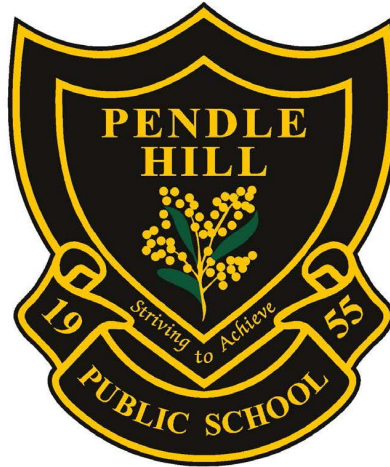


School plan 2018-2020

Pendle Hill Public School 3993



School background 2018–2020

School vision statement

Pendle Hill Public School is committed to actively engaging our students in learning, equipping them to be resilient, independent, adaptable lifelong learners who think and act creatively and critically. We work together to ensure our students are active problem solvers who contribute positively to their community.

School context

Pendle Hill PS is a primary school located in Western Sydney near Parramatta. In 2018 the school has an enrolment of 320 students which includes an early intervention class and a preschool. The school is part of a multicultural community with around 79% of students coming from language backgrounds other than English. Over 32 cultural groups are represented in the school community with Gurajati, Tamil and Hindi being the largest language groups. Around 11% of our families are refugee or humanitarian visa holders and in 2016, 5% of our students were new arrivals to Australia. A section of our school community is quite mobile, in 2017, 5% of our students were new enrolments. The average FOEI (Family Occupation and Education Index) for 2017 is 64 reflecting a decreasing trend. Our school supports a number of students with disabilities, the early intervention students and a number of K–6 students who are integrated into the mainstream. The school has a strong focus on student welfare to cater effectively for the diverse needs of our students.

The community is supportive of the school and there is committed P&C. The school focuses on fostering improvement in teaching and learning.

In NAPLAN testing average progress in reading, writing, spelling and numeracy between Year 3 and 5 was higher than state average. Tracking of students on the literacy and numeracy continuums reflects a need to focus on extending our upper students and ensuring those in lower bands receive focused support.

School planning process

A consultative process was used to develop the Pendle Hill Public School 2018–2020 School Plan, as a school community we considered a number of elements in determining our strategic directions these included:

- Student and other data
- Examination of current programs and practices
- Current trends and curriculum directions
- DEC and policy priorities

Through staff meetings, community expos and surveys staff and community were given the opportunity to assess whether current programs and directions were successful and what were the key messages and considerations we wished to incorporate in our vision and directions for future planning. These processes included building capacity of the school community to understand the planning process and school context.

Through a series of staff meetings the data collected was examined by the whole staff and the key directions, improvement measures, purpose statements and key strategies were drafted and further community input invited.

The school leadership team led consideration of how people, processes, products and practices needed to be developed to achieve the purpose and improvement measures. There will be continual consultation to inform implementation and further planning.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Individualised and Self Directed
Learning

Purpose:

To individualise student learning, whilst developing self-directed learners with deep understanding, knowledge and skills across the curriculum.

STRATEGIC DIRECTION 2

Explicit and Future Focused
Teaching

Purpose:

To create engaging, challenging and collaborative environments which promote explicit learning and creative and critical thinking.

STRATEGIC DIRECTION 3

Participation, Engagement and
Well-being

Purpose:

To promote student participation, engagement and wellbeing, by fostering effective partnerships across the school community which enable our students to develop as active and resilient citizens.

Strategic Direction 1: Individualised and Self Directed Learning

Purpose	People	Processes	Practices and Products
To individualise student learning, whilst developing self-directed learners with deep understanding, knowledge and skills across the curriculum.	Students Students develop the knowledge and skills to self-direct their own learning.	Data and Assessment <ul style="list-style-type: none"> • Clear and consistent whole-school data collection procedures to monitor student learning and document students' progress. • Regular analysis of data informs planning for student learning. • Build capacity of staff to use assessment data effectively to improve student outcomes. 	Practices Student learning is tracked on literacy and numeracy progressions and information is consistently used to plan further learning by students and teachers.
Improvement Measures	Staff Teachers believe students can achieve deep understanding, knowledge and skills through ownership of their learning.	Self-directed Learning <ul style="list-style-type: none"> • Teachers understand literacy and numeracy progression and use these to track students progress and to inform teaching and learning. • Teachers develop capability to use a variety of tools which facilitate students self-direction in understanding, monitoring and recording their own learning. 	Students develop and use learning goals to improve their own learning.
Reliable, systematic and consistent assessments are used to evaluate student learning and lead to measurable improvements.	Leaders School leaders develop processes and practices which facilitate parent engagement in student learning.	Evaluation Plan Milestones will be identified to track implementation of processes.	Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
Students use learning progressions/continua to monitor and improve their learning.	Parents/Carers Parents/community understand self directed learning and have the skills to engage with their child's learning.	Progress toward improvement measures will be assessed through survey, interviews, work samples, teacher programs and assessment data comparing progress over time to initial data.	Students are actively engaged in and can purposefully direct their own learning.
Individualised learning goals are used across the school to plan for and monitor improved student learning in literacy and numeracy.			Products The school has systematic and reliable assessment procedures in place which inform planning for student learning on an individual and whole school basis.
			Assessment is used flexibly and responsively as an integral part of daily instruction.
			Parents are actively informed and engaged in their child's learning.
			Teachers and students document and record evidence of progression towards learning goals.

