Creating Tomorrow 2015 – 2017

Figtree Heights Public School

Learners

Leaders

Citizens
**School background 2015 - 2017**

**SCHOOL VISION STATEMENT**

At Figtree Heights, ‘The Heights of Excellence’ Public School, we strive to provide a supportive and inclusive environment; empowering our students to unlock their potential by transforming individualised learning outcomes to create productive citizens. Our school promotes an atmosphere of holistic learning, where self-motivated learners can become confident and creative individuals, prepared to take the journey into tomorrow’s world of education by embracing change.

Figtree Heights Public School is creating tomorrow’s leading learner through a culture underpinned by high expectations and evidence-based decision making.

By providing rich and authentic learning experiences, we demonstrate sustained dedication to quality teaching, learning and success.

**SCHOOL CONTEXT**

Figtree Heights Public School (est.1972), near Wollongong, is nestled amongst the leafy hills and lies at the base of Mounts Keira, Nebo and Kembla. The current school population comprises approximately 250 students from diverse cultural, religious and socio-economic backgrounds.

Our small school fosters a sense of belonging for all in a supportive and inclusive community by nurturing the social success of each individual and maintaining a positive and caring learning environment.

Figtree Heights Public School is well known for committed teachers and rigorous curriculum programs focused on academic growth and development. As a 21st Century school we use digital technologies to spark curiosity, engage our learners and create a passion for knowledge and understanding.

Through embracing the philosophy of every child, every opportunity, Figtree Heights Public School students’ educational experiences are further extended by enrichment programs offered to gifted and talented students and targeted progressive learning programs for students with extra learning needs.

**SCHOOL PLANNING PROCESS**

The planning process for the 2015-2017 Figtree Heights School Plan was a rigorous process of whole school communication and collection of data. Initially, an analysis of current policies and programs, plans, budgets, meeting minutes, communications, program evaluations and other documents was undertaken to gather a start point for the school planning process.

A ‘School Life Satisfaction’ survey was completed by parents, students and teachers to obtain information concerning the school’s strengths and weaknesses as well as future directions. The school acquired data and information from the fields of ICT, ‘Tell Them From Me’ wellbeing survey, curriculum evaluations, quality teaching and learning surveys, whole school literacy review, student learning outcome data, NCCD and PLASST, to gauge where the school was currently sitting and where we needed to go for the new planning cycle.

Teaching and Learning of English was evaluated in preparation for the compulsory implementation of the NSW syllabus for the Australian Curriculum. The Teaching and Learning of Mathematics was also evaluated in preparation for the compulsory implementation of the NSW syllabus for the Australian Curriculum.

Staff and parent information and discussion sessions were held to provide background on the new planning process, including the relevance of the Melbourne Declaration and our genuine interest in having community input and consultation. Following this, a number of open forum P&C workshops were set aside for community consultation to create a shared vision and direction for the school. Three staff planning teams were established to prepare, write, revise and effectively consult and communicate with our students and the FHPS community.

As a result of the aforementioned processes, three key strategic directions were identified as a basis for a shared commitment for future developments at Figtree Heights Public School.
Building the capacity and efficacy of all members of the Figtree Heights community, we strive to recognise, promote and create opportunities to build leadership density at all levels, including staff, students, parents and the school community. Continuing to develop the capabilities of all our leaders is a critical element in sustaining successful school culture for today and tomorrow.

Our aim is to use best practice to excite, engage and enrich the learning of all students through great teaching and inspired learning. We will create life-long and adaptive learners who strive for excellence in a culture of dynamic expectations where every teacher and student accesses personalised learning. Students and teachers will take ownership of their learning through setting realistic and attainable goals and by developing Individual Learning Plans, Engaged Learner Profiles and Individual Performance and Development Plans.

Our students will be prepared socially and emotionally for the ever-changing world through an embedded system of values and skilled decision-making. Through sustained excellence, students will be productive citizens who are empowered to take action on issues and develop an understanding of their role and responsibility when engaging in action and participation at local and global levels.
**Strategic direction 1: Creating Tomorrow’s Leaders**

**PURPOSE** Why do we need this particular strategic direction and why is it important?

Building the capacity and efficacy of all members of the Figtree Heights community, we strive to recognise, promote and create opportunities to build leadership density at all levels, including staff, students, parents and the school community.

