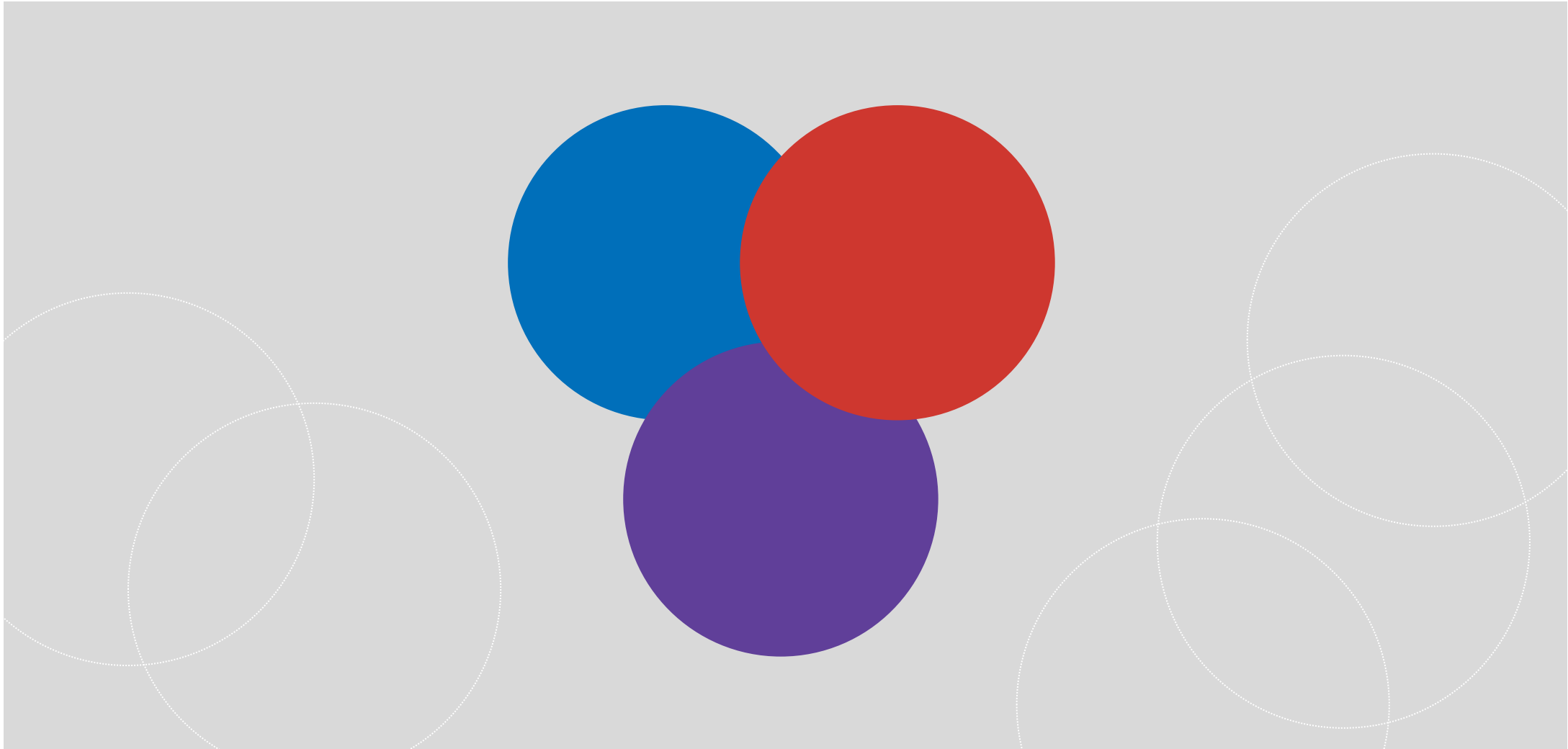


School plan 2015 – 2017

Hinchinbrook Public School - 4613





School vision statement

'Learning together' to provide each student with the opportunity to achieve their personal best through engaged, meaningful learning, that creates inspired 21st Century learners, in a safe, respectful and supportive learning environment.

