

School plan 2015 – 2017

Version: 27 April 2015

4129- Heaton Public School

“Only the Best”



Excellence in
Student
Learning

Excellence in
Pedagogical
Practice

An Engaged
Community



School vision statement

At Heaton we acknowledge that our school is built upon the traditional lands of the Awabakal people. We honour the connection to this land of elders past and present and value the responsibility we have in developing the elders of the future.

We live by our motto, *Only the Best*. We aim to cultivate a whole-school community in which all learners develop creative, investigative and independent skills within an inclusive environment resulting in productive 21st Century citizens who value the concept of life-long learning.

School context

Heaton Public School is set in extensive grounds with grassed playing fields and attractive bush gardens in the Newcastle suburb of Jesmond. The school utilises the latest technology within modern, fully air-conditioned classrooms.

Heaton Public School has a proud tradition of delivering high-quality teaching and learning programs for children from Kindergarten to Year 6. The school was recognised as a Centre for Excellence in 2011 and has continued to develop through strategic teacher professional learning and student participation and achievement.

Heaton Public School is an active member of the Callaghan Educational Pathways group of schools and has a close working relationship with the senior campus and both junior campuses of Callaghan College. This group of closely aligned public schools utilises its combined size and resources to afford students valuable learning experiences that are not always possible or sustainable for individual schools.

Heaton Public School has a very close relationship with the University of Newcastle with a number of overseas students and their families taking up residence within our area. This has seen our school grow as a multicultural community and has allowed our students the privilege of exposure to the rich cultures and traditions of our overseas families.

School planning process

This school plan is the result of a collaborative process involving school leadership, staff, students and the wider community. The initial school plan development team consisted of Vicki Taylor (Former Principal), Phil Magennis, Mandi Pleash and Heaton Public School P&C representatives. Advice was sought and received from Paul Tracey, Principal – School Leadership. Brett Meek joined the school and the plan development team as principal in 2015. Discussions took place with the parents/carers of our Aboriginal students. It is the goal of this plan to develop more collaborative decision-making across our school community and to strengthen the relationship with Aboriginal parents and the Muloobinba AECG.

All members of the school community were given the opportunity to participate through surveys during 2014 and early 2015. A number of meetings were held during which teams worked collaboratively in the development of a school vision, strategic directions and implementation, assessment, monitoring and review strategies.

School executive were involved in professional learning around the plan and its development. They led other participants through the learning during workshops and staff meetings.

The school planning process has taken into account the opportunities and areas for development as a result of implementation of Local Schools Local Decisions reforms and the ongoing implementation of the New NSW Syllabuses incorporating the Australian Curriculum.



Heaton Public School has a current student enrolment of 180 students (March 2015) with approximately 4% identifying as Aboriginal or Torres Strait Islander. We also have approximately 30% of students who are from a

language background other than English. These students come from a range of family circumstances including refugee, humanitarian, new citizens and overseas university students. Heaton Public School has a welcoming and highly supportive community which supports and takes great pride in the school's multi-culturalism, achievements and endeavours.

As a result of consultation and the immediate needs of the school community three key strategic directions have been identified as essential to fulfilling the school vision. These are:

- Excellence in Student Learning
- Excellence in Pedagogical Practice
- An Engaged Community

The choice of these strategic directions align with the directions set by the Callaghan Educational Pathways group of schools in that they focus on the needs of students, teachers and the wider community. School planning, implementation and review will be focused in these three areas as outlined in this plan.

2015 will see the ongoing introduction of departmental transformation with the school positioning itself to take advantage of exciting opportunities as a result of the process involved in development and implementation of this school plan.

Progress will be assessed using a range of tools including Naplan and PLAN assessment data, surveys, monitoring of key projects through the use of the milestones outlined in Part B of the school plan, the Performance and Development Framework for teachers and other school self-evaluation processes.



Purpose:
To develop creative, investigative and independent students who take responsibility for their own learning.

Purpose:
To develop a school culture where staff members are responsible for their learning, strive for innovation and have the capacity to provide a flexible curriculum to meet the diverse needs of our students.

Purpose:
Working together as a learning community we will give our students the knowledge, skills and experiences to achieve their personal goals and be successful 21st Century citizens.

Strategic Direction 1: Excellence in Student Learning

Purpose

To develop creative, investigative and independent students who can take responsibility for their own learning.

