

School plan 2015 – 2017

St Ives North Public School 4293





School vision statement

Students and student learning will be the focus of all school programs.

Students at St Ives North aspire to be highly engaged, confident and resilient learners. Our students will be successful confident, creative individual and active informed citizens with highly developed literacy and numeracy skills that provide them with the foundations for lifelong learning ability to make good choices and contribute in a meaningful way to our community and broader world.

Our students will be students who are comfortable to communicate, collaborate, and exercise creativity and critical thinking while both consuming and producing content that connects them with their world in ways that are personally meaningful and relevant.

Our students will be students who pursue balance in life, participate in physical exercise, engage with the arts and show respect and tolerance for others through holistic educational programs. We will help our students become autonomous independent thinkers whose strength of character is the foundation that guides them toward becoming thoughtful citizens.

Our students will use technology as one tool in a suite of many, to empower their learning, to personalise their learning and to pursue their unique interests and passions.

Our teachers at St Ives North are and will continue to be lead learners, who collaboratively use evidenced based research to inform their practice and provide a consistent quality of teaching and learning across all grades.

School context

St Ives North Public School was established in 1961 and is located on the north shore of Sydney. It is a large multicultural co-educational primary school of over 800 students.

The school has a proud tradition of academic excellence. We are proud of our Gifted Unit, which has been successfully operating for over 20 years and is regarded as an innovative and inspiring example of best practice in the education of gifted students. The same high quality teaching policies and practices applied in our Gifted Unit are clearly evident in all mainstream classes, as evidenced by the consistently high NAPLAN results recorded in our school.

Strong partnerships with the community are valued at St Ives North. We value the skills, expertise and knowledge our students bring to the school from their home environment. Parents are welcome in our school as together we work in partnership to achieve the best for our students. The P&C encourage active parent participation in a wide variety of activities and initiatives to support the school.

Technology is integrated seamlessly as a tool to assist learning in all classrooms. Our senior students participate in a laptop program and interactive whiteboards and iPads are a feature of our classrooms.

Our students have a wide range of extracurricular activities to choose from including sports, dance, languages, a comprehensive band and strings program, chess, choir, debating and Tournament of the Minds.

We are proud of our successful school wellbeing focus through the Positive Behaviour Engaging Students (PBEL). Our programs operate under the umbrella of PBEL, which is underpinned by the values of respect, responsibility and resilience.

School planning process

The school has actively engaged the staff, students and parents in the formulation of this Strategic Plan. In 2014 Staff and Parent surveys were organised and the results of these are evidenced in this Plan.

In addition there was a student focus group in 2014 and in 2015, the students in years 4 - 6 participated in the *Tell Them From Me* survey.

As sections of the plan were developed, the school community and staff were engaged in reviewing the progress.

The school executive team participated in a full day retreat to provide time for in-depth time for the development of the Plan.



STRATEGIC DIRECTION 1

Quality Learning:
Differentiated high quality approach to the teaching of literacy and numeracy

Purpose:

To ensure student learning is consistent, continuous quality education delivered with precision, in an innovative and personalised manner.

To challenge all students, to find the joy in learning, to build their skills so they can create, collaborate, critically think and reflect on their learning.

STRATEGIC DIRECTION 2

Quality Teaching:
Exemplary professional learning for all staff to enhance dynamic and purposeful student learning

Purpose:

To develop professional collaborative teams of highly effective teachers and leaders who demonstrate personal and collective efficacy and responsibility for student learning success and well-being.

Teachers understand and use evidence-based pedagogy to maximise student learning, ensuring all students experience success and achieve their potential.

STRATEGIC DIRECTION 3

Quality Relationships:
Engaging as a learning community

Purpose:

To develop in students, staff and the wider community the concepts of leadership, well-being and citizenship by encouraging partnerships and developing students who are resilient, responsible and respectful.

To enhance local and wider community partnerships, to improve opportunities and outcomes for students.

Personalised, precise and innovative student learning

Purpose

To ensure student learning is consistent, continuous quality education delivered with precision, in an innovative and personalised manner.

To challenge students, to find the joy in learning, to build their skills so they can create, collaborate, critically think and reflect on their learning.

Improvement Measures

- ❖ 90% of all students K – 6 will achieve expected cluster levels on Literacy and Numeracy continuums.
- ❖ Tell Them From Me (TTFM) Student Survey results demonstrate an increase in students who are engaged, challenged and motivated in their learning

People

Students will develop skills to enable them to be reflective learners, identify achievable goals and will engage in and value collaborative learning experiences.