School context

Hinchinbrook Public School was established in 1995 and currently has a population of 520 students (PP2), 76% coming from a language background other than English. The school is a member of the Liverpool Network of Schools as part of the Ultimo Group. Our school community shares a commitment to a supportive learning environment that places students first and focuses on quality welfare practices and skilling students to be successful and competitive citizens in the 21st Century on a global scale.

The school staff vary in experience from New Scheme Teachers, to those of extensive teaching service. All staff are supported and led by a motivated Leadership Team comprising of the Principal, a class free Deputy Principal and four Assistant Principals. Support staff and EALD teachers make a valuable contribution to the programs offered to our students. As a learning community we are committed to providing quality learning opportunities for all students within a positive safe and supportive learning environment.

The area of Literacy continues to be a major focus as we move into our first year (2016) working with literacy expert Jo-Anne Dooner – 'Get Reading Right'.

School planning process

- School staff involved in evaluating previous School Plan, school programs and school processes in the school. Data was then rated according to value, purpose or future challenge.
- All parents and students were surveyed "What do I want from Hinchinbrook Public School?" The focus on this survey was on student quality, teacher quality, learning environment, wellbeing and learning experiences (current and future).
- Staff teams addressed the 9 areas of the National School Improvement Tool, ranking the current level of success in each area for Hinchinbrook Public School.



STRATEGIC DIRECTION 1

Learning Together

Purpose:

To provide opportunities for students to acquire Literacy and Numeracy skills through explicit teaching. These skills will be utilised in authentic learning opportunities across the school. This will be evident in teaching programs and high levels of student engagement.

To provide opportunities for students to develop the fundamental skills required to be competitive in the modern world:

- Critical, informed and effective communicators
- Creative and critical thinkers and problem solvers
- Collaboratively work as a part of a team

STRATEGIC DIRECTION 2

Excellence in Leadership and performance

Purpose:

To enable staff to rise to the challenge of teaching and learning in a 'Futures School' by engaging in professional learning aimed at achieving personal teaching goals and improved practices.

To develop shared responsibility for student improvement and transparent learning culture including the observation of each other's practices.

STRATEGIC DIRECTION 3

Enhancing a positive learning culture based on strong connections and informed communication

Purpose:

To enhance strong connections for an engaged community partnership where a positive culture is fostered and diversity valued.

To foster a school wide culture of self- improvement and shared responsibility for student engagement, learning and success.

To encourage genuine, open and informed communication and provide opportunities for promoting consultative decision making.

Strategic Direction 1: Learning Together

Purpose

To provide opportunities for students to acquire Literacy and Numeracy skills through explicit teaching. These skills will be utilised in authentic learning opportunities across the school. This will be evident in teaching programs and high levels of student engagement.

To provide opportunities for students to develop the fundamental skills required to be competitive in the modern world:

- Critical, informed and effective communicators
- Creative and critical thinkers and problem solvers
- Collaboratively work as a part of a team

Improvement Measures

- ❖ 20% increase of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data.
- ❖ 20% increase of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.
- ❖ Staff demonstrating increased confidence in implementing a variety of assessment and differentiation strategies where students are afforded the opportunity to demonstrate their knowledge and skills, using a variety of assessment tools.
- ❖ 'Tell Them From Me' survey results, demonstrates a positive view of learning from students.

People

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

Students:

Through formative assessment practices students will develop the ability to extend upon their knowledge and skills to achieve clearly defined outcomes.

Through differentiated practices students will increase their capacity in Literacy, Numeracy and use of technology as a tool of learning

Staff:

Will implement **authentic** and creative teaching and learning experiences and assessment practices, ensuring students are immersed in challenging and motivating environments.

Teachers actively seek and engage with **feedback** through the implementation of regular **classroom observations**
Teachers take responsibility for continued best practice through the development of their Performance Development Plans.

