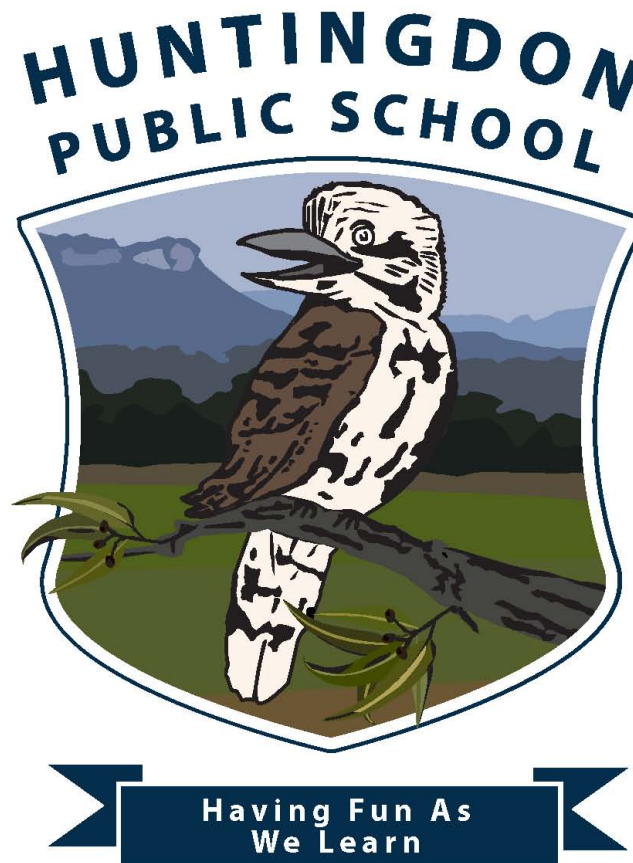


# School plan 2015-2017

## Huntingdon Public School 2190



# School background 2015–2017

## School vision statement

**Our vision statement is:–** *In partnership with our school community, we strive to provide the best education possible for our students in a happy, safe and caring environment.*

## School context

Huntingdon Public School has been proudly serving and meeting the needs of our school community since 1868. With spacious playing areas and attractive grounds we pride ourselves on having a small, rural, community centred school that fosters a sense of belonging and provides quality teaching programs in all of the key learning areas.

Our highly experienced and dedicated teaching and non-teaching staff has worked co-operatively as a team for many years. The school enjoys having a high profile in the local community and is seen as being a friendly and caring place where everyone is valued and made to feel welcome. Visitors to our school often comment on our positive school climate and are amazed at the high standards of students' work that is always on display.

A slide-show of photographs highlighting the many innovative and positive happening that have occurred at our school during the Semester greet all visitors as they enter our Admiration / Library building. Most of the photographs were taken by our students who are our school's media team.

A unique feature of our school is the ever increasing level of parental and community involvement we receive in all aspects of school. Parents and community members have the opportunity to engage in a wide range of school related activities in all of the Key Learning Areas.

Our school promotes a culture of belonging and working together as well as providing opportunities for every student to recognise their individual talents and strengths. We aim to enable all students to become confident and successful learners. We also strive to ensure that the transition from Pre-school to Kindergarten and Year 6 to high school is a relatively stress free and rewarding experience.

## School planning process

At Huntingdon Public School staff, students, parents and the broader school community are encourage to provide us with both positive and negative feedback that will assist us in the development of the vision, values and purpose of our school. We always strive to improve on what we do.

To assist using our planning we collected data from all of Huntingdon Public School's teaching and non-teaching staff, parents, students and our school community. This enabled us to determine our immediate, short term and long term needs and plan for the Teaching and non-teaching staff surveysfuture. Our strategic directions were determined through consultation and informative sessions in the form of :–

Staff, P&C. and Pupil School Council meetings

Parent, student, teaching and non-teaching staff surveys

Feedback from Huntingdon students enrolled in Year 7

Where we :–

Reflected and evaluated relevant school data

Identified Departmental Policies and reforms

Determined our school priorities and focused on core beliefs

Determined best practise and identified and shared resources.

As a result, the information provided enabled us to better determine our school's vision statement and guided both the content of our three year plan and our two strategic directions.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Meeting the needs of students  
and community in a happy, safe  
and caring environment.

### Purpose:

At Huntingdon Public School teachers have a commitment to nurture, guide, inspire and challenge students to work to the best of their ability in a happy, safe and caring environment.

Huntingdon students will be confident and aware of their strengths as well as areas they can improve in. By working co-operatively in multi-graded classrooms our students build positive relationships and actively contribute to the school, the community and the society in which they live.

## STRATEGIC DIRECTION 2

Quality Teaching and Learning  
– In Pursuit Of Excellence !

### Purpose:

At Huntingdon Public School we strive to provide teachers with relevant professional learning opportunities as well as ensuring they have access to the necessary resources required to maximise learning for all students.

Teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies.