Improvement Measures

1. **Embedded practices which develop and encourage independent learners.**
 - All students from Year 1 – Year 6 develop learning goals
 - A minimum of 80% of students achieve their personal learning goals during their timeframe.
 - Teacher programs indicate increased connections between CAPA activities and the classroom
2. **Ensuring equity for all learners**
 - Increased evidence in teacher programs of differentiated instruction using student achievement of the literacy and numeracy continuum levels.
 - All current policies and procedures updated as a result of reflection on current practices and student need.
 - New policies and procedures are created as the need arises.

People

Staff:
Engaged in professional learning to meet our school targets.
Deliver high quality, engaging and differentiated teaching and learning programs.
Design and implement teaching and learning experiences and assessment practices that encompass deep thinking, innovation and creativity.

Students:
Enhance student understanding of 21st Century learning and digital citizenship. Levels of achievement across KLA's will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.

Parents/Community:
Provide a range of parent information and training sessions related to student learning.
Opportunities to inform parent and community knowledge and understanding of school programs and new syllabus expectations will be made available.

Processes

1. **Embedded practices which develop and encourage independent learners.**
Practices across the school will ensure that students develop 21st Century capacities as life-long learners and ensure they creatively problem solve, express ideas and co-operatively design and produce quality work.
2. **Ensuring equity for all learners**
Whole school development of policies and procedures that ensure the needs of individual students are being met.

Products and Practices

1. **Embedded practices which develop and encourage independent learners.**
Products:
 - Development of student learning goals and self-assessment schedules across key learning areas.
 - 80% of students to achieve personal learning and leadership goals during their self-determined timeframes.**Practices:**
 - Students reflect and report on their own learning, through the use of explicit quality criteria, and the achievement of personal learning and leadership goals.
 - Opportunities for students to actively participate in the Creative and Performing Arts to complement other key learning areas.
 - Development of a program to teach digital citizenship across the school using DEC resources and support.
2. **Ensuring equity for all learners**
Products:
 - Teaching programs which are responsive to the learning strengths and needs of students from diverse backgrounds.
 - School policies and procedures which ensure the diverse needs of students are being met.**Practices:**
 - Professional learning teams focussed on supporting best practice across all KLAs
 - Ongoing reflection on school policies and procedures through collaborative consultation.
 - The Learning Support Team and Equity Team will lead the development

3. Embedding assessment for, as and of learning

- Aboriginal students have a PLP developed in collaboration with the LST, CT and parents. PLPs are regularly monitored and adjustments made as necessary.
- Students identified by the LST or LaST as having particular learning needs have an IEP developed, monitored and adjusted as necessary.
- All students have literacy and numeracy continuum data entered and approved on PLAN on a termly basis.
- 10% Improvement in 3-year average of students achieving expected growth Yr3 – Yr5 and Yr5-Yr7 in all aspects of NAPLAN literacy as outlined below.
- 10% Improvement in 3-year average of students achieving expected growth Yr5-Yr7 in NAPLAN literacy and numeracy as outlined below.
- Increase to 50%, the 3-year average of students achieving expected growth Yr3-Yr5 in NAPLAN numeracy as outlined below

Year 3 –Year 5 Growth

	2012-2014	2015-2017
Reading	50.7%	56%
Writing	57.4%	63%
Spelling	64.1%	70%
Gram & Pun	52.8%	58%
Numeracy	36.7%	50%

Year 5 –Year 7 Growth

Reading	61.5%	68%
Writing	60.7%	67%
Spelling	60.3%	66%
Gram & Pun	58.5%	64%
Numeracy	64.4%	70%

3. Embedding assessment for, as and of learning

The Heaton PS Assessment Schedule will be evidenced by explicit quality criteria against assessment items with a clear line of sight to both Literacy and Numeracy Continuum markers and syllabus outcomes.

of Personalised Learning Plans (PLP) for Aboriginal students and Individual Education Plans (IEP) for students with identified learning needs.

3. Embedding assessment for, as and of learning

Products:

- Updated and regularly reviewed assessment schedule
- Embedded assessment tasks which inform teaching and learning for all students and which provide opportunities for assessment for, as and of learning.

Practices:

- Collaborative development of assessment tasks to ensure consistency of teacher judgement.
- The collaborative development of a series of rich tasks across the school.
- Termly updates to PLAN data against continuum markers to guide teaching and learning for individual students.
- Evaluation of NAPLAN data to identify areas of strength and weakness across literacy and numeracy and its use to guide teaching and learning for individual students.

Strategic Direction 2: Excellence in Pedagogical Practice

Purpose

To develop a school culture where staff members are responsible for their learning, strive for innovation and have the capacity to provide a flexible curriculum to meet the diverse needs of our students.

