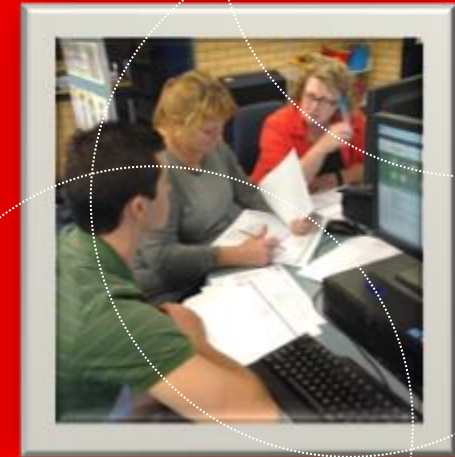


School plan 2015 – 2017

Howlong Public School 2186

Our school has energy and warmth that sees every child being supported in programs that allow them to reach their potential.

Students and their learning are our core business.





School vision statement

Students will achieve their personal best in an environment built around positive relationships between all stakeholders and effective communication structures.

Our focus is on developing independent, reflective, responsible and adaptive lifelong learners.

School context

Howlong Public School provides a dynamic, inclusive and caring educational environment in which all of our 210 students access quality educational programs within a balanced curriculum. Students and their learning are our core business.

We are committed to a philosophy of continuous improvement – in classroom practices, student outcomes, educational leadership, educational management, ongoing and whole school professional learning, use of data to inform our decisions and community engagement.

We believe in expanding our educational horizons and have developed and will continue to develop strong links with other communities of learning. As part of the Crossing Point Learning Community our collective staffs work collaboratively on capacity building professional learning programs. Likewise our executive staff has linked with executives from Corowa Public School, focussing on leadership development. Our learning and support structures and associated programs have been recognised as best practice by peers and our learning Support Team has also created a network with another school in our area to share our processes.

As a 229 school our SASS staff frequently link up with other SASS staff to support one another with the business reforms currently being implemented by us.

Our school community has a desire to embrace the core values of respect, integrity, trust, responsibility, resilience, teamwork and excellence.

School planning process

To determine the key elements that make up our School Plan, a series of consultation workshops was held in early Term 4 2014. These workshops involved parents, staff, as well as student focus groups using the 'Safe Schools Hub' survey from the National Safe Schools Framework.

All groups responded to questions regarding three central themes – School Vision, School Purpose and School Values. Responses were collated and analysed by teams of staff and findings communicated to our community at a P and C meeting, and via our newsletter and school website.

Evidence collected from student surveys on wellbeing, information collected from the 'Focus on Learning Online Teacher Survey', NAPLAN and school assessment data as well as findings from the National School Improvement Tool survey, was used to help determine the three strategic areas for this School Plan.

The consultative part of the planning process will be further enhanced when parents, students and staff participate in the Tell Them From Me surveys when they are released in 2015. Data gathered will be used to verify and/ or amend aspects of the plan



STRATEGIC DIRECTION 1

Learning,
Engagement and
Wellbeing

Purpose:

To provide quality learning experiences that are purposeful and engaging as well as differentiated to ensure students are appropriately challenged and supported.

A positive wellbeing is a key factor in enhancing student learning outcomes.

**Leadership Success Strategies *Bounce Back
*PLAN data *Differentiated Curriculum
*Engagement *SMART goals *Flexible Staffing*

STRATEGIC DIRECTION 2

Teaching

Purpose:

The continuous development of skilled, high performing teachers, supported by a collaborative positive culture and leadership, enhances student achievement.

'Good Teachers Make the Difference'

**New Syllabus Implementation *Performance and
Development Framework *Formative Assessment
Use of Technology

STRATEGIC DIRECTION 3

Inclusive and Engaged
Community
Relationships

Purpose:

Enhancing effective communication frameworks and school planning in partnership with an informed school community, supports student learning.

**Increasing parent engagement *Collaborative
Learning Communities *Connecting with our
community*

Strategic Direction 1: Learning, Engagement and Wellbeing

Purpose

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

To provide quality learning experiences that are purposeful and engaging as well as differentiated to ensure students are appropriately challenged and supported.

A focus on improving student engagement in their learning will lead to improved wellbeing and achievement. A positive wellbeing is a key factor in enhancing student learning outcomes.

Improvement Measures

100% Aboriginal and EALD students achieve their SMART goals for literacy and numeracy

Improvement in SEF Value Add data (2015 – 82.1)

Increase the percentage of students in the high skills, high challenge area of the TTFM survey (41% 2015)

People

Students:

Develop their critical thinking, problem solving, collaborative and communication skills

Be able to articulate how they learn and why they learn

Staff:

Upskilled in how to differentiate their programs to support student learning including the writing of SMART goals for those students requiring learning support

Focus on evidence based practices to help improve student performance

Work collaboratively to review and set further goals from PLAN data each 5 weeks

Work collaboratively with parents and community personnel to ensure a common purpose

Parents:

Support students in their learning plans

Collaboratively develop learning goals with student and the teacher

Communicate with teachers re child's learning needs

Community partners:

Work collaboratively with school staff to support student achievement in learning, engagement and well being

Leaders:

Monitor student data

Develop and support all teachers through mentoring, and coaching

Processes

How do we do it and how will we know?

