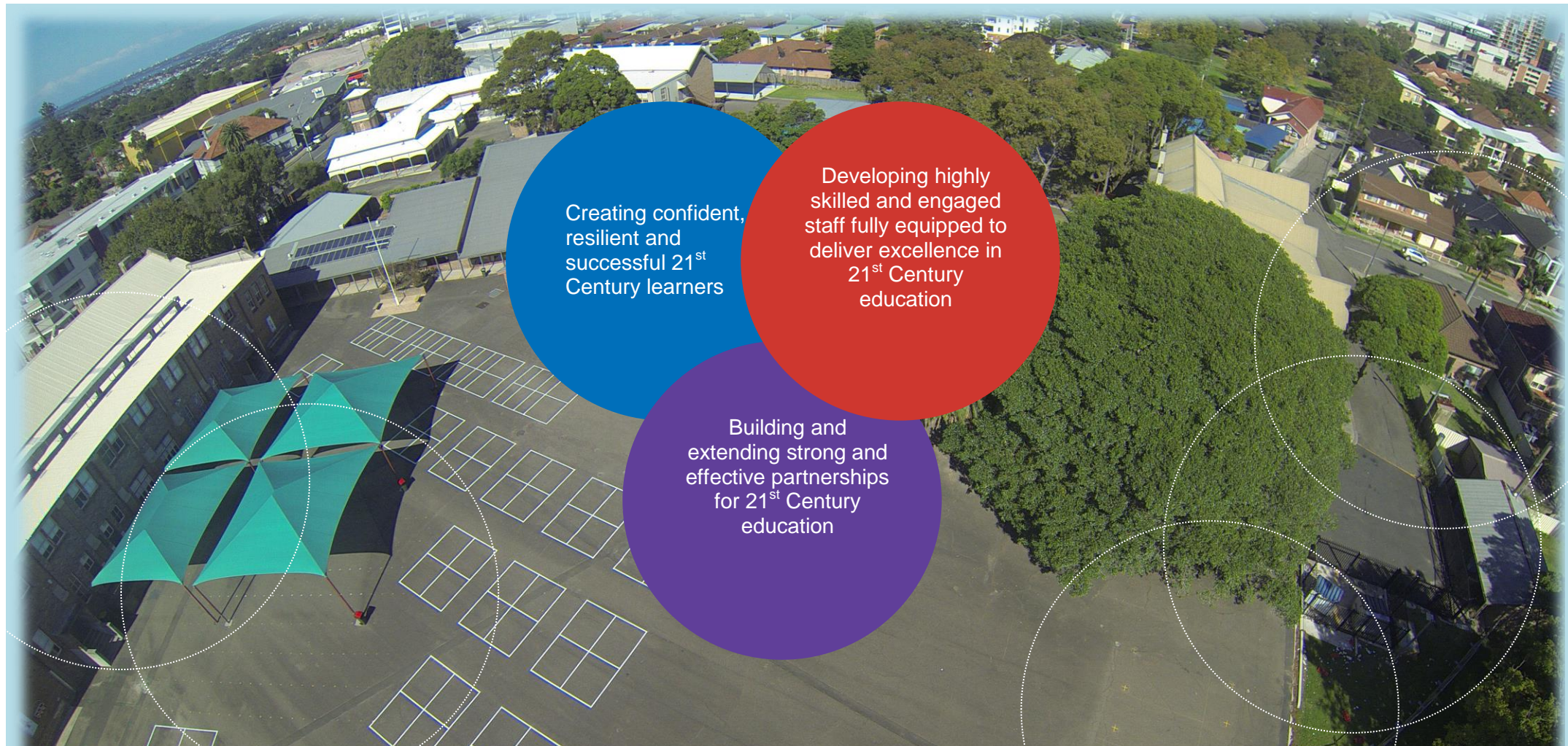


School Plan 2015 – 2017

Hurstville Public School 2197





School vision statement

Our school is a place where:

- all people are treated with respect, understanding and compassion;
- the wellbeing of students is a priority for all;
- success as a learner is broadly defined, valued and celebrated;
- personal best and aspiring to excellence are encouraged and supported;
- students develop the 21st Century knowledge, skills and attributes to become successful learners, resilient, confident and creative individuals and active and informed citizens.