Improvement Measures

1. *Teachers engage in professional learning*

- All teachers develop and regularly monitor their personal professional plan.
- The Australian Professional Standards for Teachers are clearly used to develop teachers' professional learning plans.
- New learning is transferred to classroom practice after careful reflection and is clearly evident in teacher programs.
- From the beginning of 2017 all permanent, temporary and casual teachers will be accredited at Proficient and will begin maintenance procedures.

People

Staff: Build leadership capacity through targeted strategic participation in leadership programs. Capabilities will be developed by designing and implementing differentiated, individualised teacher professional learning. Provide a range of personalised professional development utilising a range of strategies focussed on the implementation of the National Curriculum and working towards accreditation against the Australian Teaching Standards.

Students: Students will benefit by being engaged in teaching and learning programs that are responsive to the needs of their learning.

Parents/Community: Parents actively engage in conversations around classroom practice, subject content and assessment methods and how these support the individual learning needs of their child. Parents understand the importance of, and where possible share in enthusiasm and engagement for, effective technology use in creative, collaborative settings.

Processes

1. *Teachers engage in professional learning*

Teachers plan personal professional learning goals and support colleagues in identifying and achieving professional learning which addresses the needs of the school and the professional aspirations of themselves and their colleagues.

Products and Practices

1. *Teachers engage in professional learning*

Products:

- All teachers have a personal professional learning plan which identifies targeted professional learning needs and opportunities to share excellence in classroom practice with colleagues.
- Quality teacher programs which reflect implementation of new learning.

Practices:

- Teachers work collaboratively with colleagues in the development of professional learning plans, seeking feedback on classroom practice and opportunities to observe best practice.
- Teachers seek opportunities for professional learning which meet the needs of the students, the requirements of the wider school and which enhance their personal career directions.
- Teachers seek opportunities for professional learning around the Australian Professional Standards for Teachers in preparation for entry into the BOSTES accreditation process from 2017.
- Teachers engage with the Australian Professional Standards for Teachers when identifying learning needs and professional learning opportunities.
- Interested teachers seek opportunities for accreditation at higher levels such as Highly Accomplished and Lead.

2. Teachers engage in a collaborative performance and development framework.

- Current TARS/EARS procedures are replaced by collaborative procedures which are clearly reflective of the requirements of the Performance and Review Framework.
- The Australian Professional Standards for Teachers and the Quality Teaching Model are clearly used as the basis for classroom observations and feedback during Performance and Review procedures.

2. Teachers engage in a collaborative performance and development framework.

Teachers support each other through the introduction and implementation of the Performance and Development Framework to support the ongoing improvement of student outcomes through continuous development of our skilled, effective and professional teachers.

2. Teachers engage in a collaborative performance and development framework.

Products:

- Heaton PS Assessment and Review Schedule policy and procedures updated to meet the requirements of the new Performance and Development Framework.
- Consistent and targeted planning of opportunities for feedback and reflection through collaborative performance and development process.

Practices:

- Teachers and executive work collaboratively to identify best practice procedures which satisfy the needs of those involved and the requirements of the Performance and Development Framework.
- Teachers engage in regular feedback and reflection which results in continuous and ongoing refinement of pedagogical practice.

3. Teachers engage with students, colleagues and parents/carers around pedagogical practice.

- Teacher programs clearly outline ways in which the curriculum and pedagogical practice is being differentiated to meet the needs of all students.
- Current feedback procedures (reports, 3-way conferences, parent meetings, etc) are evaluated to identify baseline engagement data and changes are made which result in increased community engagement around classroom practice.
- Students with particular strengths are identified and programs and opportunities are put in place to meet their individual needs.

3. Teachers engage with students, colleagues and parents/carers around pedagogical practice.

Teachers ensure inclusivity in all aspects of students' education by contributing to professional networks of colleagues and building increasingly productive relationships with students, parents/carers and the wider school community.

3. Teachers engage with students, colleagues and parents/carers around pedagogical practice.

Products:

- Opportunities for authentic 3-way feedback with students and their families.
- Enhanced communication with parents/carers in regard to pedagogical practice.
- Strengthened relationships with colleagues from across the Callaghan Educational Pathways community of schools.
- Pedagogical practices which are progressively targeted to meet the needs of 21st Century Learners

Practices:

- Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness through collaboration and quality 2-way feedback with colleagues, students and their parents/carers.
- Opportunities to communicate with parents/carers are tailored to meet the needs of the parents/carers and are designed as opportunities for 2-way feedback on pedagogical practice and student learning.
- Teachers work closely with colleagues across the school and across the wider community of schools around ongoing implementation of the NSW Syllabuses which incorporate the Australian Curriculum.
- Teachers ensure that quality teacher programs include 21st Century learning skills such as technology, critical thinking and collaboration.
- Gifted and talented opportunities meet the needs of students across all key learning areas.