Continuing to develop the capabilities of all our leaders is a critical element in sustaining a successful school culture for today and tomorrow.

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<tr>
<th>PEOPLE</th>
<th>How do we develop capabilities of our people to bring about transformation?</th>
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<tbody>
<tr>
<td><strong>Students:</strong></td>
<td>By embracing opportunities to build and develop their leadership skills through various forums, e.g. public speaking, debating and leadership teams.</td>
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<tr>
<td><strong>Staff:</strong></td>
<td>Utilising the Performance and Development Framework, teachers will identify their own learning and development needs and engage in tasks that expand leadership opportunities.</td>
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<td><strong>Aspiring leaders:</strong></td>
<td>Take responsibility to embrace opportunities provided to them by the school leadership team.</td>
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<td><strong>Parents:</strong></td>
<td>Parents will be informed of student leadership opportunities and be encouraged to provide feedback to help shape future programs (projects).</td>
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<tr>
<td><strong>Leadership:</strong></td>
<td>Establish ‘Instructional Leadership’ positions in specific subject areas to support staff in ongoing quality teaching development.</td>
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<td><strong>Leadership Team:</strong></td>
<td>The leadership team will take responsibility to embrace opportunities provided to them by the Principal.</td>
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<th>PROCESSES</th>
<th>How do we do it and how will we know?</th>
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<td><strong>Individual performance and development plans (PDP):</strong></td>
<td>are developed for aspiring leaders and are linked to the AITSL standards and Performance and Development Framework.</td>
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<tr>
<td><strong>Establishment of Leadership Teams including, but not limited to:</strong></td>
<td>Executive Teams, Stage Leader Teams, Curriculum Teams, Initiative Teams, Professional Learning Opportunity Teams, Student Leadership Teams and Student Representative Council.</td>
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<tr>
<td><strong>Student Representative Council:</strong></td>
<td>become advocates for the Figtree Heights Public School values and partake in ‘7 Habits of Highly Effective Kids’ and ‘Leader in Me’ Program.</td>
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<tr>
<td><strong>Appropriate professional learning for identified and aspiring leaders:</strong></td>
<td>HOW2Learn leadership initiative provides leaders with a dynamic and innovative approach to develop their capabilities in providing relevant and engaging learning opportunities for both teachers and students.</td>
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<th>PRODUCTS AND PRACTICES</th>
<th>What is achieved and how do we know?</th>
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<tr>
<td><strong>Products:</strong></td>
<td>100% of aspiring leaders have an individual performance and development plan aligned to AITSL standards, designed collaboratively and supported by the executive leadership team.</td>
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<td><strong>85% of aspiring leaders:</strong></td>
<td>both staff and students, take up leadership roles within the school.</td>
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<tr>
<td><strong>School self-evaluation data indicates 90% of parents and community are highly satisfied with all levels of leadership:</strong></td>
<td>Improved effectiveness of Figtree Heights Public School Student Representative Council (SRC) by comparing pre- and post-effectiveness surveys.</td>
</tr>
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<td><strong>Evidence of career growth and accreditation against the leadership standards have been achieved and maintained:</strong></td>
<td>Aspiring leaders’ individual performance and development plans are achieved and used as a focus for their professional development.</td>
</tr>
<tr>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose? Practices:</strong></td>
<td>Aspiring leaders’ individual performance and development plans are integrated and in sync with our purpose.</td>
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<tr>
<td><strong>Aspiring leadership initiative:</strong></td>
<td>HOW2Learn review survey indicates an improved understanding of how teachers and students learn.</td>
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<tr>
<td><strong>School Executive Team:</strong></td>
<td>will regularly review the SRC involvement in school life and decisions.</td>
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**Improvement Measures**

- 100% aspiring leaders have individualised learning plans aligned to AITSL standards, designed collaboratively and supported by the Executive Leadership Team.
- 85% of aspiring leaders, both staff and students, take up leadership roles within the school.
- School self-evaluation data indicates 90% of parents and community members are highly satisfied with all levels of leadership.

