

School plan 2015-2017

Hannam Vale Public School 2131



School background 2015–2017

School vision statement

Student learning of the highest quality.

We will achieve this by

- providing a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.
- equipping our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum, where children can achieve full potential in their academic, creative, personal, physical and moral development.
- promoting a safe and supportive environment where each students' self esteem is fostered by positive relationships with students and staff.
- striving to have our parents, teachers and community members actively involved with our students learning.

School context

The Three Mountains Alliance Schools (3MAPS) comprises Hannam Vale, Johns River and Herons Creek Schools. We share support of 90 students from K–6. The rural and isolated settings mean that the schools plan and develop opportunities for differentiated learning and social engagement beyond local environments. 3MAPS are committed to becoming Positive Behaviour for Learning Schools focussing on building a strong focus on the mental health and wellbeing of our students. Our school culture is developed by living the positive behaviours that underpin our core values. Respect for each other as professionals and the importance placed on the partnership with our families in children's learning and development are tenets that will support us to achieve our purpose as schools of excellence. 3MAPS provides quality teaching and learning in a warm, supportive environment, within two multi stage classrooms at each school.

School planning process

A review of the 2012–2014 school plan was conducted with parents, staff and students contributing to an evaluation of what worked well and areas of improvement.

Parent, student and staff feedback (from surveys, staff meetings, P&C meetings and speaking to individual parents and students) clearly identified a vision with a focus on

- quality teaching and learning with an emphasis on numeracy, literacy and technology and the new curriculum.
- the mental health and well being of our students
- building strong community links

A number of key educational documents were explored during this process.

- Melbourne Declaration on Educational Goals for Young Australians
- Family–School Partnership Framework
- School Excellence Framework
- School Improvement Tool

We have also consulted and worked together with

- Small School Collegial Groups
- Leadership and High Performance
- Community of Schools

An alliance was formed between Herons Creek, Hannam Vale and Johns River Principals in February 2016 in order to deliver our identified strategic directions. The Principals of the three schools have agreed to milestone shared school improvement initiatives.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

To build the capacity of teachers to implement a cohesive school wide approach to quality teaching and learning programs.

To improve the learning growth and achievement of every student in literacy and numeracy.

To promote a culture of excellence providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talent.

To support teaching practice that enables students to be creative and collaborative learners.

STRATEGIC DIRECTION 2

Creative and Successful
Learners

Purpose:

To enhance support for every student to build positive emotional and mental health and well being and develop personal values and attributes such as honesty, resilience, empathy and respect for others.
(Melbourne Declaration on Educational Goals Young Australians)

To create confident and creative students that have a sense of self-worth, self awareness and personal identity that enables them to manage their emotional, mental and physical well being. *(Melbourne Declaration on Educational Goals Young Australians)*

To achieve our vision of creative and successful learners who are responsible and resilient, curriculum priorities will provide students with the skills and strategies to engage with, and better understand their world at a range of levels. Learners will gain success when programs are highly relevant developing the knowledge and skills of all students with evidence based teaching practices and innovative delivery mechanisms used where appropriate.

STRATEGIC DIRECTION 3

Strong Community Partnerships

Purpose:

Research demonstrates that effective schools have high levels of parental and community involvement" *(Family School Partnerships Framework)*

To achieve our vision that "families and schools work together as partners in the education of children and young people" the school community including staff, students, parents and the broader community will be welcomed into and engaged with the development of school programs. In turn the school will contribute positively to community events and actions endorsing and promoting the integrity of its role in this partnership.

Learners gain a strong sense of belonging and are able to provide responsible input into future directions for the local community, including environmental and social actions.

