School plan 2015 – 2017

Sutherland North Public School

3822
School background 2015 - 2017

School vision statement
Sutherland North Public School is committed to building a culture of responsible, respectful and successful learners who strive for educational excellence. Our school provides an inclusive environment which fosters resilience and independence through effective communication and quality teaching programs.

School context
Sutherland North Public School is a small primary school located in the southern suburbs of Sydney. Our school operates under the slogan, ‘Grounds to Grow’, being set in park like grounds with large grass playing fields and shaded areas with seats, trees and gardens. Sutherland North Public School offers its students a broad range of educational and social opportunities in a safe and friendly environment where the dedicated staff is responsive to individual needs.

Our community works in conjunction with a supportive P&C who contribute significant funding to many teaching and learning programs that operate within the school. We work together to promote a sense of belonging and shared direction.

School planning process
The consultation process that our school has followed to identify the 3 key strategic directions involved:

1. Referring to the Melbourne Declaration
2. Collection of data from students, staff and community to identify areas of focus and direction
   a. Surveys completed online
   b. Meetings and discussions
   c. Individual questionnaires
3. Collaboration with all stake holders to analyse data and develop school plan
4. Consultation to discuss findings and directions of the school plan
5. Revision of school plan (post consultation)
6. Draft presented to staff
7. Presentation of school plan to P&C for ratification (Term 1, 2015)
School strategic directions 2015 - 2017

Purpose:
Our school is committed to enhancing student outcomes, particularly in Literacy and Numeracy. Students will participate in programs that are differentiated and engaging to ensure they feel success and develop as lifelong learners. We provide meaningful learning opportunities to support and equip all students with qualities/skills that enable them to become responsible and respectful members of the community.

Purpose:
By further developing our quality teaching practices we facilitate the learning of our students. We do this through the sharing and collaboration of programs and teacher expertise and training and professional learning. These practices promote inclusive and positive relationships within the school and learning environment. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning and cater to students’ needs. Feedback and reflection are used. Student success is a direct result of these processes.

Purpose:
By fostering positive partnerships we can align student, staff and community goals that provide students with a variety of experiences and opportunities. By developing organisational structures and management systems it enables our school to provide and reflect on current practices, student development, student well-being and quality teaching programs.
## Purpose
Our school is committed to enhancing student outcomes, particularly in Literacy and Numeracy. Students will participate in programs that are differentiated and engaging to ensure they feel success and develop as lifelong learners. We provide meaningful learning opportunities to support and equip all students with qualities/skills that enable them to become responsible and respectful members of the community.

## People
**Students:** Students will show growth and understanding in all aspects of Literacy and Numeracy and other Learning Areas through explicit and systematic lessons and planning.

**Staff:** Staff will provide improved and meaningful programs that align with PLAN and current syllabuses through training and professional development.

**Parents:** Parents will understand the changes in syllabus and reporting documents through information nights and teacher interviews.

**Leaders:** Leaders will facilitate and support staff to collaboratively develop assessments and overviews.

## Processes
- **PLAN Project** - Staff develop and implement assessment strategies to ensure accurate data collection. Staff access learning plans and student groupings to provide explicit lessons for students’ individual needs. Teachers will track and monitor student growth and capabilities.
- **Individual Needs Project** - Identify students with specific needs/modifications and provide support through LaST with modified or extension programs.
- **NSW Syllabus Project** - Effective implementation of new syllabuses by developing systematic and explicit scope and sequences for all stages.

**Evaluation plan:**
Regular reporting against stages of the program using tools such as feedback from students and staff including focus groups and surveys.

## Products and Practices
**Product:** Students achieving the outcomes of the NSW Syllabus of the Australian Curriculum as shown in school reports with 80% of students achieving sound or above.

**Product:** Achievement & growth in Literacy and Numeracy K-6 will be measured and monitored by collection of data through a range of measures including NAPLAN, PLAN and school based assessment.

**Product:** Positive data collected from Tell Them from Me Survey – students

**Product:** Teacher programs showing innovative teaching strategies for NSW Syllabus in Australian Curriculum.

**Product:** Improved spelling results using pre and post testing.

**Practice:** Students working in differentiated Literacy and Numeracy groups with explicit focus on Literacy and Numeracy continuum markers.

**Practice:** Students regularly tracked on the Literacy and Numeracy Continuums.

**Practice:** Students engaged in quality, innovative learning activities in NSW Syllabus of the Australian Curriculum.
Strategic Direction 2: Staff and Leader Learning

Further develop quality teaching practices through professional learning, collaboration, reflection and evaluation.