Strategic Direction 2: Explicit and Future Focused Teaching

Purpose	People	Processes	Practices and Products
To create engaging, challenging and collaborative environments which promote explicit learning and creative and critical thinking.	Staff <p>Teachers actively seek opportunities and ideas to enhance the quality of their practice to engage and challenge students.</p>	Collaborative practice to develop future focused learners <ul style="list-style-type: none"> Develop staff capacity to work collaboratively and collegially in a range of areas through professional learning, mentoring and collegial planning and practice. Extend staff capacity to develop creative and critical learning skills and challenging future focused environments. 	Practices <p>Professional learning is utilised to extend teacher capability and understanding of collaborative practice, inquiry based learning and future focused environments.</p> <p>Collegial collaboration is actively fostered and systems developed to promote regular collaboration and planning for effective teaching and learning.</p> <p>School-wide programs support effective instruction and differentiation of learning in literacy and numeracy.</p>
Improvement Measures	Staff <p>Teachers collaborate effectively with peers to develop quality learning programs and utilise learning environments effectively.</p>	Literacy and Numeracy <ul style="list-style-type: none"> Develop staff capacity to implement effective high quality literacy and numeracy programs through effective professional learning and collegial partnerships. Target the specific needs of equity groups through building teacher capacity and effective literacy and numeracy supports. 	Products <p>Explicit teaching of literacy and numeracy targets students' individual needs and is based on continuous tracking and data analysis.</p> <p>Teachers plan collegially and collaborate for explicit literacy and numeracy instruction to improve student outcomes.</p> <p>Literacy and numeracy instruction is based on evidence based practice.</p> <p>Programs are collegially developed and use a variety of strategies to effectively promote creative and critical thinking.</p> <p>Learning environments are future focused and promote creative and critical thinking.</p>
All programs utilise IBL model to facilitate and develop student skills in inquiry, communication, collaboration, creativity and critical thinking.	People <p>Teachers understand and use current research based and innovative practices to support the teaching of literacy and numeracy.</p>		
Each staff member demonstrates increased capacity to work collegially and collaboratively to promote explicit learning and creative and critical thinking.	Students <p>Students are adaptable, flexible learners who have the skills to participate in challenging and collaborative learning.</p>		
Growth in literacy and numeracy across a range of areas, including NAPLAN ,is equal to or beyond expected growth.	Parents/Carers <p>The school community understand the importance of creative and critical thinking skills to support literacy and numeracy development</p>	Evaluation Plan <p>Milestones will be identified to track implementation of processes.</p> <p>Progress toward improvement measures will be assessed through survey, rubric interviews, work samples and teacher programs comparing progress over time to initial data.</p> <p>A number of student growth measures will be benchmarked across the three year plan to measure improvement.</p>	
	Parents/Carers <p>The school community understand the importance of preparing students for a changing and complex world.</p>		

Strategic Direction 3: Participation, Engagement and Well-being

Purpose	People	Processes	Practices and Products
To promote student participation, engagement and wellbeing, by fostering effective partnerships across the school community which enable our students to develop as active and resilient citizens.	Community Partners	Effective partnerships across the school community support and enhance student wellbeing	Practices
Improvement Measures	<p>The school community is empowered to contribute and participate in a variety of ways and understand the importance of school and community partnerships to student wellbeing.</p>	<ul style="list-style-type: none"> • Deepen and extend existing partnerships and programs and build on new opportunities to enhance student wellbeing and community engagement within the school. • Build staff capacity to increase opportunities for students and build student skills and confidence for participation. • Develop student capacity and confidence to initiate and 'drive' programs through opportunities, collaborative planning and targeted initiatives. 	<p>There is a school-wide collective responsibility for student learning and success which is shared by parents and students.</p>
<p>A greater variety of partnerships and programs target identified needs effectively.</p>	Students <p>Students develop the capacity and confidence to take initiative in the development of school programs.</p>	Engagement of students through strong support and wellbeing systems	<p>Planning for learning is informed by holistic information about each students' wellbeing and learning needs.</p>
<p>There are improved and effective processes to identify learning and well being needs and provide targeted support for these.</p>	Staff <p>All staff take an active role in promoting engagement and participation of the whole school community.</p>	<ul style="list-style-type: none"> • Examine wellbeing supports and frameworks to strengthen and extend systems to support student wellbeing. • Build staff capacity to identify student needs and effectively cater for these in ways which enhance student wellbeing. 	<p>There is a consistent and school-wide approach to provide positive and engaging learning environments.</p>
<p>Targeted students demonstrate improvement in identified areas which lead to improved participation and engagement.</p>	<p>Staff understand and use Learning Support (LS) and Positive Behaviour for Learning (PBL) processes to support student wellbeing.</p> <p>Staff understand, value and have the capacity to promote collaboration with students and the community.</p> <p>Staff capabilities are developed in a range of areas which ensure they are responsive and can target programs to the needs of students.</p>	Evaluation Plan	<p>Develop programs and initiatives which promote community engagement and are informed by consultation process.</p> <p>Provide students with opportunities to be active drivers in the development and implementation of initiatives.</p>
		<p>Milestones will be identified to track implementation of processes.</p> <p>Progress toward improvement measures will be assessed through survey including the TTFM survey and situational analysis of the number, types and success of programs and impact on engagement of students.</p>	Products
			<p>Active, positive and productive participation in the school by all levels of the school community.</p>
			<p>Students are more actively and productively engaged in programs across the school.</p>
			<p>Positive behaviour systems are consistently used across the school to support student learning and engagement.</p>
			<p>Clearly documented procedures and processes which identify students who require support.</p>
			<p>Varied programs in partnership with school and external agencies support students to be engaged learners.</p>