School plan 2015 – 2017

SUMMER HILL PUBLIC SCHOOL 3129
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<th>School vision statement</th>
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| The Summer Hill Public School learning community comprises students, parents, teachers and members of the wider community. At SHPS we aspire to create an environment where learning and teaching is engaging, relevant and effective. The Summer Hill Public School learning community aims to foster the development of creative, responsible, confident, enthusiastic, and inclusive students. Students will develop as problem solvers with organisational skills to ensure they are well equipped life-long learners. | Summer Hill Public School, established in 1883, is a large inner west city school of approximately 840 students that serves a culturally diverse and educationally aware community. We provide knowledge, skills, values and attitudes by encouraging the growth of our students as caring individuals who enjoy learning. The pursuit of academic excellence is one of many dimensions of our school. The school has offered an Opportunity Class program for Year 5 and 6 students since 1937. Summer Hill Public School provides a variety of programs to enhance and extend student’s learning. These include bands and orchestras, chess, debating, music, drama and PSSA sport. The school is supported by an enthusiastic and active P&C and its sub-committees. | In 2014, a comprehensive process was undertaken to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This process also included a review of the strengths, opportunities and areas for development within the school. Using the “Schoolbag” pro forma with staff, students and parents, the school was able to identify the key qualities that were common across all three groups to create the school vision. All staff were involved in the decision making around the 3 Strategic Directions and Improvement Measures, and in consultation with parents and the school community, wrote the purpose for each Strategic Direction. As a result, three broad key strategic directions were identified as a basis for a shared commitment to future developments. These are:  
- Quality Teaching and Learning  
- Quality Relationships  
- Quality Systems  
Teams were then formed to identify the 5Ps - purpose, people, processes, practices and products to be implemented under each Strategic Direction. |
Purpose: To support students to become literate, numerate, and creative, productive users of technology. Students are encouraged to think deeply and logically and can collaborate and work in teams. They can communicate their ideas to make sense of their world. All students are supported to reach their potential.

To ensure that teachers have the capacity to provide curriculum that is flexible to meet the diverse needs of our students. Teachers engage in individual, team and shared professional learning with the capacity to understand, implement and evaluate the NSW Syllabus for the Australian Curriculum.

Purpose: To create a school community that works in a diligent and sustainable way to embed a system of values that builds a highly developed social conscience and a culture of success. The wellbeing of students and staff is valued and enhanced. A diverse range of opportunities is provided to develop a lifelong appreciation of learning for all members of the school community.
To build quality relationships where all stakeholders feel they belong and their contributions are valued. These are supported by clearly defined roles and responsibilities for all community members.
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Purpose: To build capacity amongst staff in order to provide a curriculum which meets the diverse needs of our students, by engaging in professional learning to develop pedagogy and technology skills for students. To engage all staff in opportunities to understand and develop their leadership skills and influence decision making within the school.
To enhance organisational practices and systems which enable students' learning outcomes to increase.
Strategic Direction 1: QUALITY TEACHING AND LEARNING

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<td>To support students to become literate, numerate, and creative, productive users of technology. Students are encouraged to think deeply and logically and can collaborate and work in teams. They can communicate their ideas to make sense of their world. All students are supported to reach their potential. To ensure that teachers have the capacity to provide curriculum that is flexible to meet the diverse needs of our students. Teachers engage in individual, team and shared professional learning with the capacity to understand, implement and evaluate the NSW Syllabus for the Australian Curriculum.</td>
<td><strong>Students:</strong> Students will develop the capacity to think deeply, be innovative, resourceful and creative learners. <strong>Staff:</strong> Staff will develop skills in using the elements of the Literacy and Numeracy Continuums and software program PLAN to program, record and track student progress. Staff will identify through assessment processes the teaching and learning required for growth in Writing. Staff will become confident and competent in implementing new syllabuses. <strong>Parents:</strong> Parents will support the learning of their children in new technology and curriculum changes using information provided by the school. <strong>Leaders:</strong> Leaders will develop staff capacity to implement the NSW Syllabuses for the Australian Curriculum documents. <strong>Community Partnerships:</strong> The school will continue already established partnerships with UNSW and Ashfield Council.</td>
<td><strong>Projects:</strong> 1. Creating Successful Writers Project 2. NSW Syllabuses for the Australian Curriculum supported by quality pedagogy 3. Literacy and Numeracy Continuums Project <strong>Evaluation plan:</strong> Internal – Regular reporting against milestones by leadership group; feedback from committees; staff/parent/student surveys.</td>
<td><strong>Products:</strong> 75% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Writing from a baseline of 65.8% Programs, assessment tasks and classroom pedagogy reflect deep understanding and embedding of the NSW Syllabuses for the Australian Curriculum and the School Excellence Framework. 95% of students K-6 demonstrate growth across the clusters of targeted Aspects of the Literacy and Numeracy Continuums. <strong>Practices:</strong> Teachers take responsibility for changes in practice required to achieve improved school performance in literacy and numeracy, and are using data on a regular basis to monitor the effectiveness of their own efforts. There is a focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.</td>
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**Improvement Measures**

