers flexibly use assessment for, as and of learning in determining teaching directions; monitoring and assessing student progress and achievement; and reflecting on teaching effectiveness.

### Quality Teaching

Effective pedagogy is embedded and underpinned by the Quality Teaching Framework, consistently guiding best practice.

Teachers collaboratively employ evidence-based and effective teaching strategies, ensuring a whole school approach to explicit instruction.

### Professional Learning

Professional learning drives ongoing, school-wide improvements in teaching practice and student results.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. The executive make decisions on future professional learning in a collaborative context with all staff and with a strong focus on regular reflection and feedback.

## Evaluation Plan

\*Regular evaluation of assessment and feedback procedures will occur at the end of every school term.

\*Areas for development in teacher expertise are identified and addressed through the PDP process.

## Practices and Products

### Practices

Teachers regularly reflect, monitor, assess and update student progression through the use of literacy and numeracy tracking. Data is monitored by data teams and informed decisions are made based on evidence of impact.

High-level curriculum implementation of the Australian Curriculum for New South Wales through exemplary teaching, incorporating technology and including evidence of differentiated instruction and quality teaching pedagogy.

Pedagogy of L3, HOW2Learn, TEN , Seven Steps for Writing Success and FoR are operating within classrooms and maintenance practices are embedded in our annual professional learning sessions.

### Products

Student achievement is collectively evaluated, refined and scaled.

A shift from sustaining and growing to excelling in one or more of the elements in the teaching domain in the School Excellence Framework.

All teachers have expert contemporary content knowledge and deploy effective teaching strategies as a result of high quality professional learning.

## Strategic Direction 2: Passionate, Reflective and Informed Educators

### Processes

\* Relevant and targeted professional learning opportunities are provided and accessed by all staff. Evaluation is completed at the end of all professional learning sessions by all staff in attendance.

# Strategic Direction 3: Innovation, Creativity, Success

## Purpose

**To ensure individuals are supported to grow and flourish by embracing opportunities which promote innovation, creativity and risk taking.**

Through a school-wide commitment to ensuring students, staff and the wider community can connect, succeed and thrive within and beyond the school environment, individuals will be respected, valued, supported and empowered. To further promote a school-wide culture of transformational leadership, all leaders will be presented with and encouraged to actively seek opportunities to further develop their capabilities and skills in an ever changing environment. To foster forward thinking and entrepreneurial skills, we will create socially aware and responsible citizens who take a responsive approach to local and global issues.

## Improvement Measures

In the School Excellence Framework domain of leadership, Figtree Heights Public School will shift from sustaining and growing to excelling in the element of educational leadership.

In the School Excellence Framework domain of learning, Figtree Heights Public School will shift from sustaining and growing to excelling in the element of wellbeing.

Results from the School Self Evaluation Survey will indicate that the vast majority of the school community believe our school executive team is highly effective.

Focus groups conducted with the Stage 3 students will show that our students are given authentic and purposeful

## People

### Students

Students will embrace opportunities to build and develop their leadership skills through various forums, e.g. public speaking, Tournament of Minds, debating and school leadership teams.

The Figtree Heights Public School Student Representative Council will be enhanced by being given the platform to voice their leadership goals to the whole school community.

### Staff

Staff will understand the significance of positive psychology in wellbeing, including in themselves and their students through programs such as the Positive Outcome Process and MindUp. Staff will also dedicate time to ensuring the 20 Habits are embedded into daily learning activities (HOW2Learn initiative).

Leadership capabilities will be developed by designing and implementing differentiated and individualised professional learning, linked to the school plan and professional goals. Subsequently, an ethos of high quality leadership, at all levels, will be achieved.

### Leaders

The quality of our school leaders will be enhanced through a focus on providing our leaders with high quality leadership development opportunities. Leaders will engage in workshops with external experts in the field. They will also create opportunities to demonstrate their leadership skills and expertise throughout

## Processes

### Wellbeing

A dynamic and collective responsibility will be maintained by all staff, to improve wellbeing through a positive mindset, self-regulation and self-discipline.

Staff will be familiar with the Positive Outcome Process and use it comfortably when communicating with students, parents, colleagues and the wider community.

### Leadership at all Levels

Ensure that leadership at all levels is continuously evolving through a school wide dedication that recognises, promotes and creates opportunities to build adaptive leadership.

### Citizens

We will demonstrate a strong dedication to creating productive and entrepreneurial citizens who are empowered to take action on societal issues.

## Evaluation Plan

\* The School Self Evaluation survey will be completed by all stakeholders on an annual basis. Wellbeing and leadership will be a focus in this survey.

\* The executive team will meet each semester to compile and analyse evidence outlining our progress in alignment with the School Excellence Framework.

\* Focus groups will be conducted with Stage 2 and 3 students where a range of questions will be asked about the

## Practices and Products

### Practices

Wellbeing is an interconnected element in the effective teaching and learning cycle. It will be regularly reviewed with all staff to ensure wellbeing for both staff and students is a high priority.

Leadership capacity of substantive, aspiring and student leaders is recognised and built through dynamic learning opportunities and facilitating whole school programs and initiatives.

Every classroom will have a focus on creating opportunities for students to develop their creativity and entrepreneurial skills through well-planned learning experiences. This will be created at a whole school, stage and individual class level.

### Products

Through positive relationships that foster connectedness, our students and staff will feel empowered to grow and flourish in their educational journey and future lives.

Leadership is evidenced at every level of the school environment. Students, staff and parents/carers contribute to the leadership of the school and to the achievement of our goals and priorities.

Students are active participants in high quality learning opportunities that enable them to engage in areas of their interest at a local, national and/or global level.



# Strategic Direction 3: Innovation, Creativity, Success

## Improvement Measures

opportunities to feel empowered and take action on local, national or global issues.

## People

the year.

### Parents/Carers

Parents and carers will be engaged in the school community through adaptive and ever changing means. The school will ensure that we use effective technology to communicate with parents and carers, involving them in their child's learning on a regular basis. Parents and carers will be invited to participate in a number of educational showcases throughout the year and will be frequently asked to give feedback, ensuring they are highly involved in the progressive nature of the school.

## Processes

innovative nature of the school. They will also be asked to reflect upon the way in which their ability as students, to create change and take action, is encouraged by all staff.