Parents/Carers:

Will have opportunities to become involved in **authentic Literacy learning programs** which enable them to be informed and contribute to their children's learning.

Community Partners:

Will offer opportunities for staff to network and enhance each teacher's professional development.

Leaders:

Will support teachers to implement best practice models within the school by maintaining and further developing their own Performance and Development Plans

Processes

How do we do it and how will we know?

Formative Assessment:

- Professional development hour, in stages (**Literacy/Numeracy – Explicit Teaching**).
- Classroom observations by supervisors and agreed colleagues
- Use of PLAN data, Literacy and Numeracy continuums, **within planning process**
- **Implementation of explicit Literacy morning routine K-6**
- Introduce and revisit different assessment strategies to be implemented in the classroom.

Differentiation:

- Continued Professional Development: engagement, **explicit teaching in Literacy**, learning styles, critical thinking.
- **Implementation of whole school Literacy strategies with 'Get Reading Right' program**
- Inquiry based learning e.g. **Project based learning**, S.O.L.E, and Genius Hour
- Cyclic programming
- Fluid and flexible groupings

Evaluation Plan

Evidence of **formative assessment and explicit teaching in teaching and learning programs**, Cyclic programming, teaching and learning programs, Classroom observations, collection of school based and external data e.g. NAPLAN, PLAN.
Student pre and post survey data 2016
Review of individual Performance Development Plans

Products and Practices

What is achieved and how do we know?

Products:

20% increase of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data.

20% increase of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.

Staff demonstrating confidence in implementing a variety of assessment and differentiation strategies where students are afforded the opportunity to demonstrate their knowledge and skills, using a variety of assessment tools.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Formative assessment practices being embedded in all teaching and learning experiences. Teachers engage in professional discussions to track student progress and monitor consistency in teacher judgement.

Staff providing for student learning needs through **daily engagement with authentic learning experiences**

Staff providing differentiated learning activities that cater to the student's strengths but work towards exposing all students to the same learning objectives.

Students demonstrating 21st Century Learning skills across the curriculum.

Strategic Direction 2: Excellence in Leadership and Performance

Purpose

To enable staff to rise to the challenge of teaching and learning in a 'Futures School' by engaging in professional learning aimed at achieving personal teaching goals and improved practices.

To develop shared responsibility for student improvement and transparent learning culture including the observation of each other's practices.

Improvement Measures

- ❖ All staff will be flexible in their approach by drawing on a variety of strategies to implement programs and assessment tools to create high quality classrooms that reflect a change in pedagogy.
- ❖ All staff working towards achieving their professional learning goals as outlined in their Performance and Development Plan.
- ❖ All staff will reach their appropriate accreditation level, measuring their performance against the Australian Professional Standards for Teachers
- ❖ All staff create a quality classroom that reflects **authentic learning**, evidenced through **classroom observations, self-reflection and feedback**
- ❖ **Increased number of parents attending school events and information workshops**

People

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

Students:

Through quality teaching, **authentic learning** and formative assessment, students will be given greater opportunities to achieve improved results.

Teachers:

Through professional discussions, classroom observations, constructive feedback, deeper understand of **authentic learning** and reflection upon the standards, teachers will improve practices to enhance teaching and learning programs across the school.

Parents:

By making parents aware of whole school programs, practices and expectations, they will have a deeper understanding of the programs and **engage** within the school to cater for their child's needs.

Leaders:

Improvement of student outcomes through supporting the ongoing development of teachers within the school.

Using Performance Development Framework to support ongoing improvement of student outcomes through continuous development of students and teachers

Processes

How do we do it and how will we know?

Quality Classrooms

Professional learning is essential to maintain a high level of quality within the classroom. It will focus on:

- **Explicit teaching and authentic learning**
- Formative Assessment and use of data collected
- Inquiry based learning
- Cyclic programming based on student needs

Teacher performance

To improve teacher quality, knowledge and practices, staff will reflect on their own career development and formulate a Performance and Development Plan incorporating the use of the Australian Professional Standards for Teachers.

