School plan 2015 – 2017

Allambie Heights Public School - 4200
## Allambie Heights Public School - Background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>A community school, Allambie Heights Public School is a place where together we promote a positive learning environment where everybody is inspired to be their best.</td>
<td>Allambie Heights Public School is located on the Northern Beaches of Sydney. The school motto, ‘Ever Aim High’, underpins the school’s strong belief that each child needs to be recognised for their own achievements, celebrating success at both a school and personal level. Our personalised approach to education ensures that each child has the opportunity to be successful academically, emotionally and socially in a nurturing, resourceful and inspiring environment. In the past few years, major initiatives in the areas of literacy, numeracy, student wellbeing and technology, in conjunction with a strong history of outstanding achievement in the areas of performing arts and sport, has enabled our school to continue to build a school culture that recognises and fosters the understanding that the development of the ‘whole child’ is paramount to creating successful, confident, creative, collaborative and communicative global citizens.</td>
<td>This school plan is the result of a rigorous review process involving communication with our whole school community and collection of data. Staff and parents worked through sessions focussed on The Melbourne Declaration of Educational Goals for Young Australians written in 2008, which supports the ideals of the new Australian Curriculums. Communication with students focussed on what they value in our school and how they see the school catering for their learning needs, learning environments and extra-curricular activities to assist all areas of their development. In addition, interested parents, staff and randomly selected students from year 2 – year 6 completed a ‘Survey Monkey’ focussed on teaching, learning and assessment practices linked to the principles of 21st century learning, as clearly defined in The Melbourne Declaration. Within the evaluation of all data collected through the online surveys and the communication sessions with all stakeholders, a common thread was evident in all feedback. This feedback has been used to create our three strategic directions and the purpose of each direction. To support our strategic directions and their purpose, specific data from NAPLAN tests, schools based assessments and school specific programs has been collected and analysed. This data has been included in our 2015-2017 school plan.</td>
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</tbody>
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Purpose
To foster an environment that supports student learning through the implementation of quality teaching and learning experiences and high expectations.

To be successful learners, our students need to be literate, numerate, confident, creative problem solvers, critical thinkers and effective collaborators.

Our students will be engaged, inspired and motivated to reach their potential in all areas of their development.

Our students will be nurtured to become resourceful, respectful, responsible and resilient lifelong learners.

Purpose
To build a culture of commitment in teaching, where all staff are actively reflecting on learning outcomes and maintain high expectations of excellence in student learning.

To be effective educators, our staff will be collaborative and dynamic facilitators; creating an engaged and collegial community of learners.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.

Our staff will be committed to excellence and have high expectations for themselves and for every student.

Purpose
To build strong school community relationships by leading and inspiring a culture of collaboration, open communication and organisational practice.

To ensure effective and meaningful partnerships our school community will operate in a cooperative and sustainable manner that supports a system of values and a culture of success.

Our school community will demonstrate strong relationships to become resourceful, respectful, responsible and resilient lifelong partners in the learning journey of our students.
Strategic Direction 1: BUILDING STUDENT CAPACITY

Students will be successful 21st century learners

**Purpose**

To foster an environment that supports student learning through the implementation of quality teaching and learning experiences and high expectations.

To be successful learners, our students need to be literate, numerate, confident, creative problem solvers, critical thinkers and effective collaborators.

Our students will be engaged, inspired and motivated to reach their potential in all areas of their development.

Our students will be nurtured to become resourceful, respectful, responsible and resilient lifelong learners.

**Improvement Measures**

- A yearly increase in the number of year 3, year 5 and year 7 students achieving in the top two proficiency bands, and demonstrating greater than or equal to expected growth in NAPLAN reading

- A yearly increase in the number of year 3, year 5 and year 7 students achieving in the top two proficiency bands, and demonstrating greater than or equal to expected growth in NAPLAN writing

- A yearly increase in the number of year 3, year 5 and year 7 students achieving in the top two proficiency bands, and demonstrating greater than or equal to expected growth in NAPLAN numeracy

- All staff effectively use the PLAN software to record, evaluate, monitor and plan student achievement in literacy and numeracy

- Reduction in the number of students recorded for minor misdemeanours in the PBEL playground tracking sheet and the PBEL classroom executive tracking sheet before misdemeanours escalate to a major incident requiring the planning room

**People**

Students Experiences in all classrooms will allow them to increase their development and achievement of lifelong skills by being actively engaged in their learning to be successful and effective global citizens.