Strategic Direction 1: Quality Teaching and Leading

Purpose	People	Processes	Practices and Products
<p>To build the capacity of teachers to implement a cohesive school wide approach to quality teaching and learning programs.</p> <p>To improve the learning growth and achievement of every student in literacy and numeracy.</p> <p>To promote a culture of excellence providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talent.</p> <p>To support teaching practice that enables students to be creative and collaborative learners.</p>	<p>Students</p> <p>Students actively engage in programs that cater for their needs and diverse range of abilities and interests.</p> <p>Staff</p> <p>Promote personalised learning that aims to fulfil the diverse capabilities of all students.</p> <p>Success requires developing in-school expertise and enabling connected communities of schools.</p> <p>Teachers engaged in FOR participant training.</p> <p>Leaders</p> <p>Actively lead networking within Community of Schools to achieve best outcomes for staff. Monitor and evaluate the implementation of teaching strategies within the school to improve student achievement in literacy and numeracy using research based knowledge and student data.</p> <p>Parents/Carers</p> <p>Provide information sessions for parents on L3 (Language, Learning and Literacy). Provide opportunities for parents to understand and engage in 21st century learning.</p> <p>Community Partners</p> <p>Community members are invited to contribute their expertise to facilitate the learning process and school environment.</p>	<p>Teacher Performance and Development 2015–2016</p> <p>Shared and supportive Professional Development Plans (PDPs) aligned to 3MAPS improvement plans and APTS.</p> <p>The 3MAPS PD Policy enables all 3MAPS teachers to improve teaching practice in a collaborative and supportive culture</p> <p>Focus on Reading 2015–2016</p> <p>To ensure that all teachers have deep knowledge, skills and capacity to teach students to be capable readers. To foster a love of reading in all students. To improve and celebrate reading results of all students across the Community of Schools 3MAPS.</p> <p>Focus on Writing 2015–2017</p> <p>To improve student writing across the 3MAPS K–6 with the implementation of Professional Learning (PL) to support Consistent Teacher Judgment (CTJ) and moderation of writing samples.</p> <p>Inter-collegial support and shared expertise in writing across the schools.</p> <p>To build knowledge and consistency in assessment for, of and as writing.</p> <p>Celebrating writing achievements across the 3MAPS</p> <p>To share programming and writing purpose across the 3MAPS.</p> <p>Numeracy 2017</p>	<p>Practices</p> <p>Focus on Writing</p> <p>All students K–6 are accurately placed in writing on the Literacy continuum. Common assessment rubrics are developed across the 3MAPS. Shared writing tasks lead moderation activities to develop CTJ across the COS. Shared writing tasks are used to celebrate writing across the 3MAPS.</p> <p>Numeracy</p> <p>All teachers implement explicit teaching in their daily practice as evidenced by peer observations and programs.</p> <p>All teachers are involved in regular peer monitoring to refine best practice and are involved in regular classroom observations. Teachers actively seek support to improve best practice as evidenced by video records and observational reflections.</p> <p>STEAM</p> <p>STEAM Scope and Sequence supports the combination of syllabus outcomes to establish units of work and lessons that develop student capacity in problem solving, critical and creative thinking and collaborative learning.</p> <p>Focus on Reading</p> <p>The processes and strategies of Focus on Reading (FoR) are evident in all programs and explicitly taught as a result of completion of module 4.</p> <p>LMBR</p>
Improvement Measures			
<p>Numeracy</p> <p>Teachers will have a broad range of consistent assessment strategies for , as and of learning as measured by the consistency between work samples, anecdotal records and continuum data. All teachers have a deep knowledge of content and explicit teaching as evidenced by peer observations and self-evaluation.</p> <p>Teacher Performance and Development 2015–2016</p> <p>Our combined PDP focus on Literacy and Numeracy has resulted in students receiving learning specifically tailored to their identified literacy and numeracy</p>			

Strategic Direction 1: Quality Teaching and Leading

Improvement Measures

needs. As a result students are demonstrating growth and achieving expected cluster goals.

STEAM (Science, Technology, Engineering, Arts & Maths) 2017

Teachers jointly construct units of work in line with a developed scope and sequence that aligns the key outcomes of Science, Technology, engineering, art and mathematics. Early analysis of student achievement indicates stronger engagement in these connected syllabus areas.

Focus on Writing 2015–17

Common assessment tasks and meetings across the 3MAPS schools has developed consistency of teacher judgement and moderation of assessment for all 3MAPS students. This has resulted in more accurate placement of students on the writing continuum, greater evidence of differentiated teaching and a noticeable increase in student ownership of learning and self directed learning.