School context

Hurstville Public School is located in a highly urbanised area of southern Sydney. The area is undergoing rapid redevelopment with large, multi-storey apartment blocks increasing the number of families residing within the school's enrolment boundaries.

The school is one of the largest primary schools in the state, approaching 1200 students K-6 supported by a staff of more than 80. As well as local enrolments, the school hosts four Opportunity Classes for academically gifted and talented students and a Support Unit of four classes for students with mild and moderate disabilities.

96% of our students come from language backgrounds other than English. More than 50 different nationalities are represented. The largest group is of Chinese background, representing 63% of students. The next highest backgrounds are Arabic (11%), English (4%), Greek (2%), Hindi (2%) and Indonesian (2%).

The community holds high expectations for the academic achievement of their children. The school implements the Positive Behaviour for Learning Program and actively incorporates the values of Respect, Responsibility and Learning into all aspects of school life.

School planning process

In 2014, a comprehensive process of research, consultation, data collection and analysis was undertaken to determine our current needs and future directions.

All teaching staff completed the *Focus on Learning* online survey. Professional reading and discussion explored recent research into 21st Century learning, underpinned by the Melbourne Declaration. Working in small groups, staff identified the pedagogy that was needed to equip our students for success in a rapidly changing world.

Parent and community members completed surveys and attended a forum to share their views on what is important in their children's education at school and what they believe their children need for success in the future.

As a school community, we thus identified the major aspirations we share for our students and the challenges they face as 21st Century learners in a time of complex global issues and a constantly evolving educational and technological landscape.

As a result of these planning processes, we identified the need to maintain our focus on ensuring a challenging academic curriculum, appropriate to the needs of our diverse students, but also to ensure that the additional skills of 21st Century learning – collaboration, creativity, critical thinking and communication – are a feature of our programs K-6, in order to create well-rounded, confident, resilient young people equipped to take their place in the world.



STRATEGIC DIRECTION 1

Creating confident, resilient and successful 21st Century learners

Purpose:

In a rapidly changing world, our students require more than a simple set of academic skills to equip them for successful lifelong learning. Alongside strong foundations in literacy and numeracy, our students need to be creative, collaborative, critical thinkers with highly developed communication skills. As determined by the Melbourne Declaration, we will develop successful learners, confident and creative individuals, and active and informed citizens. We will develop the whole child and deliver programs that promote student wellbeing, resilience and confidence.

STRATEGIC DIRECTION 2

Developing highly skilled and engaged staff fully equipped to deliver excellence in 21st Century education

Purpose:

21st Century education requires teaching, support and administrative staff who work collaboratively; embrace and confidently utilise appropriate and innovative technologies; effectively implement changing curriculum to meet the needs of diverse learners; and are actively and reflectively accountable for their professional growth and performance in line with new frameworks. To support the professional development of staff at all career stages, we will build leadership capacity and implement enhanced feedback procedures.

STRATEGIC DIRECTION 3

Building and extending strong and effective partnerships for 21st Century education

Purpose:

To deliver quality 21st Century education, we seek to further engage our parent community in understanding the changing educational landscape. We will enhance opportunities for staff, parents and students by establishing partnerships beyond the school and local community: in particular, academic partnerships with universities; partnerships with other primary and secondary schools; partnerships with community agencies; and partnerships with businesses.

Strategic Direction 1: Creating confident, resilient and successful 21st Century learners

Purpose

In a rapidly changing world, our students require more than a simple set of academic skills to equip them for successful lifelong learning. Alongside strong foundations in literacy and numeracy, our students need to be creative, collaborative, critical thinkers with highly developed communication skills. As determined by the Melbourne Declaration, we will develop successful learners, confident and creative individuals, and active and informed citizens. We will develop the whole child and deliver programs that promote student wellbeing, resilience and confidence.