- **Performance Development Framework**
- Classroom Observations and constructive feedback
- Accreditation - National Standards
- Professional Learning opportunities
- Beginning teacher programs

Evaluation Plan

- Evidence of explicit teaching and authentic learning tasks in their teaching and learning program and classroom practice.
- Sharing constructive feedback through the Classroom Observations
- Accreditation process.
- Performance and Development Plan
- **Participation in teacher networking**

Products and Practices

What is achieved and how do we know?

Products:

All staff will be flexible in their approach by drawing on a variety of strategies to implement programs and assessment tools to create high quality classrooms that reflect a change in pedagogy.

All staff working towards achieving their professional learning goals as outlined in their Performance and Development Plan.

All staff will reach their appropriate accreditation level, measuring their performance against the Australian Professional Standards for Teachers

All staff create a quality classroom that reflects **authentic learning**, evidenced through **classroom observations, self-reflection and feedback**

Increased number of parents attending school events and information workshops

Practices:

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Staff using a variety of strategies to improve programming and improved use of assessment data

Staff having a greater awareness and are becoming increasingly confident in using Inquiry based learning promoting critical and creative thinking amongst students.

Staff reflecting upon the ongoing constructive feedback received through the classroom observations and revise teaching practises to improve the quality of learning experiences.

Strategic Direction 3: Enhancing a Positive Learning Culture Based on Strong Connections and Informed Communication

Purpose

To enhance strong connections for an engaged community partnership where a positive culture is fostered and diversity valued.

To foster a school wide culture of self-improvement and shared responsibility for student engagement, learning and success.

To encourage genuine, open and informed communication and provide opportunities for promoting consultative decision making.

Improvement Measures

- ❖ Increase in the number of parents accessing information from the school and taking every opportunity to get involved in their child's learning.
- ❖ Increased parent participation in whole school events.
- ❖ Staff develop strong networks to enhance professional goals.
- ❖ *Parents demonstrate the knowledge and confidence in the school programs and practices through discussion with others*

People

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

Students:

Students participate in a range of activities to showcase school achievements.

Teachers:

Teachers are encouraged to maintain and enhance open communication with the parents of students in their class and within the whole school.

Teachers build upon/broaden existing professional networks to form links with new learning partners.

Parents:

Parents contribute to the school planning process in a range of forums e.g. surveys, focus groups, parent meetings.

Making connections with parents to develop positive relationships by providing support where needed

Leaders:

Leaders support and enhance connections between members of the school community and beyond Hinchinbrook Public School.

Processes

How do we do it and how will we know?

Engagement

Parents and staff will work together to maximise student learning outcomes. Parent engagement will be increased by:

- Planned workshops based on the needs and interests of parents.
- *Celebrate learning achievement in school and with the community on a regular basis (100 days of learning)*
- Improve communication encouraging parents to attend special events and ensure parents have all the information they need as partners

Future Schools Network

To further develop the teaching/learning programs within the school and professional development, the level of interaction between staff and other schools will increase by:

- Ongoing professional learning between 3 schools, involving guest speakers, workshops presented by teachers from the schools, and networking
- Planning visits to other schools and planning days to enhance/develop teacher's personal professional goals.

Evaluation Plan

Parents to complete school developed survey. Increase attendance by parents to school activities/events.

Products and Practices

What is achieved and how do we know?

Product:

Increase in the number of parents accessing information from the school and taking every opportunity to get involved in their child's learning.

Increased parent participation in whole school events.

Staff develop strong networks to enhance professional goals.

Parents demonstrate the knowledge and confidence in the school programs and practices through discussion with others

Practices:

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Encourage parents to be open about their needs, thereby contributing to the development of workshops which will enable them to maximise their child's learning.

Increased effective means of communication to support parents as partners in the school life of their child.

Valuing ongoing feedback of whole school practice provided by the community

Respectful and dignified interactions are embedded within the school's culture