LMBR

Principals and SAM admin. staff demonstrate growth in understanding and confidence in all aspects of LMBR and commit to continued guidance from Herons Creek 229 school.

Focus on Reading

All students K–6 from the 3MAPS are accurately placed in reading on the Literacy Continuum and demonstrate expected growth throughout each year.

People

Processes

To improve student numeracy across the 3MAPS K–6 with the implementation of Professional Learning (PL) to support Consistent Teacher Judgment (CTJ)

Inter–collegial support and shared expertise in numeracy across the schools using TEN pedagogy.

To build knowledge and consistency in assessment for, of and as numeracy.

Celebrating numeracy achievements across the 3MAPS.

To share a combined scope and sequence across the 3MAPS.

STEAM (Science, Technology, Engineering, Art & Maths) 2017

To improve student STEAM outcomes across the 3MAPS K–6 with the implementation of professional learning (PL) to support consistent teacher judgment this will be achieved through inter–collegial support and shared expertise in STEAM across the schools.

To build knowledge and consistency in assessment for, of and as STEAM.

To celebrate STEAM achievements across the 3MAPS and to share programming and STEAM purpose across the 3MAPS.

LMBR 2017

To complete intensive training to support the implementation of the LMBR administration system. Herons Creek Public School (229 School) to support and mentor during this process.

Practices and Products

All school budgeting processes align to SAP processes. The Student Wellbeing management tool, fully operational. Principal and SAM fully trained in SAP finance functions ie Procurement, HR, financial reporting, budgeting, forecasting and payroll.

Teacher Performance and Development

Agreed across–school observation and feedback activities builds a culture of improvement through collaboration.

Achievement of annual goals in shared milestone plans demonstrate evidence of achievement.

Products

Numeracy

Teachers will have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, anecdotal records and continuum data.

All teachers have a deep knowledge of content and explicit teaching as evidenced by peer observations and self–evaluation.

Focus on Reading

All students K–6 from the 3MAPS are accurately placed in reading on the Literacy Continuum and demonstrate expected growth throughout each year.

All students have an individualised reading progress plan and have achieved expected

Strategic Direction 1: Quality Teaching and Leading

Improvement Measures

All students have an individualised reading progress plan and have achieved expected growth.

Parent feedback surveys indicate a growing confidence within the community to support home reading activities.

Ongoing implementation and success of FoR achieved through three principals trained in FoR School Leader Training.

People

Processes

Evaluation Plan

Processes will be evaluated each 1–0 weeks with evidence of impact captured in the milestone improvement plans.

Annual milestone achievements will be reported through the Annual Reporting process.

Practices and Products

growth.

Parent feedback surveys indicate a growing confidence within the community to support home reading activities.

Ongoing implementation and success of FoR achieved through three principals trained in FoR School Leader Training.

Teacher Performance and Development 2015–2016

Our combined PDP focus on Literacy and Numeracy has resulted in students receiving learning specifically tailored to their identified literacy and numeracy needs. As a result students are demonstrating growth and achieving expected cluster goals.

STEAM (Science, Technology, Engineering, Arts & Maths) 2017

Teachers jointly construct units of work in line with a developed scope and sequence that aligns the key outcomes of Science, Technology, engineering, art and mathematics. Early analysis of student achievement indicates stronger engagement in these connected syllabus areas.

Focus on Writing 2015–17

Common assessment tasks and meetings across the 3mAPS schools has developed consistency of teacher judgement and moderation of assessment for all 3MAPS students. This has resulted in more

Strategic Direction 1: Quality Teaching and Leading

Improvement Measures

People

Processes

Practices and Products

accurate placement of students on the writing continuum, greater evidence of differentiated teaching and a noticeable increase in student ownership of learning and self directed learning.

LMBR

Principals and SAM admin. staff demonstrate growth in understanding and confidence in all aspects of LMBR and commit to continued guidance from Herons Creek 229 school.

