

School plan 2015-2017

Herons Creek Public School 2157

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 and 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 of 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 school's plan and develop opportunities for differentiated learning and social engagement beyond local environments. 3MAPS are committed to becoming Positive Behaviour for Learning Schools, where we are 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 essential with achieving our purpose as a school of excellence. 3MAPS provides quality teaching and learning in a warm, supportive environment, within two multi stage classrooms at each school.

Herons Creek Public School is situated on the Mid North Coast, 20 kilometres south of Port Macquarie.

Staffing for 2015 includes a Teaching Principal, one full time teacher, one part time teacher, one part time School Administration Manager for 3 ½ days per week and a General Assistant for 1 day per week.

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 by 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

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 by 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.

Improvement Measures

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 growth.

People

Students

Students actively engage in programs that cater for their needs and diverse range of abilities and interests.

Staff

Promote personalised learning that aims to fulfil the diverse capabilities of all students.

Success requires developing in-school expertise and enabling connected communities of schools.

Teachers engaged in FOR participant training.

Parents/Carers

Provide information sessions for parents on L3(Language, Learning and Literacy).Provide opportunities for parents to understand and engage in 21st century learning.

Community Partners

Community members are invited to contribute their expertise to facilitate the learning process and school environment.

Leaders

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.

Processes

Focus on Reading 2015–2016

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.

Focus on Writing 2015–2017

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.

Inter-collegial support and shared expertise in writing across the schools.

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

Celebrating writing achievements across the 3MAPS

To share programming and writing purpose across the 3MAPS

Numeracy 2017

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.

Practices and Products

Practices

Focus on Writing

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.

Numeracy

All teachers implement explicit teaching in their daily practice as evidenced by peer observations and programs.

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.

STEAM

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.

Focus on Reading

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.

LMBR

Strategic Direction 1: Quality Teaching and Leading

Improvement Measures

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

STEAM (Science, Technology, Engineering, Art & 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 3 MAPS schools has developed consistency of teacher judgement and moderation of assessment for all 3 MAPS 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.

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.

LMBR 2017

People

Processes

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.

Teacher Performance and Development 2015–2016

Shared and supportive Professional Development Plans (PDPs) aligned to 3MAPS improvement plans and APTS.

The 3MAPS PD Policy enables all 3MAPS teachers to improve teaching practice in a collaborative and supportive culture.

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.

Strategic Direction 1: Quality Teaching and Leading

Improvement Measures

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.

People

Processes

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

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.

Teacher Performance and Development 2015–2016

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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*)

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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

PBL 2016–2017

Analysis of 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

Students

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

Staff

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

Leaders

Lead and implement behaviour management/wellbeing initiatives (PBL) to assist colleges in broadening their range of strategies.

Parents/Carers

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

Community Partners

Work closely with outside agencies such as Northcott, Headspace, OT and Speech Pathologists.

Processes

PBL 2016–2017

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 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

PBL 2016–2017

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 wellbeing and lead to improved student outcomes.

Products

PBL 2016–2017

Analysis of 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

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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 wellbeing 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.

Leaders

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

Parents/Carers

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

Support school goals through encouraging their children’s involvement in all school and community activities.

Parent volunteers to help facilitate Organic Schools Program.

Community Partners

Build community links and work closely with Landcare, Herons Creek Heritage society, FM radio station.

Processes

Engaged Community 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

Engaged Community 2015–2017

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

Products

Engaged Community 2015–2017

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