Students will understand and use these skills to engage positively and successfully with their learning.

Students understand that technology is a tool to assist in their learning as part of a suite of tools used in their learning.

Teachers will engage students through consistent, explicit teaching of literacy and numeracy to enable them to use their skills to think creatively and critically.

Teachers will develop programs that relate to concepts and content which is meaningful and interesting to help build students' skills in creative and critical thinking and collaboration.

Parents will understand and support the changed pedagogy and the way in which students learn and know how they can engage with and support their learning.

Leaders will provide instructional leadership to support staff in the effective use of qualitative and quantitative data. Leaders will engage the staff through professional learning in Focus on Reading (FoR), Teaching Early Numeracy (TEN) and Taking off with Numeracy (TOWN). Leaders will provide a supportive mentoring program for all teachers but with a concentrated focus on beginning teachers.

Processes

Visible Learning Initiative

Research shows that teachers can make the best impact when they deliver lessons that are precise, personalised and “puts the learner at the centre. (Leadbeater, 2002, p. 1).

- TOWN, TEN and FoR training
- Implement the NSW curriculum with a focus on students' engagement and authentic feedback.
- Development of staff use and knowledge of the Literacy and Numeracy continuum and plotting the PLAN data
- Use of data to effectively differentiate the learning program for students.
- Mentoring of staff linked to personal PDP's

Engagement and Innovation Project

Research shows delivery of high quality teaching/ learning requires attention to design and the creation of expert instructional systems.

- Development of whole school scope and sequences
- Development of whole school core programs which includes critical and creative thinking embedded throughout,
- Development of CTJ whole grade assessment plans and tasks
- Development of a culture which values and implements teacher observations, explicit student & teacher feedback linked to the Performance Development Process

Evaluation Plan:

- Use of the TTFM survey results
- Teachers regularly provide explicit and constructive feedback to students.

Products and Practices

Product

- ❖ 90% of all students K – 6 will achieve at least expected cluster levels on Literacy and Numeracy continuums.
- ❖ *Tell Them From Me* Student Survey results demonstrate a high proportion of students are engaged, challenged and motivated in their learning

Practices:

Students demonstrate high levels of achievement in literacy and numeracy and expected growth in terms of the cluster levels.

Teachers use K-6 on the DoE Literacy and Numeracy Continuum to track student progress and growth. Teachers use the whole school scope and sequences, programs and assessment tasks to ensure students are progressing and are engaging with high quality teaching and learning. Teachers engage in professional learning teams established across stages and curriculum areas, which are leading improved and embedded practice in relation to curriculum continuity and quality teaching.

Highly skilled teachers, effective leaders

Purpose

Highly skilled teachers and effective leaders

- have the capacity to transform the lives of students and inspire them as learners, individuals and citizens.
- engage their students in rich, dynamic learning experiences
- individually and collaboratively evaluate the effectiveness of their practice in order to plan and differentiate programs.
- understand and utilise data to identify achievement and progress and set future directions.
- have the capacity to foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.
- implement systems that are sustainable and consistent to support teaching and learning excellence over time.

Improvement Measures

- ❖ PDP goals of staff are being achieved, celebrated and reported upon.
- ❖ Clear, consistent Scope and Sequences in place and reflected in teaching programs and student work samples
- ❖ All teachers (100%) demonstrate their understanding of BOSTES syllabus requirements and the Professional Teachers' Standards as evidenced within their class

People

Students:

- have the knowledge and skills to be inquiring critical and creative thinking, to reflect on their learning and take steps towards addressing their own learning needs.

Teachers and Leaders:

- have a clear understanding of BOSTES syllabuses, the schools' S & S, grade developed programs
- have the skills to develop and implement learning which is informed by quality data
- engage in exemplary professional learning that meets individual and school goals

Parents/Carers:

- understand and appreciate the benefits of the classroom and school wide initiatives that are driving student performance forward

Processes

Visible learning project will promote, build and sustain the professional learning required to create school wide systematic planning, programming and assessing. Analysis of internal and external data will be used to inform and differentiate teaching and learning programs.

The Engagement and Innovation project will develop school leaders who are able to support staff through mentoring, team teaching and sharing best practice. The focus will be on professional learning (PL), Performance Development Plans (PDPs), students' growth and the use of data and systems to drive performance.