Strategic Direction 2: Creative and Successful Learners

Purpose

To enhance support for every student to build positive emotional and mental health and well being and develop personal values and attributes such as honesty, resilience, empathy and respect for others.

(Melbourne Declaration on Educational Goals Young Australians)

To create confident and creative students that have a sense of self-worth, self awareness and personal identity that enables them to manage their emotional, mental and physical well being.

(Melbourne Declaration on Educational Goals Young Australians)

To achieve our vision of creative and successful learners who are responsible and resilient, curriculum priorities will provide students with the skills and strategies to engage with, and better understand their world at a range of levels. Learners will gain success when programs are highly relevant developing the knowledge and skills of all students with evidence based teaching practices and innovative delivery mechanisms used where appropriate.

Improvement Measures

Analysis staff, student and parent survey demonstrates strong community alignment of PBL processes and expectations.

CAMP OUT data indicates 98% of parents will increase their knowledge of their child's development needs and their skills have increased to support this development.

People

Leaders

Lead and implement Behaviour Management/Well being initiatives (PBL) to assist colleagues in broadening their range of strategies.

Staff

Staff and the broader school community understand the behaviours, attitudes and expectations that enhance well being and lead to improved student outcomes

Parents/Carers

Parents are informed of and involved with resilience training with their children. Parent representatives on PBL committee.

Students

Students make good choices, social confidence, meet challenges and a resilient and self-responsible.

Processes

3MAPS schools share a common PBL language supporting high engagement of students in a safe and respectful learning environment.

Evaluation Plan

Processes will be evaluated every 10 weeks with evidence of impact captured in the milestone improvement plans.

Annual milestone achievements will be reported through the Annual Reporting process.

Practices and Products

Practices

Ongoing analysis of Big 5 data informs priorities and lessons for intensive instruction.

Students, staff and the broader 3 MAPS community understand the behaviours, attitudes and expectations that enhance well being and lead to improved student outcomes.

Products

Analysis staff, student and parent survey demonstrates strong community alignment of PBL processes and expectations.

CAMP OUT data indicates 98% of parents will increase their knowledge of their child's development needs and their skills have increased to support this development.

Strategic Direction 3: Strong Community Partnerships

Purpose

Research demonstrates that effective schools have high levels of parental and community involvement" (*Family School Partnerships Framework*)

To achieve our vision that "families and schools work together as partners in the education of children and young people" the school community including staff, students, parents and the broader community will be welcomed into and engaged with the development of school programs. In turn the school will contribute positively to community events and actions endorsing and promoting the integrity of its role in this partnership.

Learners gain a strong sense of belonging and are able to provide responsible input into future directions for the local community, including environmental and social actions.

Improvement Measures

Parent surveys indicate high levels of satisfaction and involvement in school improvement plans.

Surveyed parents demonstrate an understanding of how our schools teach reading, numeracy and STEAM and support student well being through PBL.

People

Students

Provide opportunities for students to take an active role in local events so they are able to make a positive contribution to school and community life.

Staff

Foster working relationships where families and organisations outside of the school are educational partners.

Parents/Carers

Parent workshops facilitated for L3, PBL, Focus on Reading and Numeracy.

Support schools vision by encouraging their children's involvement in all school and community activities.

Community Partners

Build community links and work closely with local groups and businesses and events. Art in the Vale at Hannam Vale, Dairy Farmers Picnic, Hannam Vale Open Gardens.

Leaders

Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and educational priorities for the school.

Processes

EngagedCommunity 2015–2017

To share our work in reading, writing, assessment and PBL with families across the communities of schools.

To work as one school using the collective wisdom and ideas of the three Principals to create ways to increase parent partnerships and celebrate 3 MAPS achievements.

Evaluation Plan

Processes will be evaluated each 10 weeks with evidence of impact captured in the milestone improvement plans.

Annual milestone achievements will be reported through the Annual Reporting process.

Practices and Products

Practices

There are increased opportunities for parents to be involved in school based opportunities.

Products

Parent surveys indicate high levels of satisfaction and involvement in school improvement plans.

Surveyed parents demonstrate an understanding of how our schools teach reading, numeracy and STEAM and support student well being through PBL..