**Purpose**

By further developing our quality teaching practices we facilitate the learning of our students. We do this through the sharing and collaboration of programs and teacher expertise and training and professional learning. These practices promote inclusive and positive relationships within the school and learning environment. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning and cater to students’ needs. Feedback and reflection are used. Student success is a direct result of these processes.

**Improvement Measures**

- Increase the number of students achieving sound or above in all Learning Areas
- 100% of staff using PLAN data to demonstrate student growth at the expected number of cluster levels
- Tell Them from Me teacher survey data shows engagement and improvement in teaching
- 100% of staff meeting professional goals through professional learning and feedback with formal written observation of teaching practices

**People**

**Students:** Students will demonstrate improvement in all areas of the curriculum through the development of quality teaching practices and increased teacher knowledge.

**Staff:** Staff will engage in Professional Learning for NSW Syllabus for the Australian Curriculum and PLAN. They will reflect upon their practice, set goals, collaborate and provide feedback in support of professional growth.

**Parents:** Parents will be informed of changes in curriculum, assessment and monitoring of students.

**Leaders:** Leaders will reflect on current systems and practices to lead change through coaching, peer mentoring and professional learning.

**Processes**

- NSW Syllabus Project - as outlined above
- PLAN Project – as outlined above
- Performance Development Framework Project – school will develop procedures to implement PDF in line with the requirements of the framework.

**Evaluation plan:**

- PLAN data
- Professional Development Team Leader reports
- Registration of Teacher Professional Learning

**Products and Practices**

**Product:**

Staff has a deep knowledge and understanding of the NSW Maths, English, Science, History & Geography Syllabus for the Australian Curriculum and implements quality teaching and learning.

**Product:**

PLAN data used to guide and form differentiated groups for the teaching, learning and assessment cycle.

**Product:**

Staff meeting professional goals through professional learning and feedback with formal written observation of teaching practices.

**Practice:**

Staff will demonstrate increasing capacity and quality teaching practice through:

1. Staff engaging in collaborative professional learning to enhance their knowledge and delivery of 21st century pedagogy of the NSW Syllabus for the Australian Curriculum.
2. Staff engaging in professional learning opportunities to increase their understanding of the Literacy and Numeracy continuums & PLAN.

**Practice:**

All staff engaging with the Professional Development Framework setting and achieving personal goals.
**Strategic Direction 3: School Learning**
Foster community partnerships that promote trust, student welfare and academic success through effective and efficient management systems.

### Purpose
By fostering positive partnerships we can align student, staff and community goals that provide students with a variety of experiences and opportunities. By developing organisational structures and management systems it enables our school to provide and reflect on current practices, student development, student well-being and quality teaching programs.

### People

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>Students:</td>
<td>Community Links Project – identifying programs and services throughout the community of schools and external providers that contribute to the needs and requirements of individual students.</td>
<td>Practice: School community demonstrating and articulating a common language and approach when interacting.</td>
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<td>Staff: Staff capabilities will be fostered and coached in best practices through authentic feedback, membership of and interaction with professional learning from Community of Schools. This enables expertise and mentoring from a variety of school leaders and executives.</td>
<td>Preschool and High School Transition – the continuation, development and implementation of programs to support the transition of students from a prior to school setting to primary school and from primary school to high school.</td>
<td>Practice: Successful transitioning program to school and from school. Enrichment of student learning and staff development through community of schools.</td>
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<td>Parents &amp; Community Partners: Parents &amp; community partners will be involved in inclusive programs and events that foster positive relationships and provide valuable learning experiences.</td>
<td>Student Welfare Project – the training of staff, students and community members in Positive Behaviour for Learning and Restorative Practices. This training will lead to a review of the Student Welfare Policy, current welfare and student management practices within the school.</td>
<td>Product: A consistent and comprehensive management system that incorporates all aspects of student welfare and development.</td>
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<td>Leaders: Leaders will be trained in and utilise efficient school management systems. Leaders will be trained and provided with opportunities to coach and mentor staff to further develop capabilities.</td>
<td>Evaluation plan: Regular reporting against stages of the program using tools such as feedback from students and staff including focus groups and surveys.</td>
<td>Product: Strong partnerships and links with external organisations within the community.</td>
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### Improvement Measures
- Tell them from Me Survey - parent
- Sentral data shows reduced playground and classroom incidents
- Restorative Practices embedded in staff/student interviews with all stakeholders using common language
- Increased parent engagement as measured through involvement at P&C, workshops and assisting class programs

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