

Sunnybank Hills State School

Strategic Plan

2016 – 2019



Signed:

Date:

28.1.16 *Geoff Mill*

Geoff Mill
Principal

Signed:

Date:

N. Katakis
28.01.2016

Nancy Katakis
School Council Chair

School Profile

<p>Purpose</p>	<p>At Sunnybank Hills State School we strive to provide a responsive curriculum to assist every child to maximise their full potential. This is achieved through a close and open partnership between parents and staff, in collaboration with a supportive and caring school community.</p>																
<p>Values</p>	<p>The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, perseverance and creativity. The understanding and application of these 16 Habits of Mind serves to provide the individual with skills to work through real life situations and respond to others in a more empathetic and positive manner.</p> <p>At Sunnybank Hills the Habits of Mind are taught through our School-wide Positive Behaviour lessons throughout the year. Our 'Student of the Month Awards' recognise individual students who display the Habits of Mind in their daily conduct and interactions with others.</p> <p>The Habits of Mind are:</p> <table border="0"> <tr> <td>1. Persisting</td> <td>9. Thinking and communicating with clarity and precision</td> </tr> <tr> <td>2. Managing impulsivity</td> <td>10. Gathering data through all senses</td> </tr> <tr> <td>3. Listening with understanding and empathy</td> <td>11. Creating, imagining, innovating</td> </tr> <tr> <td>4. Thinking flexibly</td> <td>12. Responding with wonderment and awe</td> </tr> <tr> <td>5. Thinking about thinking</td> <td>13. Taking responsible risks</td> </tr> <tr> <td>6. Striving for accuracy</td> <td>14. Finding humour</td> </tr> <tr> <td>7. Questioning and posing problems</td> <td>15. Thinking interdependently</td> </tr> <tr> <td>8. Applying past knowledge to new situations</td> <td>16. Remaining open to continuous learning</td> </tr> </table>	1. Persisting	9. Thinking and communicating with clarity and precision	2. Managing impulsivity	10. Gathering data through all senses	3. Listening with understanding and empathy	11. Creating, imagining, innovating	4. Thinking flexibly	12. Responding with wonderment and awe	5. Thinking about thinking	13. Taking responsible risks	6. Striving for accuracy	14. Finding humour	7. Questioning and posing problems	15. Thinking interdependently	8. Applying past knowledge to new situations	16. Remaining open to continuous learning
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Context	<p>Sunnybank Hills State School is a large Independent Public School (IPS) that offers a very high standard of academic, music, sporting and technology programs. We cater for students from Prep to Year 6 and teach in a year level format. Due to our enrolment management policy, our current enrolments are around 1180 children. We ensure our numbers do not exceed this so as to provide the best access to our facilities and resources to advance student learning opportunities.</p> <p>Class numbers are kept at or below the recommended 25 students in Prep to Year 3, and 28 for Years 4 to 6. At Sunnybank Hills, teachers work in year level teams to ensure continuity of experiences, curriculum and assessment. Sometimes we do need to form a composite class of two year levels. In this case, parents are consulted. Children selected for composite classes are usually higher achieving independent students capable of completing extension activities.</p> <p>We are extremely proud of the multi-cultural nature of our school community. Our student population consists of 54 + cultures that all work and play together very well. Students who have English as a second language are supported by our specialist EAL/D staff.</p> <p>Our academic results are of a very high standard. Our students are constantly encouraged to enter national and state wide academic competitions with many obtaining High Distinctions, Distinctions and Credits. More information regarding these results can be found on our website.</p> <p>Extra curricular options are offered to students in Music, Sport, Chess, Robotics, Dance and Drama. Students are usually not auditioned for these, as we believe that participation and commitment are important factors.</p>
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School Vision

It is our vision for Sunnybank Hills to strive for:

- **Excellence** - the development of literacy and numeracy is a priority for interaction in a global community
- **Inclusiveness** - the inclusiveness of individual needs and of diverse cultures to develop cross cultural awareness
- **Participation** – productive partnerships between parents and teachers to maximise opportunities for students
- **Accountability** – a high quality learning agenda provides system-supported learning and development for staff
- **Safety** - social skills development supports children's ability to become active and reflective citizens

Sunnybank Hills Seals

Our vision is articulated for our students through our positive behaviour program with the Sunny the Seal branding and school creed.

S – safe

E – empathetic

A – active

L - learner

School Creed

At Sunnybank Hills we *strive for knowledge* by being Safe and Empathetic, Active Learners

We are the Sunnybank Hills Seals!