Strategic Direction 3: An Engaged Community

Purpose

Working together as a learning community we will give our students the knowledge, skills and experiences to achieve their personal goals and be successful 21st Century citizens.

Improvement Measures

1. **Building on positive school identity and community engagement**

Increased engagement of parents and carers in all aspects of student education as evidenced through surveys, attendance data and participation in school-based celebrations and information sessions.

2. **Improved 2-way communication**

Increased engagement of the wider school community through the use of technology and traditional forms of communication through the collection of usage data and response to content of notes, letters and other communication.

3. **Cultural Competencies and community engagement**

Increased willingness of members of our various cultural groups to be involved in school activities. In particular the increased willingness of our Aboriginal community to visit the school, participate in celebrations and contribute to discussions throughout the design and development process of the Pathways for Learning project.

People

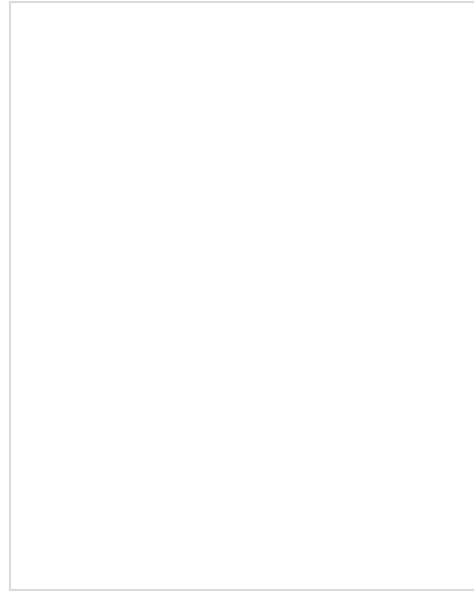
- **Students:** Engage students in culturally connected teaching and learning opportunities to ensure that the diversity of our school community is reflected, respected and celebrated in school activities.
- **Staff:** Develop staff capacity to enhance current strong community relationships and to build on current communication methods to ensure 2-way communication through multi-media techniques.
- **Parents:** Heaton Public School acknowledges the support parents and carers provide for the children at school and outside the school gates. We aim to strengthen and continue to encourage parental engagement in all aspects of student education through 21st Century communication channels, development of culturally appropriate meeting areas and celebrations and participation in collaborative planning.
- **Community:** Continue to participate in activities and learning experiences across the whole school community with the Callaghan College Pathways group of schools. Build relationships with outside organisations to enhance the school's profile in the community.

Processes

1. **Building on positive school identity and community engagement**
Capitalise on current high levels of community engagement (as evidenced by attendance at school celebrations) to improve parental engagement in classroom based interactions such as interviews, classroom participation and/or home-based interaction with students' education.
2. **Improved 2-way communication**
Create improved 2-way communication channels through the use of technology, social media and personal contact which will complement traditional methods.
3. **Cultural Competencies and community engagement**
Enable learning pathways to build cultural competencies across the school. Improve engagement of our aboriginal community through

Products and Practices

1. **Building on positive school identity and community engagement**
Products:
 - Strategically chosen celebrations and events which reflect the interests of the whole-school community.**Practices:**
 - Reflect on celebrations from previous years to develop and plan ideas for future events.
 - Collect community attendance data to determine community engagement and work closely with the Heaton PS P&C group to develop and plan future events.
2. **Improved 2-way communication**
Products:
 - Development of school Facebook identity, enhance website use and possible development of school communication app.**Practices:**
 - Consultation with the school community to develop a deeper understanding of the preferred communication methods.
 - Development of a technology focused communication strategy using social media, personal electronic contact and other methods as determined through consultation.
3. **Cultural Competencies and community engagement**
Products:
 - Aboriginal Pathways of Learning and murals painted around the school to reflect the multi-cultural nature of the



the development of a dedicated learning pathways area. Consistent and collaborative implementation of well-informed cultural teaching and learning programs, opportunities and experiences for staff, students and community.

- school community.
- An strengthened relationship with Aboriginal families and the Muloobinba EACG
- Practices:**
- Invite parents of Aboriginal students to planning meetings and to be part of the decision making process around the 8-ways Learning Pathway and the development of student PLPs.
 - Attend Muloobinba AECG meetings and seek advice, assistance and consultation where appropriate.
 - Liaise with AECG, Wallsend HS AEO, P&C and other community groups throughout the design and development of the pathway and murals. The pathway will be based on the 8-ways of learning and will link the entrance of the school to the multi-cultural learning area.