- 75% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Writing from a baseline of 65.8%
- Programs, assessment tasks and classroom pedagogy reflect deep understanding and embedding of the NSW Syllabuses for the Australian Curriculum and the School Excellence Framework.
- 95% of students K-6 demonstrate growth across the clusters of targeted Aspects of the Literacy and Numeracy Continuums.
Strategic Direction 2: QUALITY RELATIONSHIPS

### Purpose
To create a school community that works in a diligent and sustainable way to embed a system of values that builds a highly developed social conscience and a culture of success. The wellbeing of students and staff is valued and enhanced. A diverse range of opportunities is provided to develop a lifelong appreciation of learning for all members of the school community.

To build quality relationships where all stakeholders feel they belong and their contributions are valued. These are supported by clearly defined roles and responsibilities for all community members.

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

### People

#### Students:
Students will be self-aware, build positive relationships and actively contribute to the school and the community.

Students are equipped with strategies to improve resilience and develop strong leadership skills.

#### Staff:
Staff will understand the significance of positive psychology in wellbeing of themselves and their students.

Staff will continue to enhance their understanding of the emotional and social needs of their students and create a nurturing and supportive environment.

Staff will engage in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

Through collaborative learning staff will develop the mindset that forming respectful relationships of trust is important to achieve growth.

#### Parents:
Parents will support the implementation of the merit system, Values and Restorative Practices.

### Processes

#### Projects:
1. Student Goal Setting and Reflection Project.
2. Personalised Professional Development and Goal Setting project.
3. ‘Believe You Can’ University of New England Resilience Project.

#### Evaluation plan:
Evaluate implementation of school wide system of student goal setting relating to Qualities (Respect, Responsibility and Resilience).

Measure, reflect and evaluate achievement of student learning goals for reporting purposes; and staff professional goals for the Annual Performance and Development Process.

### Products and Practices

#### Products:
- 95% of teachers demonstrate progress towards, or achievement of, goals set and recorded in the Performance and Development Plan each year.
- ‘Believe You Can’ UNE Project data demonstrates increased resilience in Year 5 students from baseline data identified through initial surveys in Semester 1, 2015.
- By the end of 2017, 95% of students will set and reflect on learning and behavioural goals related to the Literacy and Numeracy continuums and Wellbeing Framework.

#### Practices:
There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
## Strategic Direction 3: QUALITY SYSTEMS

### Purpose

To build capacity amongst staff in order to provide a curriculum which meets the diverse needs of our students, by engaging in professional learning to develop pedagogy and technology skills for students.

To engage all staff in opportunities to understand and develop their leadership skills and influence decision making within the school.

To enhance organisational practices and systems which enable students’ learning outcomes to increase.

### Improvement Measures

- Improvement in school practices and systems as demonstrated when assessed against the 14 elements of the School Excellence Framework from 2015 baseline data.

- Increase in the percentage of teachers using new technologies to address the 21st century teaching/learning goals of collaboration and creativity from a baseline of 35%.

- Increase in the percentage of teachers who feel that professional development and self-directed learning through the TIGs program is relevant to their professional needs from a baseline of 50%.

### People

#### Students:

Students will enhance their emotional and social well-being by developing their ability to engage with and connect in an increasingly digital world.

#### Staff:

Teachers will provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Teachers will continue to increase their capacity to implement current pedagogy as exemplified by ICT through the acquisition of hardware and software, as well as through teacher professional learning.

Teachers will participate in professional learning targeted to school priorities and their professional needs.

Teachers will develop their leadership skills through mentoring, and leading the professional development of their peers.

#### Parents:

Parents will have an understanding of what their children are learning and receive regular information to support progression to the next level.

#### Leaders:

Committees will implement and maintain all programs and systems across the school in consultation with the Leadership Team.

### Processes

#### Projects:

1. School Excellence Framework Project
2. Bring Your Own Device (BYOD) Project
3. Teacher Inquiry Groups (TIGs) Project

#### Evaluation plan:

Student progress will be monitored once per term, using tools such as: grade assessment data, NAPLAN analysis and PLAN data.

Regular meetings will be held with teachers to discuss professional learning goals.

Feedback from community through surveys.

### Products and Practices

#### Products:

- Improvement in school practices and systems as demonstrated when assessed against the 14 elements of the School Excellence Framework from 2015 baseline data.

- Increase in the percentage of teachers using new technologies to address the 21st century teaching/learning goals of collaboration and creativity from a baseline of 35%.

- Increase in the percentage of teachers who feel that professional development and self-directed learning through the TIGs program is relevant to their professional needs from a baseline of 48%.

#### Practices:

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.