Improvement Measures

- ❖ Increasing student achievement at the higher levels of the 4Cs
- ❖ Effective stress management techniques demonstrated by S3 students
- ❖ An expanded range of co and extra curricula opportunities for students
- ❖ Increasingly positive student responses to the *Tell Them From Me* Survey

People

Students will:

- engage in project based learning which requires them to be collaborative and creative critical thinkers and confident and effective communicators (4Cs)
- develop positive interpersonal skills that promote teamwork, confidence and resilience
- explore their strengths, talents and interests in a range of areas to experience enjoyment, satisfaction and achievement

Staff will:

- collaboratively design and deliver project-based learning which incorporates the 4Cs
- provide a range of opportunities for diverse learners to experience success
- focus on developing the whole child by promoting student wellbeing, positive relationships and positive self-image

Parents will:

- understand and value the importance of 21st Century skills for lifelong learning
- broaden their understanding and appreciation of the many ways in which student success can be viewed

Leaders will:

- actively promote, communicate and model the value of 21st Century learning for students, staff and parents
- facilitate opportunities for teachers to work collaboratively

Processes

Learning for the 21st Century

- Project based Learning
- Collaboration and Creative Thinking (2015)
- Critical Thinking and Communication (2016)
- BYOD
- Providing Feedback
- Assessment and Reporting
- Science and Technology (2015)
- History (2016)
- Geography (2016)

Developing student resilience through expanded wellbeing programs

- Bounce Back
- Values in Action (2015)
- S3 Wellbeing Program
- Learning and Support Team
- Parent and Community Forums

Evaluation Plan:

- Regular reporting against milestones by the leadership team through focus groups, surveys reflections, surveys and observations.
- Monitoring achievement of improvements by systematically collecting, analysing, discussing and reflecting on evidence of progress.

Products and Practices

Products:

- Increasing student achievement at the higher levels of the 4Cs
- Effective stress management techniques demonstrated by S3 students
- An expanded range of co and extra curricula opportunities for students
- Increasingly positive student responses to the *Tell Them From Me* Survey

Practices:

- High quality teaching and learning practices which incorporate the effective use of emerging technologies to support the 4Cs of 21st Century learning
- The provision of regular quality feedback to students and staff to inform and enhance learning outcomes
- Assessment and reporting practices which reflect the development of the whole child and which promote parental understanding of successful 21st Century learning

Strategic Direction 2: Developing highly skilled and engaged staff, fully equipped to deliver excellence in 21st Century education

Purpose

21st Century education requires teaching, support and administrative staff who work collaboratively; embrace and confidently utilise appropriate and innovative technologies; effectively implement changing curriculum to meet the needs of diverse learners; and are actively and reflectively accountable for their professional growth and performance in line with new frameworks. To support the professional development of staff at all career stages, we will build leadership capacity and implement enhanced feedback procedures.

Improvement Measures

- ❖ Teachers' success in achieving their professional learning goals as supported by evidence and the PDF
- ❖ Increasingly positive responses to the *Focus on Learning* survey in the areas of provision of feedback and use of technology
- ❖ Student learning across the curriculum shows increased collaboration, creativity, critical thinking and communication due to increased teacher effectiveness.

People

Students will:

- engage in rich, meaningful tasks which require them to be collaborative and creative critical thinkers and confident and effective communicators

Staff will:

- develop clear and achievable professional learning goals focused on improving student learning outcomes
- collaboratively design and deliver project-based learning which incorporates the 4Cs
- engage in providing and receiving feedback to improve practice

Parents will:

- understand and value the importance of 21st Century skills for lifelong learning

Leaders will:

- actively promote, communicate and model the value of a performance and development culture
- effectively guide teachers in achieving their professional learning goals
- build leadership density and capacity within the school

Processes

Establishing a performance and development culture project

- Setting professional goals
- Giving and Receiving Feedback
- Observations
- Australian Professional Teaching Standards
- Self-Assessment
- Effective use of data to inform practice and drive improvement

Learning for the 21st Century

- Professional learning
- Science syllabus (2015)
- History (2016)
- Geography (2016)
- Collaboration and Creative Thinking (2015)
- Critical Thinking and Communication (2016)
- Project-based Learning
- Providing Feedback
- Assessment and Reporting
- Integrating technology

Evaluation Plan:

- Regular reporting against milestones by the leadership team through focus groups, surveys reflections, surveys and observations.
- Monitoring achievement of improvements by systematically collecting, analysing, discussing and reflecting on evidence of progress.

