SACKVILLE STREET PUBLIC SCHOOL

SCHOOL CONTEXT

Sackville Street Public School provides a comprehensive and balanced curriculum of academic, sporting and cultural experiences. The school actively promotes its aim of 'Opportunities for All' to include students, staff, parent-volunteers and community helpers, in accordance with our school motto, a 'Sharing and Caring' environment. The high expectations of the whole school community are reflected in the welcoming environment, the quality of student welfare programs and academic achievement. Sackville Street, located in the South Western Sydney Region, has strong traditions of quality academic, cultural and social programs, which continue to be actively supported by students, staff and parents. The staff is made up of a core of experienced teachers who have contributed many years of service to the school. Recent appointments have included several early-career and temporary teachers who have displayed sound curriculum knowledge and effective student management strategies. The range of experience within the staff and proportion of male and female teachers provides a quality, balanced learning environment for students.

OUR VISION

- We pride ourselves on our integrity, having high expectations and our commitment to achieving excellence
- We provide innovative learning spaces which are caring, safe and reflective of 21st Century pedagogy
- We commit to developing positive, respectful and collaborative approaches to learning
- We guide students to become informed, resilient and adaptable contributors to society
- We are inclusive of the whole school community in the preparation of our students for responsible, ethical and active citizenship

SCHOOL EVALUATION AND PLANNING

- The School Excellence Framework.
- Planning Literacy and Numeracy software and data.
- Individual Personalised Learning and Support Plan for Aboriginal and Torres Strait Islander students and identified students.
- Professional Learning Plans for staff aligned with Teacher Assessment Review Schedule & Executive Assessment Review Schedule.
- Professional Teaching Standards.
- Focus on Learning teacher survey.
- Tell them from me Parent, staff & student surveys.
<table>
<thead>
<tr>
<th>Strategic Direction 1</th>
<th>Strategic Direction 2</th>
<th>Strategic Direction 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td><strong>Staff and Leadership Learning</strong></td>
<td><strong>School Learning</strong></td>
</tr>
<tr>
<td><em>Leading, reflective and life-long learners.</em></td>
<td><em>Reflective, collaborative, innovative and high quality practitioners.</em></td>
<td><em>Inclusive, informed and engaged community.</em></td>
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<tr>
<td>To empower students to establish where they are with their learning and what they need to improve.</td>
<td>To engage staff as life-long learners through differentiated, collaborative and networked Professional Learning.</td>
<td>To build strong, positive community relationships by leading and inspiring a culture of collaboration and engagement.</td>
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<td>To use innovative, evidence-based pedagogical practices and strategies to improve student learning outcomes.</td>
<td>To build genuine collaborative partnerships with our learning community for school-wide improvement.</td>
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<td></td>
<td>To value all staff as leaders and support them with the tools to progress their leadership skills.</td>
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SD1 – Student Learning: Knowledgeable, reflective and life-long learners.

**Purpose:**
To empower students to establish where they are with their learning and what they need to improve.
To use innovative, evidence-based pedagogical practices and strategies to improve student learning outcomes.

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
<th>Improvement Measures</th>
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<tr>
<td><strong>Students</strong>&lt;br&gt;Students through explicit, systematic and timely feedback and formative assessment, analyse their overall learning progress and performance, to make informed judgements about their successes and determine the next steps in their learning and development journey.</td>
<td>School learning and meeting spaces are innovative and engaging to explicitly teach 21st Century learning skills through the NSW Syllabus for the Australian Curriculum General Capabilities:  - Critical and creative thinking  - Ethical understanding  - Information and communication technology capability  - Intercultural understanding  - Literacy  - Numeracy  - Personal and social capabilities</td>
<td>1. <strong>Product:</strong> Evaluating and reporting student performance data underpins the whole-school assessment strategy. <strong>Practice</strong> Teachers use a range of assessment instruments to help monitor student learning progress and to identify skill gaps for improvement. Teachers incorporate this in their planning for learning. <strong>Practice</strong> Students regularly review their progress, understanding how to improve their learning.</td>
<td>All students use reflection on assessment and reporting processes and feedback to plan learning.</td>
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<td><strong>Staff</strong>&lt;br&gt;Staff through differentiated professional learning and action research groups;  - implement programs focussed on student self-direction and individual student learning needs,  - reflect on current research to be innovative with learning space design to maximise student engagement.</td>
<td>High quality teaching and learning programs are student-centred and collaborative learning and consideration of the needs of individuals. All students monitor their own progress using tools such as the Literacy and Numeracy continuums and contribute to the development of learning goals (may be reported on PLaSP for ATSI students, EALD students and students with specific learning needs).</td>
<td>2. <strong>Product</strong> Physical learning spaces are used flexibly, with technology which is accessible to staff and students. <strong>Practice</strong> Teachers organise learning spaces for improved student engagement.</td>
<td>All teachers use evidence-based strategies and innovative thinking in design to provide engaging learning environments for students. 85% of students in Aspects of Writing and Reading Texts in:  - ES1 will exit at either cluster 4 or above  - Year 1 will exit at either cluster 6 or above  - Year 2 will exit at either cluster 8 or above  - Year 3 will exit at either cluster 9 or above  - Year 4 exit at either cluster 10 or above  - Year 5 exit at either cluster 11 or above  - Year 6 exit at either cluster 12 or above</td>
</tr>
</tbody>
</table>
### SD2 – Staff and Leadership Learning: Reflective, collaborative and innovative practitioners.

