

School plan 2018-2020

Strathfield South Public School 3124



School background 2018–2020

School vision statement

Our vision at Strathfield South Public School is for all students to access engaging, authentic curriculum that embeds 21st century learner characteristics, skills and experiences. Students maximise their opportunities within dynamic and contemporary learning environments that support the wellbeing of all. Staff members are committed to demonstrating improvement in their teaching practice and are confident in their use of evaluative practices, data and assessment, feedback and collaboration, driving student and school improvement. School leaders are highly visible instructional leaders, effectively resourcing and supporting the highest levels of learning. Strategic and effective leadership is the cornerstone of school excellence. Significant engagement with parents and the broader community is planned and proactive. The school community utilises contemporary resources to maximise educational partnerships.

School context

Strathfield South Public School caters for students from K–6, in a medium density urban setting, within the Strathfield Public Schools Network, acknowledging Aboriginal connections to the Wangal Clan, Daruk Tribe. The school was established in 1881 and now comprises 800 students, 93% from culturally diverse backgrounds. The main language other than English groups within our school are Cantonese, Mandarin, Korean, Arabic, Tamil and Vietnamese.

Strathfield South Public School fosters strong partnerships with our parents and the broader community. Our thriving P&C are dedicated in supporting school resourcing, voluntarily managing a healthy, popular canteen and well-stocked uniform shop. They support reading and speech programs, improved quality learning spaces and technology upgrades.

The school has a highly professional, collaborative, committed staff and enjoys a strong reputation for excellence. Strathfield South Public School is a 'Kids Matter' school, and provides a safe, welcoming environment that promotes a strong sense of belonging and self-worth.

Strathfield South Public School offers Chinese and Korean Community Language Programs and Italian LOTE. The school is embarking on a global connection communication program with educational institutions in Korea, China and Italy.

Strathfield South Public School offers enriching learning opportunities beyond the classroom, including; orchestra, music tuition, stage band and strings, dance, Greek and Telegu classes, martial arts, basketball, art, Chinese calligraphy, chess, speech and drama, choir, engineering, keyboard, physical education and sports.

Strathfield South Public School has strong established partnerships with multiple community organisations. Professional Experience University partnerships contribute significantly to initial teacher education programs within our Wingara Community of Schools.

School planning process

The school planning process was executive led, consulted the community broadly, giving voice to the aspirations of our parents, and the insights of our students and staff. The planning team correlated this with analysis of school data and evidence. Consultation was informed by key research including:

- Great Teaching Inspired Learning 16 reforms, 2018
- School Excellence Framework Version 2, 2017
- Centre for Education Statistics and Evaluation (CESE) 'What works best' papers, 2017–2018
- Department of Education Strategic Plan, 2018–2022
- Evaluative Thinking, NSW DoE CESE, 2016
- Strengthening Family and Community Engagement, NSW DoE
- The NSW Literacy and Numeracy Strategy, NSW DoE, 2017–2020

Methods of gathering feedback included surveys, community forums, staff and executive professional development, working party meetings and consultation with the P&C.

Data analysis included achievements and trends 2015–2017:

- PLAN, TEN and NAPLAN Data Year 3–Year 7
- Learning Support Team and Reading Recovery
- EAL/D progressions
- Reflective Practice findings and recommendations, including Instructional Rounds, Lesson Study and Self-Directed Reflective Practice

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Flourishing Students

Purpose:

To achieve excellence and promote high levels of engagement through effective, equitable learning opportunities within a dynamic learning environment that supports the wellbeing of all.



STRATEGIC DIRECTION 2 Dynamic Teaching

Purpose:

Every student experiences excellence in high quality teaching programs and every teacher builds their capacity to improve practice.



STRATEGIC DIRECTION 3 Prosperous Partnerships

Purpose:

To build and sustain a dynamic, contemporary learning environment through effective, mutually supportive, collaborative and trusting relationships with all stakeholders.

Strategic Direction 1: Flourishing Students

Purpose

To achieve excellence and promote high levels of engagement through effective, equitable learning opportunities within a dynamic learning environment that supports the wellbeing of all.

Improvement Measures

Most students articulate their learning and understand what they need to learn next.

100% of teachers collect data and use evidence to direct future teaching.

Annual increases in individual student achievement on internal and external data sets in literacy and numeracy.

Most teachers use the Wellbeing Self-assessment Tool to identify current practices and evaluate impact.

People

Students

Students are active and self reflective learners.

Staff

Staff use data and provide effective feedback to students.

Staff use high levels of effective interpersonal skills to facilitate collaboration and connectedness between students, staff and school community.

Staff develop a deep understanding of future– focused learning, effective evidence–based pedagogy and contemporary curriculum.

Leaders

Leaders articulate, demonstrate, support and commit to a professional community which is focused on continuous improvement of data skills and use, wellbeing and contemporary curriculum.

Parents/Carers

Community members support students' cognitive, emotional, social, physical and spiritual wellbeing.

Processes

Data skills and use

Teachers understand, analyse, interpret data and use this collaboratively to inform planning, identify interventions and modify teaching practices.

Connect, Succeed, Thrive, Learn

A comprehensive and integrated strategy is in place to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Contemporary Curriculum

Teaching and learning is future–focused and evidence–based.

Evaluation Plan

- ICAS results
- Internal assessment results
- Wellbeing self–assessment tool
- Data scaffold evaluation from staff and executive
- Wellbeing feedback and evaluations
- Wellbeing professional learning evaluations
- Scope and sequence evaluations from staff and executive
- Program evaluations
- SeeSaw evaluations from staff and parents

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and provides effective feedback to students.

