School plan 2015 – 2017

Sarah Redfern Public School 4509

Quality Teaching and Learning
Quality Leadership Practices
Quality Community Partnerships
## School background 2015 - 2017

### School vision statement

Success for all in a respectful, safe and united learning community.

We will be a school that is welcoming and safe. Where our whole school community, work together and create an environment where all members feel valued, respected and equal. Everyone will be supported in their endeavours to become successful learners and citizens.

### School context

Sarah Redfern Public School is set in the dynamic south western Sydney suburb of Minto. We are a growing and changing community that values high standards in education and personal growth.

Exemplary teaching and learning is facilitated by excellent teaching staff, dedicated to the needs of the whole child. As a learning hub, Sarah Redfern Public School, engages with a strong and effective school learning community. We have a preschool for 80 children, 12 mainstream classrooms and 3 support classes; IM, IO and Multi Cat.

Sarah Redfern Public School is situated in a unique setting, alongside Passfield Park School and Sarah Redfern High School. Through these collaborative relationships we are able to cater for the needs of all students P-12 in an inclusive and nurturing environment.

We have a total enrolment of 360 children. We are enriched with a diverse community, including 12% Aboriginal and 62% EAL/D. We provide opportunities for all students through Gifted and Talented programs, PSSA, Creative and Practical Arts including flute and drumming ensembles and choir, with access to a fully equipped gymnasium, hall and 21st Century library.

We ensure success for all in a respectful, safe and united learning community.

### School planning process

In 2014 the whole school community undertook a comprehensive review and consultation of current practices and future directions.

We have participated in open dialogue and consultation with staff, students and the community. Holding interviews and open forums where all members were given opportunities to articulate their vision for our school. We liaised with our Aboriginal community members, including our Aboriginal Education and Engagement Officer. Using surveys and data, the planning team was able to ensure a clear direction was outlined. We also held collegial discussions with both Sarah Redfern High School and Passfield Park SSP to ensure a united approach to our school and community directions was achieved.

We accessed the expertise and guidance of Mr Brad Mitchell, Principal School Leadership.
**School strategic directions 2015 - 2017**

**STRATEGIC DIRECTION 1**
Quality Teaching and Learning

**Purpose:**
To establish and maintain a quality learning community where students are provided with exemplary teaching programs which create active and reflective 21st century learners.

**STRATEGIC DIRECTION 2**
Quality Leadership Practices

**Purpose:**
To build sustainable leadership capacity and promote innovative practice within all members of the school community.

**STRATEGIC DIRECTION 3**
Quality Community Partnerships

**Purpose:**
To establish our position in the community as a learning hub where all members are valued and respected, strengthening their sense of belonging and fostering authentic partnerships.
# Strategic Direction 1: Quality Teaching and Learning

## Purpose
To establish and maintain a quality learning community where students are provided with exemplary teaching programs which create active and reflective 21st Century learners.

## Improvement Measures
Increased student achievement, leading to students that are highly literate, numerate, creative and are lifelong learners. Improved student outcomes by 80% of students meeting benchmarks for Literacy and Numeracy using PLAN data.

Students who are highly engaged in their learning and have excellent attendance, with attendance rates at or above the state average for the period 2015-2017.

Highly skilled teachers who consistently deliver exemplary teaching and learning with 100% of staff having Professional Learning Plans that are an authentic reflection of their classroom practice.

## People
**Students:** Build student capacity to ensure they are equipped to take on new learning by providing high quality teaching in every classroom and tailored interventions.

**Staff:** Will develop mindsets where tailored professional learning is linked to their individualised professional learning plans

**Parents:** Will be active partners in their child’s learning through open dialogue and authentic reflection

**Leaders:** Through modelling and mentoring around consistently high expectations, leaders will ensure exemplary practice in all areas.

## Processes
**Personalised Learning**
Establish effective Learning and Support structures, including monitoring and maintaining rigorous personalised plans for all identified students.

Increase staff knowledge and understanding of formative Assessment to drive student learning and achievement, where all students are encouraged to be lifelong learners.

**Improved Professional Practice**
Provide opportunities for all staff to improve their practice through mentoring and reflection. This includes implementation of teacher excellence strategy which reflects personalised professional learning linked directly to student learning.

**Student Engagement and Attendance**
Develop a range of student engagement and welfare programs and implement effective attendance improvement measures, including more effective monitoring through Sentral and the PBL program.

**Aboriginal Education**
Improved school practice in the implementation and reflection of Personalised Learning Pathways (PLPs) for all Aboriginal students in partnership with parents, caregivers, outside agencies and the wider community. Using the National Aboriginal and Torres Strait Islander Education Action Plan to drive improvements in student performance, cultural identity and school engagement.

## Evaluation plan:
**Staff surveys**
**Data analysis – attendance, PLAN, NAPLAN**
**Performance and Development Framework**
Visible practices are clearly evident in every classroom.

## Products and Practices
**Products:** Increased student achievement, leading to students that are highly literate, numerate, creative and are lifelong learners. Improved student outcomes by 80% of students meeting benchmarks for Literacy and Numeracy using PLAN data.

Students who are highly engaged in their learning and have excellent attendance, with attendance rates at or above the state average for the period 2015-2017.