Provide professional learning and ongoing support for staff on improving engagement of all students

Provide professional learning to support the Implementation of best practice research based pedagogy in differentiation in all classrooms

Implement *School Chaplaincy* Program

Implement *Community Connect* projects across all classes

Implement online safety skills program which includes a student technology audit

Collaboratively review and evaluate Bounce Back program

Evaluation Plan:

Student Surveys - Tell Them From Me (Term 1 and 3)

Stakeholder review of Anti-bullying Plan and Bounce Back program

Ongoing review of SMART and PLAN data

Evidence collection for School Excellence Framework (Learning)

Products and Practices

What is achieved and how do we know?

Products:

Improved levels of student wellbeing and engagement

Positive respectful relationships across the school community underpinning a productive learning environment are evident

All students are supported and challenged in an environment focussing on the learner

Parents engaged in all aspects of student learning

innovative practices are encouraged and shared across our school and Learning Communities

A stronger more focused learning support program inclusive of all stakeholders

All teachers implementing best practice research based pedagogy (Link: Strategic Direction 2)

Practices:

Assessment data used to monitor achievements and gaps in student learning and extensively used to inform planning for particular student groups and individual students

Establishing active partnerships working collaboratively to ensure continuity of learning for students

All students and parents receive meaningful feedback on their learning
Learning and Support Team driving improvement process

Strategic Direction 2: Teaching

Purpose

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

The continuous development of skilled, high performing teachers supported by a collaborative positive culture and leadership, is a key factor to enhance student achievement and engagement.

Improvement Measures

100% teachers achieving their accreditation status (Proficient, Maintenance, Highly Accomplished, Lead)

Improved scores for Collaboration and Learning Culture – TTFM Teacher survey (2014 – 8)

People

Students:

Engage in and reflect on learning activities

Staff:

Maintain accurate records, documentation and assessment data to inform teaching and Learning and Support caseloads

Develop a Performance and Development Plan (PDP) for the annual cycle

Complete a self assessment and annual review on their PDP

Work collaboratively with same stage colleagues to ensure consistency of pedagogy

Strengthen practice of formative assessment

Parents:

Participate in literacy and numeracy workshops

Communicate openly with teachers

Leaders:

Demonstrate instructional leadership, promoting and modelling effective evidence based practice

Lead and model feedback protocols

Develop the capacity of beginning teachers

Processes

Implement the NSW Teacher Performance and Development Framework cycle

Collaboratively develop and implement structured observation and feedback program focusing on delivery of Literacy and Numeracy lessons

Provide collaborative professional learning - implementation of new NSW syllabuses - Maths, History, Science and Technology

Provide professional learning- formative assessment

Provide professional learning on evidence based practices and use of data to inform teaching

Professional Learning – Cultural Awareness, Aboriginal History

Evaluation Plan:

TTFM Teacher Survey (Term 3)

Evidence collection for School Excellence Framework (Teaching)

Products and Practices

Products:

A supportive school culture

Performance and development plans are closely linked to the School Plan

Professional learning that is evidence-based and collaborative

Innovative classroom practices and enhanced engagement of students

Parents are informed of teaching and learning practices in literacy and numeracy

Common instructional language used across all classes

Formative assessment practices in place in all classes

Evidence based teaching practices embedded

Practices:

Teachers collaborate within and across stages to ensure consistency of curriculum delivery including strategies for differentiation and consistency of teacher judgement

Encourage, share and celebrate innovative practices

Teaching learning cycle is embedded into all teaching and learning activities with a focus on utilising appropriate technology

Evidence informs the teaching plan

Strategic Direction 3: Inclusive and Engaged Community Relationships

Purpose

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

Enhancing effective communication frameworks and school planning in partnership with an informed school community, supports student learning.

Improvement Measures

Improved scores over time from TTFM Parent surveys

100% parents informed of their child's progress in learning at least 3 times per year. (85% Term 1 2015)

People

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

Students:

Actively engage in learning opportunities, maintaining respectful relationships with school personnel

Staff:

Establish and maintain respectful collaborative relationships with parents/carers

Participate in professional and community networks and forums to broaden knowledge and improve practice

Parents:

Actively contribute to school life through direct involvement in the educational work of the school

Actively engage in opportunities to enhance their learning of what and how, we teach key concepts in literacy numeracy, science and technology and history

Community partners:

Work collaboratively with school personnel to develop co learning projects

Leaders:

Facilitate learning activities for parents and learning community networks

Build capacity of staff to engage in wider networks

Use collaborative feedback and reflection to promote and generate learning and innovation

Processes

How do we do it and how will we know?

Pre school staff and ES1 staff will work collaboratively to develop and understand common pedagogies in literacy and numeracy

Regular collaborative professional learning activities with learning partners from Crossing Point Learning Community

Collaboratively engage with local community organisations

Online information/ presentations to support parent learning

Teachers will share with parents information about their child's learning in literacy and numeracy supported by clear evidence

Actively engage parent body in meaningful school decision making process – Anti bullying plan, technology planning, grounds improvement /kitchen garden projects

Utilise technology to communicate school activities including social media

Products and Practices

Products:

The school is recognised as excellent and responsive by the community as a result of effective engagement with members of the local community, Learning Community partners business organisations

Practices and processes are responsive to school community feedback

Parents understand the expectations for each stage of learning in literacy and numeracy, Science and technology and history

Parents fully engaged in their child's learning

Practices:

Regularly engaging with parents using open, honest and respectful communication

Regular contact with parents of students with special needs (Link Strategic Direction 1)

Regular participation of all staff engaged in Professional learning activities with learning Community partners

Evaluation Plan:

Evidence collection for School Excellence Framework (Leading)

Tell Them From Me Parent surveys (Term 3)