Products and Practices

Products:

- Teachers' success in achieving their professional learning goals as supported by evidence and the PDF
- Increasingly positive responses to the *Focus on Learning* survey in the areas of provision of feedback and use of technology
- Student learning across the curriculum shows increased collaboration, creativity, critical thinking and communication due to increased teacher effectiveness
- 100% of teachers use highly effective teaching practice reflected in observations, programs and the use of innovative technology
- Well-resourced 21st Century classrooms which feature innovative teaching practice reflected in engaging programs, Bring Your Own Device (BYOD) usage in OC classes, iPads in classrooms, and motivated learners

Practices:

- Collaborative work culture, including feedback and observation, which promotes consistent teacher quality
- Staff taking responsibility for ongoing professional learning and development
- Innovative, creative teaching practice which engages 21st Century learners
- Students who are effective users of technology to enhance their learning and the 4Cs

Strategic Direction 3: Building and extending strong and effective partnerships for 21st Century education

Purpose

To deliver quality 21st Century education, we seek to further engage our parent community in understanding the changing educational landscape. We will enhance opportunities for staff, parents and students by establishing partnerships beyond the school and local community: in particular, academic partnerships with universities; partnerships with other primary and secondary schools; partnerships with community agencies; and partnerships with businesses.

Improvement Measures

- ❖ Increased attendance and positive feedback from parents at P&C meetings, forums, workshops and events, evidenced in attendance numbers and survey responses
- ❖ Student reports which are user friendly and more easily understood by our 96% EAL/D families
- ❖ Video evidence of implementation of 4Cs and curriculum uploaded to the school website for parent access and information

People

Students will:

- observe greater connectedness between their engaged parents and their school experience
- develop awareness of their responsibilities as citizens of their school, community, country and world.

Staff will:

- extend their professional networks to enhance practice and professional learning and development
- develop effective partnerships with parents and the community to improve student learning outcomes

Parents will:

- participate in their children's school experience and support school programs through attendance at parent workshops, meetings, forums and functions

Community/Academic Partners will:

- provide expertise and practical support to enhance parent engagement, teacher professional learning and school facilities

Leaders will:

- establish connections with key organisations to enhance home-school partnerships and teaching and learning programs

Processes

Community Engagement Project

- St George Family Services
- Community Engagement Officer
- Forums, workshops, presentations, website
- Grants and sponsorships
- Working Parties of parents and teachers: Playground Upgrade Committee (2015,2016); Feedback to Parents Committee (2016); Wellbeing Policy Review Committee (2016)

Academic Partner Project

- University of Sydney (2015)

Project based learning for the 21st Century

- DEC Teacher Quality Advisor(2015)
- AP, Wentworthville PS (2016)

Evaluation Plan:

- Regular reporting against milestones by the leadership team through focus groups, surveys reflections, surveys and observations.
- Monitoring achievement of improvements by systematically collecting, analysing, discussing and reflecting on evidence of progress.

Products and Practices

Products:

- Increased attendance and positive feedback from parents at P&C meetings, forums, workshops and events, evidenced in survey responses
- Student reports which are user friendly and more easily understood by our 96% EAL/D families
- Video evidence of implementation of 4Cs and curriculum uploaded to the school website for parent access and information
- Teaching programs which embed quality teaching and learning, project-based learning and the 4Cs

Practices:

- Academic support in measuring the 4Cs in student work samples
- Closer alignment between values of the home and school
- Enhanced teaching practice as a result of professional learning provided by academic partners