Highly skilled teachers who consistently deliver high quality and rigorous teaching and learning with 100% of staff having Professional Learning Plans that are an authentic reflection of their classroom practice.

Students will be encouraged to learn to their personal best through differentiated teaching and learning programs.

**Practices:**
Self-reflection is evident as a tool for directing student learning

Formative assessment is embedded in teaching practice

Established reflective and mentoring practices within the school

Students fully engaged in project-based, 21st Century learning

Regular revision of personalised learning plans in consultation with all stakeholders
# Strategic Direction 2: Quality Leadership Practices

## Purpose
To build sustainable leadership capacity and promote innovative practice within all members of the school learning community.

## Improvement Measures
Students better equipped to actively lead and build capacity among their peers with 60% of students P-6 involved in leadership roles as tracked by SENTRAL. 100% of staff are supported and mentored under formal processes linked to their Personalised Learning Plans, where best practice across the school is inspired by quality leadership.

Parents and community members are empowered to be active participants, in their child’s learning through leadership opportunities, with 80% of parents involved in a range of school functions, including those with decision making responsibilities.

## People
| **Students**: Formalised programs and training opportunities (guest speakers) to develop leadership. |
| **Staff**: Personalised Professional Learning Plans giving staff opportunities to engage in programs and/or career development at point of need, |
| **Parents**: Provide increased opportunities to be involved and part of the decision making processes. |
| **Community partners**: Explore and engage leadership opportunities from our community partners. |
| **Leaders**: Facilitate development and pathways to support and extend leadership in the school learning community. |

## Processes
- Quality Student Leadership: Increased opportunities including implementing student leadership opportunities in informal and formal situations for all students. Peer mentoring of students across school groups, both primary and high school sites.
- Quality Staff leadership: Implementing teacher excellence strategy which reflects personalised professional learning linked directly to student learning. Coaching and mentoring opportunities.
- Quality Community Leadership: Opportunities for authentic contribution from all members of the learning community. This would lead to an increase in learning outcomes and student achievements. Encouraging community members to contribute to children learning, celebrating achievement and decision making.

## Products and Practices
**Products:**
Students better equipped to actively lead and build capacity among their peers with 60% of students P-6 involved in leadership roles as tracked by SENTRAL. 100% of staff are supported and mentored under formal processes linked to their Personalised Learning Plans, where best practice across the school is inspired by quality leadership.

Parents and community members are empowered to be active participants, in their child’s learning through leadership opportunities, with 80% of parents involved in a range of school functions, including those with decision making responsibilities.

**Practices:**
PDF is teacher driven and reflective with Staff Professional Learning Plans used to actively inform career development and inform excellence and improvement in classroom practice.

Leadership opportunities and pathways are evident within the school organisation and are widely communicated to all members of the school community.

Ongoing opportunities provided within the school for parents to actively engage in the school decision making process.

**Evaluation plan:**
- Parent surveys
- Data collection – SENTRAL
- Performance and Development Framework

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## Strategic Direction 3: Quality Community Partnerships

### Purpose
To establish our position in the community as a learning hub where all members are valued and respected, strengthening their sense of belonging and fostering authentic partnerships.

### People

**Students**: building an understanding and celebrating that parents and the community have an active part to contribute in their education

**Staff**: Encourage and celebrate the contributions parents and community can make to the teaching and learning

**Parents**: Empower and encourage parents to actively contribute to the teaching and learning of students and to be seen as experts in their chosen field.

**Community partners**: Providing an environment where their contributions are celebrated and allowing positive relationships to be built and fostered, including authentic opportunities for Sarah Redfern High School and Passfield Park SSP to engage in whole curriculum discussion, with a focus on transitions.

**Leaders**: Through a positive mindset, facilitate, guide and support opportunities for all members of the learning community to contribute

### Processes

**Promotion and marketing**
All school achievements and values are communicated to the entire school learning community. Success will be acknowledged and valued as a part of the community. We will continue to build the school profile within the school community through ongoing school promotion.

Parent and Community educators will work together to ensure best practice and sustainable change is ensured across the entire learning community, including local Elders of our Aboriginal community participating in authentic teaching opportunities.

Establish a welcoming environment and provide opportunities for parents to be active participants in teaching and learning

Supporting parents to lead workshops and interest groups for students, staff and the wider community.

**Evaluation plan**:
- Parent surveys
- Newspaper articles
- Tracking the number of interest based groups run by parents

### Products and Practices

**Products**:
Engaged community working within our school with 30% of parents involved in a range of initiatives to contribute to the teaching and learning.

Increased school presence and heightened profile within the community, leading to enrolments rising to 450 students by 2017.

Increased emphasis on the value of parents as educators as demonstrated by 50% increase in parent-led/initiated workshops and interest groups operating within the school.

**Practices**:
Members of the community accessing the school to be a part of the teaching and learning process

School sharing expertise and experience within the wider community, through multimedia notifications and raised profile.

Parents sharing expertise and experiences within the school community.

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**Improvement Measures**

Engaged community working within our school with 30% of parents involved in a range of initiatives to contribute to the teaching and learning.

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Increased emphasis on the value of parents as educators as demonstrated by 50% increase in parent-led/initiated workshops and interest groups operating within the school.