

# School plan 2018-2020

**Hannam Vale Public School 2131**

## 3MAPS



# School background 2018–2020

## School vision statement

### Three Mountains Alliance Public Schools –

#### "Three MAPS , one destination, quality education."

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 75 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 maintaining Positive Behaviour for Learning 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 2018–2020 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
  - The AITSL Teaching Standards.

We have also consulted and worked together with

- Small School Collegial Groups
- Leadership and High Performance

3MAPS 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 continue to milestone shared school improvement initiatives.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Connect, Succeed, Thrive and  
Learn

### Purpose:

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 **excellence in learning**, 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.

*An integrated approach to quality teaching, curriculum planning and delivery, and assessment will promote learning excellence and responsiveness in meeting the needs of students. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education (Schools Excellence Framework).*

## STRATEGIC DIRECTION 2

Great teaching, inspired learning

### Purpose:

Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning and 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. All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through observation of each other's practice.

## STRATEGIC DIRECTION 3

Leadership by design

### Purpose:

*School leaders enable a self-sustaining and self-improving community that will support the highest levels of learning. 3MAPS leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students will benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in 3MAPS schools will ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. (Schools Excellence Framework).*

# Strategic Direction 1: Connect,Succeed,Thrive and Learn

## Purpose

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 **excellence in learning**, 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.

*An integrated approach to quality teaching, curriculum planning and delivery, and assessment will promote learning excellence and responsiveness in meeting the needs of students. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education (Schools Excellence Framework).*

## Improvement Measures

### Assessment

#### Learning Progressions

Teachers have a broad range of consistent assessment strategies for ,as and of learning as measured by the consistency across our Learning Progression data.

## People

### Students

**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.

### Parents/Carers

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

### Leaders

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

### Community Partners

Work closely with outside agencies.

## Processes

### Wellbeing

#### PBL 2018

3MAPS schools share a common PBL language supporting high engagement of students in a safe and respectful learning environment in the classroom . (Universal Training TIER II)

#### Camp Out

To improve student resilience, student/parent relationships and parenting strategies across the 3MAPS 2–6 with the implementation of Camp Out Australia initiatives to support teachers, students and parents.. This will be achieved through an initial Camp Out,inter-collegial support, shared expertise, ongoing development and improvement of strategies for all teachers, students and parents.

### Assessment

#### Learning Progressions

To improve student literacy and numeracy outcomes across the 3MAPS K–6 with the implementation of professional learning(PL) to support teachers consistent evidenced based judgement. This will be achieved through inter-collegial support, shared expertise, ongoing development and improvement of all teachers by the instructional leader based at Johns River PS.

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

## Practices and Products

### Practices

#### Wellbeing

##### PBL 2018

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

##### Camp Out

Positive resilient and respectful relationships are evident and widespread among students, staff and parents to promote student well being to ensure optimum conditions for student learning.

### Assessment

#### Learning Progressions

Consistent school wide practices for assessment using Learning Progressions are used to monitor , plan and report on student learning across literacy and numeracy. Formative assessment is integrated into teaching practice in every classroom , confirming that students learn what is taught.

### Products

#### Wellbeing

##### PBL 2018

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

# Strategic Direction 1: Connect,Succeed,Thrive and Learn

## Improvement Measures

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## Processes

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## 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

### ***Camp Out***

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..

### **Assessment**

### ***Learning Progressions***

Teachers have a broad range of consistent assessment strategies for ,as and of learning as measured by the consistency across our Learning Progression data.

# Strategic Direction 2: Great teaching, inspired learning

## Purpose

Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning and 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. All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through observation of each other's practice.

## Improvement Measures

### Effective Classroom Practice

#### *Focus on Numeracy Literacy and 2018*

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.

### Learning and Development

#### *STEAM 2018 (Science, Technology, Engineering, Art and Maths)*

Teachers jointly construct units of work in line with a developed scope and sequence

## People

### 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 TEN and STEAM participant training.

**Parents/Carers:** Provide information sessions for parents in STEAM and TEN. 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 3MAPS schools to achieve best outcomes for staff. Monitor and evaluate the implementation of teaching strategies within the school to improve student achievement in STEAM and numeracy using research based knowledge and student data.

## Processes

### Effective Classroom Practice

#### *Focus on Numeracy Literacy and 2018*

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.

### Learning and Development

#### *STEAM 2018 (Science, Technology, Engineering, Art and Maths)*

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.

## Practices and Products

### Practices

#### *Effective Classroom Practice*

#### *Focus on Numeracy Literacy and 2018*

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.

### Learning and Development

#### *STEAM 2018 (Science, Technology, Engineering, Art and Maths)*

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.

### Learning and Development

#### *iPLAY 2018*

## Strategic Direction 2: Great teaching, inspired learning

### Improvement Measures

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.

### Learning and Development

#### *iPLAY 2018*

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

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

### Processes

#### Learning and Development

##### *iPLAY 2018*

To improve student PD,H,PE 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, shared expertise, ongoing development and improvement of all teachers by expert teachers such as those accredited at highly accomplished or lead, in iPLAY across 3MAPS.

To build knowledge and consistency in assessment for, of and as for PD,H,PE.

To celebrate PD,H,PE achievements across the 3MAPS and to share programming and PD,H,PE implementing the iPLAY program across 3MAPSschools.

### 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 teachers implement explicit teaching in their 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.

### Products

#### Effective Classroom Practice

##### *Focus on Numeracy Literacy*

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.

#### Learning and Development

##### *STEAM 2018 (Science,Technology, Engineering, Art and Maths)*

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.

## Strategic Direction 2: Great teaching, inspired learning

### Practices and Products

#### Learning and Development

##### *iPLAY 2018*

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

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



# Strategic Direction 3: Leadership by design

## Purpose

*School leaders enable a self-sustaining and self-improving community that will support the highest levels of learning. 3MAPS leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students will benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in 3MAPS schools will ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. (Schools Excellence Framework).*

## Improvement Measures

### Educational Leadership

#### **Cultural Diversity(2018)**

Teaching programs support equitable and ongoing participation of aboriginal and Torres Strait islander students by engaging in collaborative relationships with community representatives and parents/carers.

## People

### Students

3MAPS students actively engage in a diverse range of cultural programs.

### Staff

Promote personalised learning that aims to fulfil the diverse cultural needs of all 3MAPS students.

Teachers engage in 8 Ways, M goals and Connecting to Country professional learning.

### Leaders

Actively lead networking within 3MAPS to achieve best outcomes for staff. Monitor and evaluate the implementation of Cultural Awareness within the schools to improve student outcomes.

### Parents/Carers

Parents are informed of and involved in cultural awareness training and M Goals with their children.

### Community Partners

The school works closely the AECG and other outside agencies. Community members are invited to contribute their expertise to facilitate cultural awareness training within our local environment.

## Processes

### Educational Leadership

#### **Cultural Diversity(2018)**

*Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of aboriginal and Torres Strait islander students, through Professional Learning in 8 Ways, M Goals and Connecting to Country.*

### 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

#### Educational Leadership

#### **Cultural Diversity(2018)**

***Students, staff and the broader 3MAPS Community understand the impact of culture and cultural identity on the education of students leading to improved educational outcomes.***

### Products

#### Educational Leadership

#### **Cultural Diversity(2018)**

Teaching programs support equitable and ongoing participation of aboriginal and Torres Strait islander students by engaging in collaborative relationships with community representatives and parents/carers.