Evaluation Plan

- Review of staff PDPs
- Formal and informal classroom observations through instructional walks, planned structured feedback sessions
- Triangulation of data through reviews of classroom programs, student work samples and classroom observation and feedback.
- Regularly monitor students' levels of achievement through PLAN/ NAPLAN data.
- Student engagement surveys.
- Qualitative feedback from staff demonstrates teacher morale, confidence, collaboration and efficacy is evident

Products and Practices

Product

- PDP goals of staff are being achieved, celebrated and reported upon.
- Clear, consistent Scope and Sequences in place and reflected in teaching program and student work samples
- All teachers (100%) demonstrate their understanding of BOSTES syllabus requirements and the Professional Teachers' Standards as evidenced within their class

Practices

Leaders demonstrate a proactive approach towards quality educational and organisational practices in alignment and in support of DoE policies and procedures.

Teachers are supported through the development of whole school scope and sequences, grade programming and through a structured cycle of performance and development.

- School based assessment K – 6 consistently applied and used to gather data and plan student learning.
- Teacher Performance and Development plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Teaching Standards.
- The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

Enhanced community partnerships; resilient, responsible, respectful learners.

Purpose	People	Processes	Products and Practices
<p>Informed communities:</p> <ul style="list-style-type: none"> • develop clear understandings regarding the education system and ways they can support their child's education • develop specific and relevant understandings of the importance of student well-being and its impact on the learning environment • understand the principles and framework of the PBEL Initiative <p>Inclusive communities:</p> <ul style="list-style-type: none"> • supports the culture, values and priorities of all members. • demonstrates positive and respectful relationships and facilitates parent and community engagement. • the wider community understands and appreciates the need to create informed resilient citizens <p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ Teaching/learning units embed social/emotional learning intentions and success criteria. ❖ PBEL data shows a decrease in incidents of playground or classroom misdemeanour ❖ Classroom behaviour management policies and procedures are consistent so that all students and staff are clear on expectations ❖ TTFM survey results indicate improvement 	<p>Parents develop a better understanding of their children's learning and education by confidently accessing key communication tools such as the school website which provides links to key public websites such as DoE, BOSTES, NSW Health, Cyber Awareness and many more.</p> <p>Parents develop the skills to contribute effectively to their children's learning at school.</p> <p>Teachers have the skills to ensure consistency in the implementation of the PBEL Framework.</p> <p>Teachers understand the importance of effective and regular communication with parents regarding their children's academic and social progress at school.</p> <p>Leaders facilitate community connections to keep families informed and included in the school community.</p> <p>Students demonstrate the 3 R's: respect, responsibility and resilience in all of their school wide and community interactions.</p>	<p>How do we do it and how will we know?</p> <p>PBEL Initiative</p> <p>Provide opportunities for parents to develop the skills needed to support the school's strategic directions, especially in relation to their understanding of their children's learning.</p> <p>Evaluate the effectiveness of PBEL program and refine and improve as required.</p> <p>Use of TTFM surveys to evaluate the effectiveness of strategies to communicate with and inform families.</p> <p>Develop a range of strategies to increase the number of parents engaging in P&C events/fundraising, and community learning sessions.</p> <p>Evaluation plan:</p> <p>Use of TTFM surveys to evaluate the effectiveness of strategies to communicate with and inform families.</p> <p>Consistent and regular monitoring by school of the PBEL data and program</p> <p>Observations and documentation by staff, parents and students of the positive learning culture within the school.</p> <p>Feedback from parents about their child's positive growth mindset, enthusiasm to learn and sense of belonging.</p>	<p>What is achieved and how do we measure?</p> <ul style="list-style-type: none"> ❖ Teaching/learning units embed social/emotional learning intentions and success criteria. ❖ PBEL data shows a decrease in incidents of playground or classroom misdemeanour ❖ Classroom behaviour management policies and procedures are consistent so that all students and staff are clear on expectations ❖ TTFM survey results indicate improvement <p>Practices:</p> <p>Parents effectively access key communication tools such as the school website, policies, curriculum information and newsletters and utilise these resources to develop a better understanding of their children's learning.</p> <p>Students actively participate in PBEL and PDHPE learning to build social skills and resilience</p> <p>Teachers and leaders facilitate opportunities for the participation of all parents in school activities through specific strategies and practices.</p>