#### Purpose
To engage staff as life-long learners through differentiated, collaborative and networked Professional Learning.

To build genuine collaborative partnerships with our learning community for school-wide improvement.

To value all staff as leaders and support them with the tools to progress their leadership skills.

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| **Students**    | Staff participate in high quality differentiated Professional Learning groups focussed on their needs identified in their Professional Learning Plan. Staff expertise in professional learning areas is recognised, valued and supported with leadership opportunities. | **Product**
|                 | Increase teacher and leader expertise through team teaching, coaching, targeted demonstration lessons and feedback. | All staff evaluate professional learning activities to identify and systematically promote the most effective strategies to improve student achievement. | **All staff demonstrate best practice by to lead to school-wide improvement in teaching practice and student outcomes:**
|                 | To build partnerships and generate learning communities with parents, community members and schools of excellence. | **Practice**
| **Staff and Leaders** | **Product**
|                 | **Practice**
|                 | The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. | Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals beyond their classroom. | - Collaborating (Professional Organisation Development groups, lesson study, with staff from neighbouring schools, spirals of inquiry)
|                 | **Practice**
|                 | Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals beyond their classroom. | **Product**
| **Parents**     | **Product**
|                 | **Practice**
|                 | Parents expect teachers to provide effective teaching and learning programs designed to improve their individual achievement of outcomes. | School-wide and / or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff. | - Participating in regular classroom observations
|                 | Parents through feedback, effectively contribute to school and student programs. Parents expect teachers to collaborate for school-wide improvement. | **Practice**
| **Community partnership** | **Product**
|                 | **Practice**
|                 | Student achievement is improved through the development of effective learning communities and partnerships. | All teachers collaborate within and across stages and professional learning teams to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. | - Applying effective feedback
| **Leaders**     | **Product**
|                 | **Practice**
|                 | Staff through feedback and reflection, expect teachers to provide effective teaching and learning programs designed to improve their individual achievement of outcomes. | Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. | - Regularly analysing data and adjusting accordingly
|                 | **Practice**
|                 | **Product**
|                 | Staff and leaders through collaborative professional learning, become reflective and innovative practitioners, responsible for leading school-wide improvement. | **Product**
|                 | **Practice**
|                 | Parents through feedback, effectively contribute to school and student programs. Parents expect teachers to collaborate for school-wide improvement. | **Product**
|                 | Staff participate in high quality differentiated Professional Learning groups focussed on their needs identified in their Professional Learning Plan. Staff expertise in professional learning areas is recognised, valued and supported with leadership opportunities. | **Practice**
|                 | Increase teacher and leader expertise through team teaching, coaching, targeted demonstration lessons and feedback. | **Practice**
|                 | To build partnerships and generate learning communities with parents, community members and schools of excellence. | **Practice**

**Arithmetic Strategies**
All staff have purposeful leadership roles based on professional expertise.

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### SD3 – School Learning: Inclusive, informed and engaged community

**Purpose:**
To build strong, positive community relationships by leading and inspiring a culture of collaboration and engagement.

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<tr>
<td><strong>Students:</strong> Students through feedback, influence school programs and future planning.</td>
<td>To reflect our commitment to building strong partnerships in learning with appropriate school structures. To review student extra curricular activities and showcase student talents through a variety of channels. To engage parents and the community as partners in learning through the school’s focus on using data and continuums to determine student learning goals and how this impacts on student achievement. The school develops a policy to ensure that parents have an equal voice in all relevant decisions that affect children.</td>
<td><strong>Product</strong> Sackville Street Public School is viewed favourably in our local community. <strong>Practice</strong> School and student achievements are celebrated and communicated through a variety of communication channels. <strong>Product</strong> Connections between families and school promote student learning and high expectations from both teachers and family, contribute to students’ success at school. <strong>Practice</strong> Teachers and families have regular, scheduled discussions about how school programs and activities link to student learning. <strong>Product</strong> Communication is a two-way exchange between families and school that involves information sharing and opportunities for schools and families to learn about each other. <strong>Practice</strong> Staff actively communicate, engaging parents and the wider community.</td>
<td>The school will shift to the Sustaining stage of engagement in the following areas of School Assessment Tool (Reflection Matrix): - Dimension 1: Communicating - Dimension 2: Connecting learning at home and at school - Dimension 5: Consultative decision-making</td>
</tr>
<tr>
<td><strong>Staff:</strong> Teachers through ongoing engagement, view collaborative relationships with parents, local learning communities and the wider community as beneficial for student achievement and engagement.</td>
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<td><strong>Parents:</strong> Parents through active participation and engagement, provide feedback about school programs.</td>
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<td><strong>Community partners:</strong> Community partnerships, through communication, celebration and representation are viewed as mutually favourable.</td>
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</table>
**Strategic direction 1: Implementation and progress monitoring**

**Project leaders:** [enter names of project leaders]

<table>
<thead>
<tr>
<th>Year</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td>PROCESS</td>
<td>MID TERM</td>
<td>END TERM</td>
<td>MID TERM</td>
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1. [Enter the key milestones to monitor and track delivery of the outcomes]

2. [Enter the key milestones to monitor and track delivery of the outcomes]

3. [Enter the key milestones to monitor and track delivery of the outcomes]

**Evaluation**

- Evaluation processes and impact assessment

**Resources**

- Monitoring efficient and effective use of resources

On track □  Implementation delayed □  Off track □