

# School plan 2018-2020

Hargraves Public School 2136



# School background 2018–2020

## School vision statement

To empower all students to be confident, capable and enthusiastic learners in a safe and supportive learning environment that promotes resilience, persistence and well-being.

## School context

Hargraves Public School is a small rural school situated 35 km south-west of Mudgee in the Central West of New South Wales. It features three well-resourced classrooms and library and a spacious, attractive playground. Hargraves School is an active member of the Mudgee Small Schools Network.

The twenty two students enrolled attend from the village and surrounding rural areas. The students, parents and community members are proud of their school, which provides a focal point for the community. The school motto, 'The School with the Heart of Gold', encapsulates the link between the history of the school and the fundamental commitment to the social and educational needs of all students.

Hargraves Public School prides itself on providing a high quality education in a safe and nurturing learning environment. Our highly committed and professional staff are dedicated to supporting the learning needs of all students and helping them reach their full potential.

The school continues to focus on the quality of student outcomes in literacy and numeracy as well as providing students with a broad range of extra-curricular activities so that every student is given every possible opportunity to succeed.

## School planning process

The consultation process for the writing of the School Plan began in Term 3 2017 with discussion at a P&C meeting. Following this all key stakeholders— staff, students, parents and community members were consulted through surveys to determine the success of current programs and to seek direction for the school for 2018–2020. Further discussion took place at each P&C meeting for the remainder of 2017.

A review by staff of current programs and practices as well as detailed student data, combined to inform our future focus areas.

This information was correlated to formulate two strategic directions for our school.

The directions are:

1. Quality Learning
2. Quality Teaching

# School strategic directions 2018–2020



**Purpose:**

To provide a whole school approach to the delivery of quality learning experiences that meet the needs of all students. Positive, respectful and caring relationships across the school community will support the educational aspiration and wellbeing of all students so they can connect, succeed, thrive and learn.



**Purpose:**

Our purpose is to deliver quality teaching within a collaborative and supportive environment that is engaging and evidence based. Each staff member will extend their capabilities by undertaking personalised professional learning that aligns with the school's plan for excellence. Particular focus will be on the teaching of Literacy and Numeracy skills across all learning areas.

# Strategic Direction 1: Quality Learning

## Purpose

To provide a whole school approach to the delivery of quality learning experiences that meet the needs of all students. Positive, respectful and caring relationships across the school community will support the educational aspiration and wellbeing of all students so they can connect, succeed, thrive and learn.

## Improvement Measures

80% of students will achieve their year appropriate expected growth in Literacy and Numeracy.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Improved levels of student wellbeing and engagement.

## People

### Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

### Staff

Differentiate their teaching to meet each students' learning needs by providing engaging and relevant teaching and learning programs.

### Parents/Carers

Collaboratively develop learning goals with student and teacher and support students in achieving those goals.

### Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

### Leaders

Establish structures and processes to identify, address and monitor student learning needs.

## Processes

### Curriculum and Learning

Deliver quality student centred learning experiences which enable students to understand how they learn and therefore how they contribute to and achieve their learning goals.

### Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, feel valued, succeed, thrive and learn at each stage of their schooling.

## Evaluation Plan

All data will be analysed collaboratively:

- Internal student assessment data
- PLAN 2 data every 5 weeks
- NAPLAN data
- Tell Them From Me surveys (student and parent)
- classroom observation data
- teacher reflections
- Personalised Learning Plans

## Practices and Products

### Practices

Continuous use of effective and reliable assessment data will inform effective teaching and learning programs with ongoing tracking of student learning on the Literacy and Numeracy learning progressions.

Positive, respectful and caring relationships across the school community will promote and support continuity of quality student learning as well as the development of emotional, social and physical wellbeing.

### Products

A student-centred learning environment exists where all students are supported and challenged and are receiving timely and meaningful feedback on their learning to inform future direction. Students will be able to use feedback to articulate their next step of learning.

Whole school consistent approach to the delivery of explicit teaching and learning programs to develop learners who strive for personal best and are responsible, resilient and persistent. The four 'Fish' principles will be evident both in and out of the classroom to develop emotional, social and physical wellbeing.

# Strategic Direction 2: Quality Teaching

## Purpose

Our purpose is to deliver quality teaching within a collaborative and supportive environment that is engaging and evidence based. Each staff member will extend their capabilities by undertaking personalised professional learning that aligns with the school's plan for excellence. Particular focus will be on the teaching of Literacy and Numeracy skills across all learning areas.

## Improvement Measures

- All teachers maintaining current accreditation standards.
- Increased use of evidence informed teaching strategies.
- Improved teacher supervision measures that include lesson observations, constructive feedback and program evaluations.

## People

### Students

Provide timely and respectful feedback to teachers on their learning experiences.

### Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

### Parents/Carers

Engage in literacy and numeracy information activities around assessment and teaching strategies.

### Leaders

Establish processes which build the capacity of the school community to understand the importance of data to inform future teaching practices and school directions.

## Processes

### Effective Teaching Practice

Teachers are committed to understanding and implementing the most effective explicit teaching methods in literacy and numeracy. (L3, Seven Steps to Writing Success, TEN)

### Professional Learning

Professional learning for every teacher is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. There are systems in place for collaboration and feedback to maintain quality teaching practice.

### Data Use

Student assessment data is used to identify student progress, teaching effectiveness and future learning directions as well as being used to place students on the learning progressions.

## Evaluation Plan

All data will be analysed collaboratively:

- NAPLAN data
- PLAN 2 data/ Learning Progressions
- Parent and student TTFM surveys
- Teacher Professional Development Plans
- Teaching programs
- Lesson observations
- Australian Professional Standards for Teachers and Principals

## Practices and Products

### Practices

Teachers will have a collaborative approach to the teaching of literacy and numeracy which is research informed and evidence based.

The use of data collection and collaborative evaluation is an embedded practice to inform teaching and learning interventions and directions in literacy and numeracy.

### Products

Structures are in place to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Systems are embedded where teachers make informed and consistent judgements about student progress and plot their students on the Learning Progressions.