Staff

Provide quality, differentiated professional learning to support all staff in the design and implementation of teaching and learning experiences and authentic assessment tasks that encompass deep thinking, innovation and creativity.

Parents

Plan and provide forums to develop parent’s understanding of curriculum and school wide programs so they can provide informed feedback on their child’s learning and how the school can best meet students’ needs.

Community partners

Collaborative partnerships will be strengthened with external community support networks to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives.

Leaders

Initiate specific and whole school programs to meet the learning needs of all students.

**Evaluation Plan:**

School based assessment data, such as PLAN and PBEL, and NAPLAN data will be analysed throughout the year to track student growth and improvement in all areas of development.

Parent, student and staff surveys and discussions will be conducted annually to evaluate level of satisfaction for all community stakeholders.

**Processes**

Teachers collaboratively develop quality programs informed by authentic assessment tasks that identify the learning and developmental needs of students to formulate starting points to plan innovative, integrated and differentiated teaching and learning programs in literacy and numeracy. This will be tracked by all staff using the PLAN software.

Learning and Support team meet fortnightly to provide high levels of support for identified students by assisting teachers develop individual learning plans and targeted strategies for student development. The team will regularly monitor all students’ progress.

Primary committees are established across the school in English, Mathematics, ICT, Learning and Support and Positive Behaviour, Engaging Learners (PBEL) to lead improved student learning outcomes and development through quality teaching, embedded practices for learning support and effective student wellbeing.

ICT committee ensures the ongoing upgrade of technological devices and infrastructure and explicit teaching of student ICT skills as programs instil 21st century learning principles as a tool for learning across all curriculum areas.

The school offers enrichment opportunities for all students by providing special interest groups fortnightly from term 2 to term 4. The school delivers rich activities that encompass the 21st century learning principles of collaboration, critical thinking, creativity and problem solving.

**Products and Practices**

**Products**

Increase of students achieving greater than or equal to expected growth from year 3 to year 5 and year 5 to year 7 as evidenced in NAPLAN literacy and numeracy assessments and standardised school based assessments.

**Practices**

High quality teaching and learning programs demonstrated across the school through high levels of teacher and student expectations.

**Products**

Teaching and learning programs and authentic assessment practices reflect changes to pedagogy and curriculum in line with the implementation of the NSW syllabi for the Australian Curriculum.

**Practices**

Staff access, analyse and reflect on a broad range of school based and national student achievement data and PBEL data to guide quality, differentiated and relevant teaching and learning programs for the development of all students.

**Products**

Students demonstrate 21st century learning principles as they become creative and productive users of technology and confident communicators.

**Practices**

All students have access to a broad range of technological devices to enhance learning opportunities that foster collaboration, team work and effective communication.

**Products**

Students exhibit 21st century learning principles as they develop their skills in collaboration, critical thinking, creativity and problem solving

**Practices**

Students demonstrate confidence as engaged learners during enrichment opportunities.
Strategic Direction 2: BUILDING STAFF CAPACITY
Staff will be high performing, collaborative and dynamic

Purpose
To build a culture of commitment in teaching, where all staff are actively reflecting on learning outcomes and maintain high expectations of excellence in student learning.
To be effective educators, our staff will be collaborative and dynamic facilitators; creating an engaged and collegial community of learners.
Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.
Our staff will be committed to excellence and have high expectations for themselves and for every student.

Improvement Measures
- Increased involvement by teachers across the school in the Warringah Community of Schools professional learning opportunities with staff involved in specific programs leading change at Stage level quality teaching.
- Stage supervisors report enhanced programming and assessment capabilities detailing differentiation of content inline with the NSW syllabi for the Australian Curriculum and based on the Quality Teaching Framework.
- All staff effectively use the PLAN software to record, evaluate, monitor and plan student achievement in literacy and numeracy.
- All teachers will have professional discussions with their Stage supervisor inline with the Performance and Development Plans as a part of the Performance and Development Framework.
- Increase in teaching staff successfully completing and maintaining their accreditation across all levels.
- Reduction in the number of students recorded for minor misdemeanours in the PBEL playground tracking sheet and the PBEL classroom executive tracking sheet before misdemeanours escalate to a major incident requiring the planning room.

