

School plan 2018-2020

Hampton Public School 2129



School background 2018–2020

School vision statement

Achieving excellence through innovative, collaborative practice to develop outstanding global citizens.

School context

Hampton Public School has provided quality academic, social, cultural and sporting education opportunities, in partnership with the P&C and wider community, for over 140 years.

Hampton Public School is a small boutique style rural school in the village of Hampton. It is set within extensive gardens with mature trees, manicured gardens, a large COLA, oval and fixed play equipment, cubbyhouse, vegetable and bush tucker gardens. There is a BER modular classroom, a separate library, an air– conditioned all weather playroom, a large storeroom and modern administrative building.

Staffing consists of 1 teaching Principal – filling the roles of Release from Face to Face (RFF) teacher and Learning and Support Teacher, 1 classroom teacher, 1 part time School Administration Manager (SAM) and 1 General Assistant(GA) 1 day per week.

The school has a current student enrolment of 5, including 20% Indigenous. Most families within the school community reside on working farms.

Hampton Public School has established active partnerships with the Lithgow Aboriginal Education Consultative Group and Aboriginal Elders from both the Wiradjuri and Gundungarra Peoples, who are the traditional custodians of the land in which Hampton Public School is situated. The school works collaboratively to ensure continuity of learning for students.

Hampton Public School aims to develop a sense of community, care and responsibility for the environment and quality teaching and learning in all KLAs.

All students and staff engage in quality teaching and learning programs with a balanced, well–resourced focus on literacy and numeracy curriculum outcomes.

Established links with community agencies and businesses support our strong commitment to extra–curricular activities including Environmental and Farming education,

School planning process

Hampton Public School has undertaken an extensive situational analysis to include: School staff (teaching and non–teaching), students and community.

We have undertaken executive (cross school: One School Network), staff and P and C meetings to consult for future directions. During these meetings we have discussed current context of school based knowledge of our students, the Australian Curriculum, Hampton Public School and Hampton community. We have consulted key parent groups: parents, school volunteers, community businesses, P&C and the parents and families of our Indigenous students . NAPLAN data from Years 3 and 5 has been analysed to complement other school–based assessment and tracking information (including attendance, welfare, curriculum adjustments).

These processes have led to the development of strategic directions to inform the Hampton Public School Plan for 2018–2020 which will be reviewed and updated annually.

School background 2018–2020

School vision statement

School context

Department of NSW Fisheries, Certified Sporting Programs and The Conservatorium of Music.

Hampton Public School offers a Kindergarten transition to school program for students enrolling in the prospective year and this program runs for the duration of the year. Currently the enrolment for the program stands at 3.

Hampton Public School is an active member of the One School Network, participating in weekly Video conferencing, cross-school excursions and sporting events, and staff professional learning.

School planning process

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.



STRATEGIC DIRECTION 2 Teaching

Purpose:

Our purpose is to deliver quality teaching practice that is engaging and evidenced based.

We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

Strategic Direction 1: Learning

Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.

Improvement Measures

Increased student growth across a range of external and internal measures – represented through data collection in Literacy and Numeracy.

Improved levels of well being across students and the community.

100% of students achieving greater than or equal to expected growth from Yr3 to Yr5 in Literacy and Numeracy

People

Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Engage in Aboriginal Education in partnership with the local Aboriginal community

Will be supported to develop self-regulation focussing on academic, social and emotional needs.

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Parents/Carers

Collaboratively develop learning goals with student and teacher and support students in achieving those goals.

Are involved in school activities and special days to actively assist in engaging students as learners.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Staff

Differentiate their teaching to meet students' learning needs by providing purposeful, comprehensive teaching

Processes

Curriculum and learning

Deliver quality student centred and self-regulated learning experiences which enables students to understand how they learn and to achieve a year's growth in a year worth of learning.

Student Wellbeing

Implement a One Schools integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

All data will be analysed collaboratively:

- Focus group and internal surveys
- PLPs
- Ongoing review of NAPLAN and PLAN II data
- Internal student assessment data
- Wellbeing Toolkit
- One Schools data team
- One Schools Evaluation team

Practices and Products

Practices

1. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

2. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Products

1. A student-centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning to inform future direction.

2. Whole school consistent approach to the delivery of an explicit teaching and learning program and reward system promoting respectful, safe learners.

Strategic Direction 1: Learning

People

programs that enable students to set and achieve their learning goals.

Strategic Direction 2: Teaching

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidenced based.

We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

Improvement Measures

An increased proportion of teachers using evidence informed teaching strategies.

Student progress and achievement data strategically used to identify strategic priorities, and develop and implement plans for continuous improvement.

Teaching staff across the One School network share professional learning and consistently reflect and provide informed feedback on teaching practice.

People

Students

Provide timely and respectful feedback to teachers on their learning experiences

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Engage in Professional Learning and work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Develop a deep understanding of the Learning Progressions and use this as a basis for data collection.

Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices).

Processes

Effective teaching practice

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

Data skills and use

Student assessment data is regularly used Network-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation Plan

All data will be analysed collaboratively

Focus group and internal surveys

– PLPs

– Ongoing review of NAPLAN and PLAN II data

– Internal student assessment data

– Wellbeing Toolkit

– One Schools data team

– One Schools Evaluation team

Practices and Products

Practices

1. All teachers are committed to implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

2. Teachers and leaders actively collaborate to share and embed best practice promoting school wide improvement in teaching and student results.

Products

1. The structures are in place to collaboratively lead, plan, reflect, improve and deliver evidence informed pedagogy.

2. Teaching staff demonstrate and share their expertise within their school and with other schools. Schools trial innovative practices and have processes in place to evaluate, refine and scale success.