In our pursuit of excellence we will use the *School Excellence Framework* to provide us with a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

Our primary focus is on providing students with essential skills in literacy and numeracy and develop skills to be creative and productive users of technology, especially ICT as a foundation for success in not only literacy and numeracy but in all of the Key Learning Areas.

# Strategic Direction 1: Meeting the needs of students and community in a happy, safe and caring environment.

## Purpose

At Huntingdon Public School teachers have a commitment to nurture, guide, inspire and challenge students to work to the best of their ability in a happy, safe and caring environment.

Huntingdon students will be confident and aware of their strengths as well as areas they can improve in. By working co-operatively in multi-graded classrooms our students build positive relationships and actively contribute to the school, the community and the society in which they live.

## Improvement Measures

All Indigenous students match or exceed the learning outcomes of their respective cohort as evidenced in external and school based data.

All students achieving their set goals in literacy and numeracy and accurate placement of students on the Literacy and Numeracy continuum.

## People

### Students

Students learn to make informed judgements about their progress against their relevant learning outcomes. They also learn to set explicit goals for improvement and are able to identify the required strategies to achieve them.

Pupil School Council meetings are held each month with students from Kindergarten to Year 6 having a say in what happens in our school.

### Staff

All staff are encouraged and given the opportunity to attend professional learning activities to develop a deep knowledge of curriculum and Quality Teaching strategies. A commitment to the pursuit of excellence by using *The School Excellence Framework* to enhance students' learning outcomes

### Parents/Carers

Parents are encouraged to be involved in the planning and evaluation processes to support students as they progress through stages of education.

Parents are encouraged to be actively involved in their children's learning both at school and at home. This includes using ICT technologies in numeracy and literacy for extension and remediation.

### Community Partners

Whenever possible we will invite prominent community members and use local businesses to assist us in promoting our

## Processes

### Improved Learning Support Team Structures.

Build or develop the skills of case management and collaborative development of Individual Learning Programs ( ILP's ) for all students identified with special needs, Aboriginal students, out of home care students, Gifted and Talented students. ( GATS )

Strategic and targeted use of SLSO support

Revise current student wellbeing practices, behaviour code in line with the Wellbeing Framework

### Enrichment Programs.

Extending the range of extra-curricular programs available to all of our students through:-

Providing a wider range of opportunities with the BAGO Community of Schools. ( COS )

Utilising ICT software such as Mathletics, Reading Eggs, ZIP-tales and Zoo-whiz.

### Transition Points.

Kindergarten Orientation and Year 6 to Year 7 transition programs are improved as a result of implementing a range of successful strategies.

## Evaluation Plan

We will utilise the milestone improvement scaffold to regularly plan, implement and review key improvement initiatives

## Practices and Products

### Practices

#### Improved Learning Support Team Structures.

All identified students ( GATS special need, Aboriginal, out of home care ) have individual case management procedures that include ILP processes developed annually and reviewed each Semester.

Clear role statements identify priority use of SLSO support

Consistency of support for student engagement in learning aligned to the Wellbeing Framework, evidenced through increased de-escalation and student self regulation

#### Enrichment Programs.

All students demonstrate and reflect on their creativity, innovation and resourcefulness. All students take pride in their work and our classrooms displays reflect their achievements. Data is used consistently across the school to identify gaps in student learning, monitor improvement over time and to monitor growth across the years of school.

### Products

#### Improved Learning Support Team Structures.

Parents' surveys indicate a high level of satisfaction with ILP processes,

Students' surveys high level of satisfaction in *Quality of School Life*.

The introduction of developed systems to

# Strategic Direction 1: Meeting the needs of students and community in a happy, safe and caring environment.

## Improvement Measures

### People

school and help us to successfully implement our teaching and learning programs.

A commitment to staff sharing ideas and resources and working with other small and local schools to best meet the learning needs of all of our students.

### Processes

culminating in an annual evaluation to inform annual reports and future improvements.

### Practices and Products

record and track student engagement and in school behaviour records indicate increased levels of student safety, confidence and alignment to the school's *Code of Conduct*.

All Indigenous students match or exceed the learning outcomes of their respective cohort as evidenced in external and school based data.

School resource allocation has been used to ensure that socio-economic disadvantage ceases to be a significant determinant of educational outcomes for our students.

#### **Enrichment Programs.**

All students demonstrate achievement against set goals in literacy and numeracy.. There is accurate placement of students on the Literacy and Numeracy continuum.

#### **Transition Points.**

Year 7 students' transition program surveys indicate a high level of resilience and self-confidence when Year 6 students get to high school. In particular the increased frequency of visits to the high school across the school year and the opportunity for students to experience a wide range of resources and staff expertise has led to an increase of parents electing Wauchope High School as their preferred

#### **Kindergarten Orientation Programs**

Feedback from parents indicates that our Kindergarten Orientation Days made the

Strategic Direction 1: Meeting the needs of students and community in a happy, safe and caring environment.

