

School Plan 2015 – 2017

Holsworthy Public School



21st Century
Learning

Development and
Performance

Community
and Engagement





School vision statement

Our school provides an innovative 21st Century education in an inclusive, engaging and supportive environment. Our teaching and learning practices enable successful, creative, confident and active learners. We nurture collaborative partnerships and celebrate our diverse community.

School context

Holsworthy Public School is in the Liverpool area. The school has a diverse and multicultural community. There are 58 students from Defence Force families. 58% of students are from non-English speaking backgrounds, the most significant ethnic groups being Indian (30%) and South East Asian (11%).

At Holsworthy Public School we have:

- An experienced, dedicated staff committed to achieving improved student outcomes.
- An OC class and enrichment classes in Stage 2 and Stage 3.
- Specialist programs including, English as an Alternate Language or Dialect, Reading Recovery, Early School Support Program and a Learning and Support Teacher Program.
- A Student Parliament that contributes to the decision making process of the school, peer support and peer tutoring programs.
- A history of high level academic achievement and the school maintains an emphasis on academic excellence.
- An extensive range of extra curricula activities including dance, choir, debating, public speaking, Tournament of Minds and sport.
- A very well established and effective Community of Schools group with high quality joint programs, particularly in Performing Arts. There is a firm commitment from the leadership of all four schools to develop and extend this partnership.

School planning process

The school undertook an extensive and collaborative process to inform the strategic directions for the next 3 year school plan. This process assisted the school in identifying its strengths and the areas of need, the key issues impacting student learning and determine the priorities for future planning. As part of the planning process;

- Teaching staff participated in a series of professional learning sessions focusing on the Melbourne Declaration, current educational priorities and the new school planning process. This included activities to build awareness and to substantiate what we do and need to be doing with evidenced based practice and research.
- A range of data was analysed and priorities were established.
- Parent surveys were conducted and an evening meeting was held in Term 2 2014 to explain the process to date and the priorities. Further community input into the plan was obtained. The P&C was consulted at monthly meetings.
- Over several weeks staff was exposed to a range of activities to establish shared understandings and this was transferred into priority goals to identify the three strategic directions to be pursued by the school.
- All staff collaboratively wrote the 5P plan during meetings and executive staff was given opportunities to work together and finalise the plan.



21st Century Learning

Our school is committed to enhancing student outcomes through 21st Century pedagogy. Students will participate in programs that are differentiated and engaging to become lifelong learners.

We provide meaningful learning opportunities for students to develop creative, collaborative, communication, critical thinking and information technology skills.

Development and Performance

To develop leadership capacity and expertise by implementing professional learning programs which are individualised, current and collaboratively formulated.

These programs will enhance quality teaching and learning practices which will be reflected in student success.

Community and Engagement

To promote a positive and productive learning culture that engages with the broader community in order to establish effective partnerships.

To provide students with rich learning, personal development and citizenship opportunities.

Strategic Direction 1: 21st Century Learning

Purpose

Our school is committed to enhancing student outcomes through 21st Century pedagogy. Students will participate in programs that are differentiated and engaging to become lifelong learners.

We provide meaningful learning opportunities for students to develop creative, collaborative, communication, critical thinking and information technology skills.

Improvement Measures

- ❖ Classroom observations and surveys show 100% of classrooms involved in 21st Century teaching and learning programs.
- ❖ Staff utilise formative assessment strategies and is evident in teaching and learning programs.
- ❖ Student use of self-monitoring strategies to measure their performance against set criteria.
- ❖ An increased number of students achieving outcomes along the teaching and learning continuum.
- ❖ School data will equal or exceed state norms for the Focus on Learning survey in areas of:
 - Effective Learning Time and Rigour
 - Learning Climate

People

Students: Engage students in meaningful, relevant learning where they employ skills and understandings required of 21st Century learners.

Staff: Develop a comprehensive knowledge of syllabus documents and 21st Century pedagogies encompassing deep thinking, innovation and creativity. This includes professional learning and opportunities for collegial dialogue and observation of lessons.

Parents/Carers: Promote parent awareness of and participation in the support of 21st Century learning and ethos.

Community Partners: Develop effective and sustainable partnerships between the community of schools to endorse and support school programs and initiatives.

Processes

Students are provided with opportunities to participate in differentiated learning programs that set clear expectations around learning goals and success criteria.

Teacher professional learning opportunities in innovative, "real world" 21st century learning programs focused on the new syllabuses.

Using data collection and analysis of formative and summative assessments to evaluate the effectiveness of programs and practices on student outcomes.

Identify and implement shared and individual areas of professional learning.

Utilise resources across the community of schools to meet identified needs.

Evaluation Plan

Regular reporting and evaluation against milestones, products and practices will guide future decision making.

Products and Practices

Products:

●Independent students willing to reflect on and take ownership of their learning and ready to use different strategies to navigate and adapt to a changing world.

●Students connect, succeed and thrive in every stage of their learning and development.

Practices:

●Teachers develop engaging, stimulating, challenging and relevant lessons that incorporate the principals of 21st Century Learning.