A Better Future: at Sunnybank Hills State School, we will inspire children to become

<p>Effective communicators across a wide variety of contexts now and into the future.</p>	<p>Students:</p> <ul style="list-style-type: none"> • express ideas effectively and clearly in a variety of ways (spoken, written, dramatic, technological, mathematical and physical). • compose a range of texts that convey information, ideas and views, suitable for a variety of purposes and audiences. • use features of texts (structure, grammar, vocabulary and spelling) effectively. • use features of numbers (operations, spatial relationships, processes) effectively.
<p>Moral and ethical global citizens who display a deep understanding of self, society and culture.</p>	<p>Students:</p> <ul style="list-style-type: none"> • are environmentally conscious by showing care for the world around them. • accept ownership, responsibility and consequences of their actions individually and collectively. • develop active and responsible citizenship / social awareness through interacting with/understanding local and global communities and cultures.
<p>Enthusiastic, lifelong learners who are responsible when working independently and with others.</p>	<p>Students</p> <ul style="list-style-type: none"> • develop flexibility, initiative, self-management and risk-taking by reflecting on options and opportunities in a variety of ways. • are self-directed, motivated and adaptable to change • learn to work in partnership with others using collaboration, cooperation and negotiation. • are prepared for future oriented work roles by interacting with external environments in a variety of contexts.
<p>Confident and successful individuals with the ability to self-improve and be self-disciplined.</p>	<p>Students:</p> <ul style="list-style-type: none"> • develop qualities of self-confidence, optimism and commitment to achieve personal goals. • develop positive relationships with peers, family and communities. • accept constructive criticism and praise to foster growth in self-identity and self-worth. • maintain care of their physical and emotional self.
<p>Critical thinkers, who use appropriate strategies to extend, create and adapt.</p>	<p>Students:</p> <ul style="list-style-type: none"> • use a variety of practical, technological and creative tools to generate and process information. • use higher order thinking skills to resolve problems, apply knowledge and create elaborated or alternative viewpoints. • use analysis and evaluation to make meaning of situations in current and future contexts.

Strategic Focus

Key School Improvement Priorities	Improvement Strategies	Key Financial Resource Requirements	Performance Measures and Targets
<p>Explicit School Improvement Agenda</p>	<ul style="list-style-type: none"> • Individual student learning goals (ISLG) with the focus on Reading achievement • Review year level reading targets across the school using PM Benchmarks P-2 and Probe Years 3-6 • Increase percentage of students in Upper 2 Bands in Reading in NAPLAN in Years 3 & 5. • Embed use of explicit teaching - <i>Warm-up, I do, We Do, You do (individual & collaborative) & plough back</i> with a focus on differentiating for the range of learners. Through Pedagogical Framework focus using common and subject specific language across all learning areas. <p>Implement the Advancing Education Action Plan</p> <p>School of the Future Science Technology & Mathematics</p> <ul style="list-style-type: none"> • Further enhance the Technology upgrade and programs within the school to complement the implementation of curriculum delivery and the differentiation of Individual student learning goals. Extend the BYOD agenda and support digital literacies across the school • Introduce Coding and Robotics • Implement the new school based Mathematics program. Provide resources to support engaging pedagogy. • Science program development: embed sustainability as an essential element of the curriculum • Investigate Inquiry Approach to teaching of History, Technology, Geography, Arts and elements of Science 	<p>Production cost</p> <p>Coaching and Mentoring Purchase PM Benchmark and Probe for use by each teacher.</p> <p>Critical review by John Fleming in Terms 1 & 3</p> <p>Robotics resources upgraded & extended</p> <p>iPad roll out for BYOD plan</p> <p>Professional Development & Mathematics resources</p> <p>Science resources to support Expo</p> <p>Haileybury Conference</p>	<p>2016: 75% of students have ISLG 2017: 100% of students have ISLG</p> <p>2016: Reading levels reviewed using PM & Probe. Every child assessed to determine level, goal & teaching strategies</p> <p>2016: Implement the curriculum using eLearning, web and digital delivery.</p> <p>2016: Introduce Robotics and Coding 2016: Extend BYOD trial 2017: Implement BYOD program P-6</p> <p>2016: Introduce new school-based mathematics program in Prep - Year 6</p> <p>2016: Review School Science Program 2016-19: Foster science expo in the lower & upper school 2016: Review & investigate curriculum options 2017-19: Pending review implement staged roll-out</p>