People
Students Provide opportunities for students to be engaged and motivated to drive their own learning as they apply their developing 21st century skills.
Staff Build capabilities in all staff by providing relevant, differentiated professional learning that builds individual capacity and is future focussed. This will encompass quality teaching and learning principles.
Parents Foster stronger home school partnerships that support student wellbeing, learning and engagement through forums and meetings.
Community Partners Work together to reinforce meaningful and proactive partnerships that engage students in real world activities.
Leaders Facilitate opportunities to share and observe quality teaching and learning experiences that support the wellbeing and learning needs of all students.

Processes
Implementation of WCoS projects – Differentiated teacher professional learning sessions each term, Early Career Teachers network, Quality Teaching project, Middle Management network, Aspiring Executive project, Technology support network and the Middle Years History project.
Teacher professional learning sessions aimed at building capacity for the teachers involved with the Warringah Community of Schools (WCoS) Quality Teaching Focus Group (QTFG).
Stage based professional learning for teams to review the Quality Teaching Framework and self-reflection of what this framework looks like when applied to the programming of rich and meaningful teaching and learning experiences.
Differentiated professional learning to cater for the diverse needs of all staff in successfully incorporating ICT as a tool for learning in all curriculum areas.
Professional learning for all staff in the effective use of PLAN as a tool in providing diagnostic student data to cater for the learning needs of all students in literacy and numeracy and the provision of feedback for parents.
Monitoring and evaluation to ensure continued successful implementation of the Count Me In Too project for all K-2 students, as facilitated for all K-2 staff in 2014.
Teachers provided with time for collaborative Stage planning to prepare quality, innovative and purposeful programs based on the NSW syllabi for the Australian Curriculum.
Supervisors work with individual members of the Stage teams as a requirement of the Performance and Development Framework and the formulation of Performance and Development Plans.
Ongoing professional learning in PBEL to ensure effective implementation of classroom and school wide systems throughout the school.

Products and Practices
Products
Staff participation in the WCoS projects and network groups to support engagement of students in teaching and learning programs.
Practices
Offering opportunities for all staff members to participate in WCoS projects and network groups to embed quality teaching practices in all areas.
Products
Teaching and learning programs, authentic assessment tasks and consistent teacher judgement reflect changes to individual teacher pedagogy and NSW syllabi for the Australian Curriculum.
Practices
Through school, community based and external teacher professional learning opportunities the needs of each staff member will be addressed through individual, collaborative and differentiated teacher learning. During timetabled collegial discussions, Stage teams will demonstrate confidence as facilitators of learning as they embed quality pedagogy during Stage planning days to improve the learning outcomes for all students across all areas of development.
Products
During professional discussions with supervisors as part of the Performance and Development Framework, staff show evidence of their understanding of the Australian Professional Standards for Teachers and the requirements of the accreditation process.
Practices
All staff are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice and demonstrate respectful interactions with staff, students and parents.
Products
Teachers will implement a comprehensive, integrated whole school approach to enhance student engagement and positive behaviour for learning, both inside and outside the classroom.
Practices
PBEL is successfully utilised across both classroom and school wide systems throughout the school.

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Strategic Direction 3: BUILDING SCHOOL CAPACITY

A school community that is inclusive, informed and engaged

**Purpose**
To build strong school community relationships by leading and inspiring a culture of collaboration, open communication and organisational practice.
To ensure effective and meaningful partnerships our school community will operate in a cooperative and sustainable manner that supports a system of values and a culture of success.
Our school community will demonstrate strong relationships to become resourceful, respectful, responsible and resilient lifelong partners in the learning journey of our students.