Teaching and learning programs are developed in line with 5 weekly cycles of assessment and evaluation.

All programs will reflect modifications based on student need.

All teachers plan learning that is informed by sound holistic information about each student's learning and wellbeing needs.

Community members connect and collaborate across a variety of school programs.

All teachers collaborate and plan using current evidence–based teaching pedagogy across all KLAs.

Products

Consistent and systematic approaches are used to provide effective feedback.

Scaffolds are used for data conversations.

Positive, respectful relationships are embedded in the school community.

Wellbeing policies, practices and programs are embedded with high consistency across the school community.

K–6 scope and sequences and teaching programs reflect NESA requirements and future–focused pedagogy.

Strategic Direction 2: Dynamic Teaching

Purpose

Every student experiences excellence in high quality teaching programs and every teacher builds their capacity to improve practice.

Improvement Measures

All teaching programs and individual Professional Development Plans (PDPs) reflect authentic engagement with whole school professional learning.

An increased number of teachers and leaders engage with higher levels of the Australian Professional Standards for Teachers and Principals in their Professional Development Plans (PDPs).

People

Staff

Staff implement effective evidence-based, future-focused practices and contemporary curriculum.

Staff demonstrate personal responsibility for maintaining and developing their professional standards.

Staff develop mutually supportive, collaborative and trusting relationships with all members of the school community.

Leaders

Leaders develop strong collaborative structures that assist in building the knowledge, skills and confidence of staff.

Leadership team members participate in capacity development programs and implement principles of evaluative thinking.

Processes

High Quality Teaching Programs

Employ a whole school integrated approach, to develop, implement and review high quality contemporary teaching and learning programs.

High Performance Culture

Explicit systems and structures support and enhance a high performance culture through effective mentoring and coaching practices that ensure the ongoing development and improvement of all teaching and non-teaching staff within the school and the Community of Schools (CoS).

Evaluation Plan

- Stage programs and reflective practices
- Lesson observations and feedback
- PDP goals and self reflections
- Staff connectedness survey
- Tracking of Teaching Standards and Principal Standards
- Number of staff involved in mentoring
- Mentoring and coaching feedback and evaluation

Practices and Products

Practices

All staff engage in collaborative, differentiated professional learning programs.

All staff understand and explicitly teach contemporary skills in literacy and numeracy, incorporating reflective practices.

All staff engage in evaluative thinking to reflect on their own professional development and school relationships.

All staff engage in coaching and mentoring practices to develop challenging learning goals and increase staff connectedness.

Teacher leaders in our CoS develop mentoring and coaching capabilities and support the ongoing growth and development of all staff.

Products

Teaching programs reflect implementation of contemporary practices.

Teaching programs are consistent school-wide, collaboratively designed and incorporate effective evidence-based teaching pedagogy.

Teaching programs demonstrate evidence of reflective practices through ongoing evaluation of classroom instruction.

Teachers provide evidence of their growth and achievement against the standards.

Leaders provide evidence of evaluative thinking to guide achievement against higher levels of the standards.

Strategic Direction 3: Prosperous Partnerships

Purpose

To build and sustain a dynamic, contemporary learning environment through effective, mutually supportive, collaborative and trusting relationships with all stakeholders.

Improvement Measures

Increased number of learning spaces refurbished into quality and dynamic learning environments.

Increased parent involvement, responsiveness and connection to school events and programs.

Increased capacity across the school community to optimise human and financial resources.

People

Students

Students confidently build relationships within the school community to take responsibility for their learning and to develop creative and critical thinking strategies in a dynamic and contemporary learning environment.

Staff

Staff collaborate with the broader community, to drive school improvement, efficacy and excellence.

Include Indigenous Elders and community members to foster understanding and reconciliation between Indigenous and other cultures.

Staff share best management practice and use of resources with other schools and educational networks to optimise student learning.

Community Partners

Community partners understand and have confidence in the purpose and objectives of contemporary practices and pedagogy.

Community partners contribute authentically to enhancing student learning through productive partnerships and active engagement in their child's learning.

Processes

Dynamic and Contemporary Learning Environments

Develop all students by promoting rich learning opportunities, in dynamic and contemporary learning environments, alongside robust and rigorous teacher reflective practices.

Forging Strong Connections

Build, sustain and grow strong, inclusive partnerships through effective communication with parents and the school community, ensuring accessibility to our multicultural and Indigenous partners.

Resourced for Success

Organise and manage the school to ensure effective learning environments, where resources are strategically used to improve student outcomes and support high quality educational practices.

Evaluation Plan

- Google / OneNote form feedback
- Assets register
- Community use register
- Parent forums and focus groups
- School Plan – links to budget and management of financial statement
- Parent helper, volunteer and visitor registers
- Evaluation of professional learning
- Management of school policies and systems

Practices and Products

Practices

Teachers and the wider community utilise flexible and quality learning environments with a focus on consistently reviewing their optimal functionality.

Maintain and increase partnerships with staff, parents, businesses and the wider community.

Innovate the deployment of human and financial resources to maximise student learning and teacher quality.

Financial planning is integrated with school planning to address strategic priorities and improvement goals.

School collaborates with the community, by giving access to school assets and resources to benefit the school and the community.

Products

Flexible, attractive quality learning spaces, modelled on contemporary teaching approaches, are used to maximise student learning.

Significant community partnerships that enhance learning programs, opportunities, outcomes, facilities and resources.

Resources are purchased and replenished to enable future-focus-ed teaching and learning and ongoing maintenance, growth and sustainability.