**Evaluation Plan**

- All teachers will have an individual performance and development plan (PDP) regularly reviewed and updated with members of the school executive.
- Regular reporting against the milestones by Strategic Direction Team.
- HOW2Learn review survey indicates an improved understanding of how teachers and students learn.
- Teachers are more willing to take part in leadership opportunities.
- School Executive Team will regularly review the SRC involvement in school life and decisions.
## Strategic direction 2: Creating Tomorrow’s Learners

### PURPOSE
Why do we need this particular strategic direction and why is it important?

Our aim is to use best practice to excite, engage and enrich the learning of all students through great teaching and inspired learning. We will create life-long and adaptive learners who strive for excellence in a culture of dynamic expectations where every teacher and student accesses personalised learning.

Students and teachers will take ownership of their learning through setting realistic and attainable goals and by developing Individual Learning Plans, Engaged Learner Profiles and Individual Performance and Development Plans.

### PEOPLE
How do we develop capabilities of our people to bring about transformation?

- **Students:** Students inspire lesson content and help drive teaching by utilising their knowledge of how they learn.
  - Students will set quality learning intentions and take responsibility for their learning by monitoring their progress through self-reflection, feedback and intended goal alignment.
  - Students requiring adjustments and learning assistance will be supported in achieving their targeted individualised learning goals.

- **Staff:** Staff will engage in quality pedagogy professional learning opportunities such as Focus on Reading (FoR), L3 and HOW2Learn.
  - Teachers will be supported and guided through Inquiry learning practices, research and implementation.
  - Teachers will employ individualised instruction to all students driven by evidence-based research and data.
  - HOW2Learn leader will have expertise to deliver specialised instruction to all staff on developing student learning capacity.

- **Parents:** Positive, collaborative and inclusive partnerships will continue to be created, supported and fostered strengthening the link between home and school environments.

- **Leaders:** Quality instruction for teachers on higher order thinking skills, Inquiry Learning, HOW2Learn and Focus on Reading will be provided to ensure quality pedagogy is being embedded across all learning experiences.

### PROCESSES
How do we do it and how will we know?

- **Quality Teaching Pedagogy**
  - Quality Rounds’ and Instructional Leader opportunities are available to all teachers, improving the understanding and implementation of quality teaching in the classroom.
  - Effective classroom practice will be supported through a sustained commitment to best practice models such as L3, TEN and FoR.

- **Inquiry Learning Practices**
  - Explicit teaching of 21st Century capabilities for teachers and students to ensure deep understanding and consistent implementation.
  - Actively engage in professional learning opportunities to observe Inquiry Learning in practice within our school learning community and FHPS classrooms.

- **Evidence Based Practice**
  - Evidence based teaching and learning, which includes qualitative and quantitative data to inform teaching and learning practices.
  - Assessment for, during and of learning is embedded in all aspects of teaching and learning.
  - HOW2Learn initiative provides insight into how all learners learn, placing learning at the centre of school business, helping others to become powerful learners and improving life opportunities for all.

- **Evaluation Plan**
  - Regular reporting against the milestones by strategic direction team.
  - Teachers’ PDPs regularly reviewed and updated with changing needs.
  - Numeracy and Literacy data wall tracking monitoring to gauge patterns in learning.
  - NAPLAN data will be analysed each year to track improvements in literacy and numeracy.
  - Tell Them From Me survey data analysed yearly.

### PRODUCTS AND PRACTICES
What is achieved and how do we know?

- **Products:**
  - 100% teaching and learning is driven by informed decision making, differentiated instruction and quality teaching pedagogy.
  - 100% of staff will demonstrate a deep knowledge of Inquiry Learning and 21st Century capabilities and effectively implement the practice into their classroom.
  - Whole-school learning progression data walls based on the Literacy and Numeracy Continuums track 100% student progression.
  - All teachers have an individual performance and development plan based on AITSL standards, school plan and individual professional learning needs.
  - A strengthened learning culture at FHPS and learning capacity of our students (by comparing pre and post data) (HOW2Learn initiative).
  - Evidence (observational and hard data) that students are actively engaged in their learning opportunities.
  - 100% of students requiring adjustments (including Gifted and Talented) and learning support are catered for adequately with embedded revision practices in place.
  - What are our newly embedded practices and how are they integrated and in sync with our purpose?

- **Practices:**
  - Pedagogy of L3, TEN and FoR are operating within classrooms and maintenance practices are embedded in school culture.
  - Evidence of data informed decision-making, differentiated instruction and quality teaching and learning practice is integrated/embedded into all classroom practice.
  - Students and teachers confident embedding Inquiry Learning practice into Australian Curriculum teaching and learning opportunities.
  - Teachers regularly reflect, monitor, assess and update student progression through the use of Literacy and Numeracy data walls.