**Improvement Measures**

- All staff have a clear understanding of the school vision and strategic directions and their role in driving school change and improvement and share this knowledge in professional discussions during Stage meetings and whole school staff meetings.
- Explicit school wide expectations are clearly communicated to parents, families, students and staff.
- Increase in parents engaging positively in supporting their child’s education and in the life of the school, particularly the P&C and their events and school specific practices.
- Increase in parental attendance at school led forums addressing parent priorities in all settings.
- Reduction in the number of students recorded for minor misdemeanours in the PBEL playground tracking sheet and the PBEL classroom executive tracking sheet before misdemeanours escalate to a major incident requiring the planning room.
- Increase in the amount of plastic wrappings and containers recycled in the co-mingle bins.
- Successful community grant application enables the opportunity to improve identified outdoor learning environments.

**People**

**Students**
Encourage students to support each other in establishing a quality and inclusive learning environment for all through PBEL, environmental education and Student Representative Council (SRC) programs as they further develop the core expectations of the school – Respect, Responsibility and Resilience.

**Staff**
Foster a culture of trust between students, parents and staff to support each other in providing a quality and inclusive education for all. Improve lines of communication between classroom teachers, the school and parents.

**Parents**
Establish a collaborative learning community with students, parents and staff to support teaching and learning programs and student wellbeing programs across the school. Encourage stronger home-school partnerships to improve the developmental outcomes for all students.

**Community Partners**
Strengthen connections with key stakeholders to reinforce meaningful and productive relationships that underpin the core expectations of the school.

**Leaders**
Acknowledge, support and model inclusive practices with key stakeholders to ensure the core expectations of the school are upheld in all settings.

**Evaluation Plan:**
Parent, student and staff surveys and discussions will be conducted annually to evaluate level of satisfaction for all community stakeholders.

Discussions with P&C executive, SRC leaders and key staff members to evaluate the effectiveness of programs and strategies in place. Make changes as identified in the evaluation process.

**Processes**

Implement the PBEL classroom systems expectations to ensure consistency for all students across all settings, both inside and outside the classroom.

Build a stronger WCoS network that provides quality opportunities for students, staff and parents.

Enhance and support the environmental education programs across the school through maintaining the current practices of paper recycling, garden club, composting, eco monitoring. Introduce the concept of co-mingle bins for the effective recycling of plastics and continue to apply for community grants to further enhance outdoor educational learning spaces.

Empower the student voice by reviewing the SRC policy to include regular yearly support of local, national and global humanitarian programs and school based student initiatives.

Further develop the two-way communication processes that support active and regular collaboration between the school and the community.

Share information about school wellbeing programs with parents and community partners so students can benefit from a combined and consistent approach.

Embed the NSW Department of Education and Communities ‘Code of Conduct’ in all school operations to further enhance a school culture of inclusivity, respect, responsibility and resilience.

Facilitate parent forums to build their understanding and knowledge of parent identified areas – PLAN, PBEL, NSW syllabi for the Australian Curriculum, assessment and reporting practices and ICT in the classroom.

**Products and Practices**

**Products**
Staff demonstrate their understanding of the school vision and the three strategic directions incorporating whole school projects.

**Practices**
Staff understand the importance of the school vision and the three strategic directions and their professional obligations in meeting these directions.

**Products**
Increase the number of families accessing school electronic communication systems to remain informed of school and community events and practices.

**Practices**
Community members are engaged in regular formal and informal communication that is respectful and reciprocated.

**Products**
Student, staff and parent participation in school based and WCoS events.

**Practices**
Students, staff and parents demonstrate confidence as learners and reflect on and apply their newly acquired knowledge and skills to relevant situations.

**Products**
Community participation in environmental programs reflect changes to recycling practices throughout the school.

**Practices**
Staff, students and parents understand the importance of global environmental issues and the impact of effective recycling habits.

**Products**
Parent participation through the P&C in the community grants application process to source funding support to enhance outdoor learning spaces.

**Practices**
Staff and students are engaged in regular formal and informal experiences utilising stimulating outdoor learning spaces.

**Products**
Students exhibit 21st century learning principles as they develop their skills in becoming more active and well-informed global citizens.

**Practices**
All students understand the importance of the student voice and its value to improve outcomes for others.