●Teachers provide an environment of inclusiveness, respect and support to develop creative, collaborative, critical thinkers and productive users of technology.

Strategic Direction 2: Development and Performance

Purpose

To develop leadership capacity and expertise by implementing professional learning programs which are individualised, current and collaboratively formulated.

These programs will enhance quality teaching and learning practices which will be reflected in student success.

Improvement Measures

- ❖ All teachers actively engaged in the Performance and Development Framework
- ❖ Surveys of staff in areas of leadership processes with effective and efficient systems.
- ❖ School data will equal or exceed state norms for the Focus on Learning survey in areas of:
Collaboration
School leadership

People

Students: Provide opportunities to participate in leadership programs that develop their confidence as leaders and allow them to contribute to the school.

Parents: Processes are established to build the capacity of parents and carers to support school programs and become effective partners in their child's education.

Staff: Provide professional learning support to develop leadership capabilities.

Teachers will identify their own learning and development needs linked to the school's strategic directions and the Australian Professional Standards for Teachers.

Provide a program of personalised professional development for staff which focuses on feedback, self-evaluation and sharing of professional practice and peer observation.

Community partners: Utilise the expertise and resources of our community of schools and other local organisations to ensure staff members possess a high level of contemporary current knowledge.

Leaders will:

Provide opportunities for all staff to develop leadership skills.

Provide effective, continuous and constructive feedback.

Processes

Opportunities for students to participate in leadership training to take on leadership roles within the school and wider community.

Executive staff to engage in professional learning to strengthen their capacity to lead innovative change.

Develop individualised goals targeted at developing leadership capability through collaborative processes and staff expertise.

Implement the Performance and Development Framework and provide guidelines and timeframes of responsibilities and expectations.

Teachers are supported and mentored through the Australian Standards and teacher accreditation processes.

Participate in mentoring and coaching programs to develop leadership skills in staff.

Provide structures for staff to collaborate, observe professional practice, engage in professional learning and develop learning plans aligned to current reform practices.

Quality induction of staff to ensure successful transition.

Evaluation plan

Executive surveys based on:

- AITSL leadership tool and attainment of professional leadership goals.
- Culture survey for staff on the quality of the school leadership and management.

Products and Practices

Products:

● All staff participates in Performance and Development Framework procedures against the Professional Standards for Teachers which incorporate professional learning goals, reflective practices and coaching for improvement.

● The school leadership team makes strategic use of its partnerships and relationships to access resources to enrich the school's standing within the local community.

● Structures, processes and practices that have been collaboratively established to access expertise at the school and school community are used in response to student needs.

Practices:

● Collaborative instructional leadership which builds capacity to strengthen and enhance teaching and learning.

● Inquiry-based professional learning builds capacity, informs instructional practice and follows clear accountability structure which contributes to a culture of learning.

● The learning community promotes links within and beyond the school to exchange innovative ideas and resources to enhance learning opportunities.

● The school has effective professional learning for induction, teacher quality, leadership preparation and development.

Strategic Direction 3: Community and Engagement

Purpose

To promote a positive and productive learning culture that engages with the broader community in order to establish effective partnerships.

To provide students with rich learning, personal development and citizenship opportunities.

Improvement Measures

- ❖ School engagement data from the Tell Them from Me survey will equal or exceed state norms.
- ❖ Increased number of student involvement in leadership opportunities in the classroom and across the school.
- ❖ Increased community involvement and attendance at school events.
- ❖ Positive school involvement in community projects and global issues

People

Students: Students have access to inspiring teachers, classrooms, resources and extra curricula programs that challenge and motivate them to build capacity leading to personal success.

Staff: School-wide structures support staff in collaborative planning and resourcing to ensure consistency in teaching and assessment practices.

Parents/Carers: Parents support school programs through active involvement in committees, school and extra curricula activities, and consultation in school planning and evaluation.

Community Partners: The school works together with community members to establish meaningful and proactive partnerships.

The community supports the school in utilising local expertise, establishing community of schools, Aboriginal, cultural and armed forces links.

Leaders: Leaders ensure implementation of comprehensive professional learning opportunities to meet the needs of our community.

Processes

Students given opportunities to reflect on their learning and achievements with each other, the teacher and their parents.

Teachers readily available to liaise with parents about their child's education and wellbeing.

Enhancement of communication and collaboration between home, school and the wider community through a variety of means.

Involvement in extra curricula programs leading to the development of students as global citizens.

Increased opportunity for parents to participate in community learning sessions that will improve student outcomes.

Mentoring programs are utilised to effectively engage and develop the capacity of all stakeholders.

Evaluation Plan

Regular reporting and evaluation against milestones, products and practices will guide future decision making.

Products and Practices

Products:

- Students demonstrate 21st Century life skills, improved wellbeing and self-regulation.
- Students build positive relationships and actively contribute to the school, community and society in which they live.
- Positive relationships across the school community support and foster a productive learning environment and promote a culture of lifelong learners.

Practices:

- Develop parent understanding of the individual progress of their children and how to effectively support their learning.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievement.
- Teachers are involved in ongoing professional learning to enhance quality teaching practices.