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**Improvement Measures**

- 100% teaching and learning is driven by informed decision making, differentiated instruction and quality teaching pedagogy.
- 100% of teachers will demonstrate a deep knowledge of Inquiry Learning and effectively implement the practice into their classroom.
- Whole-school learning progression data walls based on the Literacy and Numeracy Continuums track 100% student progression.
## Strategic direction 3: Creating Tomorrow’s Citizens

**PURPOSE**
Our students will be prepared socially and emotionally for the ever-changing world through an embedded system of values and skilled decision-making. Through sustained excellence, students will be productive citizens who are empowered to take action on issues and develop an understanding of their role and responsibility when engaging in action and participation at local and global levels.

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<td>Students:</td>
<td>FHPS students will develop skills in analysing and improving their own needs by learning how to make judgements about their success and confidence as learners, students and children. Students will acquire essential knowledge on topics including interdependence, globalisation, identity, cultural diversity, social justice, conflict resolution, peace building, human rights and sustainable futures.</td>
</tr>
<tr>
<td>Staff:</td>
<td>Teachers will support the development of effective systems to cater for the ongoing needs of students, providing a framework for an inclusive environment for all staff and students. Staff will understand the significance of positive psychology in wellbeing, including in themselves and their students through programs such as ‘Be Unreal’.</td>
</tr>
<tr>
<td>Parents:</td>
<td>Families will engage with their children’s learning and support programs through new and innovative personalised programs. Parents are encouraged to support the implementation of the schools values and wellbeing programs.</td>
</tr>
<tr>
<td>Community partners:</td>
<td>Relationships and partnerships will continue to be accessed and built upon to foster key programs and support structures.</td>
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<td>Students:</td>
<td>will actively engage and have a deep understanding of the FHPS values reward system and become responsible and successful citizens. Student voice will influence school decision-making, providing a successful partnership between teachers and students. Peer observation amongst, and collaboration with, our community of schools will build links with educational expertise. Commitment to understanding, influencing and supporting initiatives such as the ‘Be Unreal’ student empowerment program. Collaborative learning skills will be explicitly taught to students and opportunities to enhance and develop these skills will occur on a term-by-term basis. The Learning and Support Team will monitor and respond to data to successfully manage student behaviour, wellbeing and learning. Engaging in a variety of cultural experiences which reflect Aboriginal and Asian perspectives. FHPS provide empowering opportunities for students to develop their capacity to become active and informed citizens in the 21st Century.</td>
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<td>Products:</td>
<td>At least 95% of students demonstrate a developed understanding and successfully practise/illustrate decision-making skills, resilience, school values, selecting positive choices and (positive) wellbeing. 100% of students: are able to demonstrate the six core values; have increased awareness of other students’ social and emotional wellbeing; and take ownership of their decisions.</td>
</tr>
<tr>
<td>Learning and Support Team supports specific needs of identified students by providing them, their families and the teachers with effective interventions.</td>
<td></td>
</tr>
<tr>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose? Practices:</td>
<td>Common language and expectations are consistent across the school (classrooms and playground) providing a stable system of values and skilled decision-making.</td>
</tr>
<tr>
<td>Students participate successfully in creating and implementing their own personalised goals in a learning, social and emotional context.</td>
<td></td>
</tr>
<tr>
<td>FHPS value system is consistently implemented school-wide providing students with a solid understanding of expectations and their responsibilities.</td>
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<tr>
<td>A collaborative learning culture has been effectively established and is evident through improved confidence, self-esteem, independent and collaborative decision making skills within the student body.</td>
<td></td>
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### Improvement Measures
- At least 95% of students demonstrate a developed understanding and successfully practise/illustrate decision-making skills, resilience, school values, selecting positive choices and (positive) wellbeing.
- 100% of students: are able to demonstrate the six core values; have increased awareness of other students’ social and emotional wellbeing; and take ownership of their decisions.

### Evaluation Plan
- Regular reporting against the milestones by Strategic Direction Team.
- Feedback from focus groups, staff, students and parent surveys, such as the ‘Tell Them From Me’ and School Life survey.
- School wellbeing survey indicates increased attainment of school value awards and a decline in negative behaviour incidents.