Improvement Measures

People

Processes

Practices and Products

transition from home and pre-school to school a positive experience.

# Strategic Direction 2: Quality Teaching and Learning – In Pursuit Of Excellence !

Purpose	People	Processes	Practices and Products
<p>At Huntingdon Public School we strive to provide teachers with relevant professional learning opportunities as well as ensuring they have access to the necessary resources required to maximise learning for all students.</p> <p>Teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies.</p> <p>In our pursuit of excellence we will use the <i>School Excellence Framework</i> to provide us with a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.</p> <p>Our primary focus is on providing students with essential skills in literacy and numeracy and develop skills to be creative and productive users of technology, especially ICT as a foundation for success in not only literacy and numeracy but in all of the Key Learning Areas.</p>	<p><b>Students</b></p> <p>Students learn to make informed judgements about their progress against their relevant learning outcomes.</p> <p>They also learn to plan for improvement and to identify strategies required to progress.</p> <p><b>Staff</b></p> <p>All teaching and non-teaching staff will engage in continuous Professional Learning to support excellence in reflective practice across the school.</p> <p>The teaching staff will share responsibility for student improvement and will contribute to a transparent learning culture including observation and learning from each other's teaching practices. This includes the sharing of excellent teaching practices with the <i>BAGO Community of Schools</i>.</p> <p>Interested staff will be encouraged and supported to become future school leaders and to achieve Highly Accomplished Teacher accreditation.</p>	<p><b>Focus on Literacy and Numeracy</b></p> <p>As a key initiative to support Bump It Up, individualising learning through the use of tracking students on literacy and numeracy continuums and using PLAN data to inform future teaching</p> <p><b>Syllabus implementation</b></p> <p>To support all teachers in their implementation of Science, History and Geography.</p> <p><b>Performance and Development Framework.</b></p> <p>School policy development to align with Performance and Development Framework ( P&amp;DF ) to include:—.</p> <p>Individual teacher professional development plans ( PDP )</p> <p>Goals aligned to <i>Australian Professional Teaching Standards</i>. ( APTS )</p> <p>Goals aligned to <i>School Plan</i>.</p> <p>Semester classroom program review processes and</p> <p>Semester classroom observation processes.</p>	<p><b>Practices</b></p> <p><b>Performance and Development Framework</b></p> <p>Huntingdon's teaching staff participates in Professional Learning courses matched to their individual and class needs. There are positive teaching and learning changes that have resulted after participating in each course evidenced through classroom observation and program review.</p> <p>All teachers are regularly reflecting on and evaluating the quality of their classroom practice and sharing their expertise with a focus on whole school practices in teaching, learning and leading.</p> <p><b>Focus on Literacy and Numeracy</b></p> <p>All students are tracked, monitored and moving along the Literacy and Numeracy continuums. Effective formative and summative practices are used to inform practice across all Key Learning Areas.</p> <p><b>Syllabus Implementation</b></p> <p>All staff have a deep knowledge of Science, History and Geography syllabus and confidently teach to the required outcomes in multistage classes.</p>
Improvement Measures			
<p>All staff meet or exceed accreditation at proficient as outlined in the APTS.</p>			
<p><b>Focus on Literacy and Numeracy</b></p> <p>There is an 8% increase of students achieving in the top two literacy and numeracy NAPLAN bands when comparing 2015 Year 3 results to 2017 Year 5 results</p>	<p><b>Parents/Carers</b></p> <p>Parents will be given the opportunity to engage in substantive conversations about their child's learning and will be encouraged to become more actively in all of the KLA's and all aspects of school.</p> <p>Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them.</p>	<p><b>Evaluation Plan</b></p> <p>We will utilise the milestone improvement scaffold to regularly plan, implement and review key improvement initiatives culminating in an annual evaluation to inform annual reports and future improvements.</p>	<p><b>Products</b></p> <p><b>Performance and Development Framework.</b></p> <p>The P&amp;DF underpins a culture of lifelong learning and continual improvement of teaching practice. As a result all staff meet or exceed accreditation at proficient as outlined in the APTS.</p>

## Strategic Direction 2: Quality Teaching and Learning – In Pursuit Of Excellence !

### Improvement Measures

### People

#### Community Partners

We will endeavour to improve the involvement of our local Aboriginal and business community to help us implement our Teaching and Learning programs.

### Processes

### Practices and Products

#### Focus on Literacy and Numeracy

As a result of improved teaching and learning practices students show evidence of improvement in all of the Key Learning Areas especially in aspects of Literacy and Numeracy. This is reflected in work samples, assessment tasks and expected growth on PLAN data.

All students are tracked, monitored and moving along the Literacy and Numeracy continuums. Effective formative and summative practices are used to inform practice across all Key Learning Areas.

#### Syllabus Implementation

Staff are supported in quality teaching or Science, History and Geography through a collaboratively developed multistage scope and sequence. *In 2018 further support will be as a result of developed units of work and assessment schedules.*