	<ul style="list-style-type: none"> Further development of a consistent and agreed whole of school approach to curriculum planning and assessment; including the use of assessment criteria (GTMJ) with task descriptors for each A-E rating. <p>Global Schools Through Languages</p> <ul style="list-style-type: none"> Introduction of an International Study Tour to Beijing Primary School to complement the needs of our school profile & enhance students' individual learning goals Maintain process for RPL for Chinese speaking students 	<p>Establish study tour program & resources</p> <p>Liaise with feeder SHSs re RPL support</p>	<p>2016 - 19: All teachers participate in moderation processes within their year level and sector</p> <p>2016 : Expand Chinese Language with introductory program in Year 4 2016 : Initial study tour to Beijing with 25 children 2017: Maintain sister school relationship with Beijing & foster annual study tours</p>
<p>Extend Feedback Culture to grow professional discussions and moderation.</p>	<p>Valuing Our Teachers and Educators</p> <ul style="list-style-type: none"> Professional development for all staff to facilitate receiving and providing feedback. Administration members to lead & support through observation feedback & team teaching. Maintain the P-3 coaching role and introduce an upper school coaching role. Introduce Beginning Teacher Mentor program <ul style="list-style-type: none"> Sustainability to be developed through empowering Year levels to conduct professional learning circles. <ul style="list-style-type: none"> Implement new Annual Performance Review according to systemic timelines. <ul style="list-style-type: none"> - Administration - Teachers - Ancillary Staff 	<p>Continual support</p> <ul style="list-style-type: none"> Supervision Coaching Professional development Mentor to lead and sustain a feedback culture within our school. <p>Professional Development of staff. Introduce Year Level Coordinator role at 0.1 FTE</p>	<p>Implement Workforce Plan with focus on Retention, Career Planning, Flexible Staffing & Workplace Relation strategies</p> <p>2016: Investigate Staff Residential Conference 100% of teachers receive informal verbal feedback & 75% receive formal written feedback 2017: 100% of classroom teachers receive formal written feedback</p> <p>2016: Trial middle management structure of Year Level Coordinator for Prep- Year 6 2017-19: Review Coordinator role 2016: Reading Goals for each student.</p> <p>2016: All classroom teachers discuss and set individual learning goals based upon school & individual curriculum needs. 2016 - 2019 :All staff implement APR in line with expectations of the joint statement</p>
<p>Resource Allocations to Support Improvement Agenda</p>	<p>Supporting Student Learning</p> <ul style="list-style-type: none"> Purchase additional teachers and teacher aides to target intervention / extension in Prep- Year 4 Fly-in / Fly-out Teacher Aide program Years P & 1 Extend Year 2 targeted reading program Maintain intensive EAL/D early years support Facilitate Year 3 & 5 whole year curriculum plan to support NAPLAN preparation 	<p>Investing for Success</p> <p>Allocation of staff to programs according to specialised skills</p> <p>Additional staffing</p>	<p>2016 /2019 : Allocation of additional / flexible staffing to extend intervention & extension Reading & Numeracy programs 2016: Flexible allocation of specialised staff and teacher aides to year levels to work as a team to complement Individual Student Learning Goals.</p> <p>2016/ 2019: Improvement of overall school</p>

	<ul style="list-style-type: none"> Extend Student Services inc support through speech/language pathology and SEP Curriculum adjustment to promote more inclusive in-class SEP support Extend trial of specialised instrumental music classes <ul style="list-style-type: none"> Program management structure to support literacy and numeracy achievement across the school <p>Investing in Our School</p> <ul style="list-style-type: none"> Purchase additional building for Outside School Hours Care and intervention programs during school hours. Phase 2 of the Fencing Program Electricity program – solar / alternative energy usage <p>A Confident Start</p> <ul style="list-style-type: none"> Support the phases of transition to facilitate student success. Preschool / Day Care programs to Prep Year 6 to high School <p>Liaise with feeder State High Schools re</p> <ul style="list-style-type: none"> Curriculum Continuity Student Leadership Specialised Programs in music, sport & LOTE <p>Liaise with feeder Day Care Centres re</p> <ul style="list-style-type: none"> Enrolment Management Program of Learning Professional Development of staff 	<p>requirements</p> <p>Operational Costs</p> <p>HR to support program management structures</p> <p>P&C funding</p> <p>P&C grant applications</p> <p>Audit findings</p>	<p>banding achievements with ISLGs and support program implementation.</p> <p>2016: Improved distance travelled for each student demonstrated through school based pre & post testing.</p> <p>2016-19: Program structures have effective Action Plans that complement curriculum delivery.</p> <p>2016-19: Representation of all sectors in each program areas and plans are effectively communicated through representatives at staff and sector meetings.</p> <p>2016: Opening of new OSHC program for before school, after school & vacation care.</p> <p>2017/18: Fence and corporate signage complete</p> <p>2017: Reduction to energy consumption</p> <p>2016: Prep enrolment target of 145 children</p> <p>Recognition of Year 6 student leaders</p> <p>2017-19 Prep enrolment target of 145 children</p> <p>2016: Strategy to support Preschool to Prep transition structures.</p>
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