

School plan 2018-2020

Hanwood Public School 2132



School background 2018–2020

School vision statement

Our purpose is to be a school of excellence in which deep knowledge, understanding and ownership in learning and engagement develops the skills of our greater community to thrive within the future global context.

School context

Hanwood Public School is situated in the village of Hanwood near the town of Griffith in the Riverina, New South Wales. The school was founded in 1913.

There are 265 students enrolled for 2016. Enrolments at the school have been steadily increasing since 2004, and over the last few years have remained stable.

Culturally, there are students enrolled at the school with an Italian, Indian, Filipino, New Zealand, Pacific Islander and Aboriginal backgrounds.

Students come mainly from Hanwood and the surrounding farms. However, some students come from Griffith. Some travel to school by bus, whilst others walk to school or parents use private transport to bring their children to school.

There are eleven classes at the school, with a combination of composite and straight classes. Hanwood Public School has eighteen teaching staff (both full time and part time teachers) covering many roles including a Learning Support Team. The school has a Principal and three Assistant Principals. Hanwood Public School currently employs six Student Learning Support Officers (SLSOs), three administration staff, a computer coordinator and a general assistant.

Other initiatives and programs where Hanwood School participates include the Multicultural Public Speaking Competition, Premier's Debating Challenge, Kinder to Year 6 Music Program, Peer Support, Year 6 Parliament, Students Representative Council, Middle Schooling and High School Orientation and Kids Rapt on Performing (KROP). The school also participates in a wide variety of representative sporting events, complementing the school motto "Play the Game."

School planning process

For this school plan, the consultation process has included, or will include:

1. Thorough consultation with staff to determine and refine the school vision statement and school context.
2. Parent, staff and student surveys to determine the three strategic directions for this plan. These surveys were conducted by letter, e-mail and phone interview.
3. Reminders in the school newsletter inviting the school community to partake in the creation of this plan and determining of strategic directions.
4. Consultation and refining of the 5P process with staff and parents through a P&C meeting.
5. Visibility and accessibility of this document in the school foyer, staffroom and copies presented to all staff members and uploaded onto the school website.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

21st Century Learning –
Innovative Teaching and
Learning Environments

Purpose:

To provide innovative teaching and learning environments at Hanwood Public School. The purpose is to encourage students to be self-regulatory, responsible and independent learners who are powerful thinkers to flourish in a 21st Century work environment.

STRATEGIC DIRECTION 2

Developing Creative and
Confident Students – Inquiry
Based Teaching

Purpose:

To provide quality inquiry based, higher order teaching programs that increase the level of student achievement in all Key Learning Areas. The purpose is to ensure teachers have the skills and knowledge to create a stimulating and engaging learning environment underpinned by research based teaching pedagogy and high expectations for every student to succeed.

STRATEGIC DIRECTION 3

Effective Communication and
Connections

Purpose:

To increase communication and community connections at Hanwood Public School in a meaningful way. The purpose is to increase the links and communication between home, school and the community by further utilising the expertise available in all sectors to support the increase of student learning outcomes.

Strategic Direction 1: 21st Century Learning – Innovative Teaching and Learning Environments

Purpose

To provide innovative teaching and learning environments at Hanwood Public School. The purpose is to encourage students to be self-regulatory, responsible and independent learners who are powerful thinkers to flourish in a 21st Century work environment.

Improvement Measures

Teachers demonstrate understanding that they are facilitators and mentors in a flexible learning environment. All teachers will be at excellent by 2020 against the school developed Teacher Success Criteria based on the School Excellence Framework. (2017 baseline data – 12% towards delivering, 80% delivering, 8% Sustaining & Growing)

Increase the proportion of students demonstrating active engagement with their learning. (2017 Year 3/4 students baseline data Towards Delivering 37.8%, Delivering – 48.7%)

All classes have converted to flexible learning spaces by 2020 with full implementation and use of resources to provide quality experiences. (2017 Baseline data – 28% of spaces converted)

People

Students

Use the systems in place to demonstrate self-regulatory skills for learning. Students understand the protocols, why they are important and how they contribute to increased learning outcomes.

Staff

Demonstrate belief in the theory behind the practice of flexible learning by maintaining the learning spaces in a sustainable manner. Understand the theory of the “Golden Circle” and sell the “why” of this theory to the community.

Leaders

Investigate other models of flexible learning environments to maintain a high quality of spaces provided. Mentor and build a leadership team to refine processes and targeted professional learning for all staff.

Parents/Carers

Develop an understanding of and value the provision of flexible learning spaces by regular communication through school newsletters, transition meetings and the school prospectus of theories and practice.

Community Partners

Support through communication and contribution to Flexible Learning Spaces implementation.

Processes

The needs of students are addressed by ensuring wellbeing and engagement are monitored within a dynamic and effective learning environment.

Implement a professional learning program with a particular emphasis on Science Technology Engineering and Mathematics (STEM), writing and understanding and utilisation of innovative learning spaces.

Leaders implement a whole school approach to the provision of flexible and quality learning environments that supports the access to the resources required.

Evaluation Plan

Progress towards improvement measures will be evaluated through the analysis of data on the evaluation of classroom environments, using a range of internal and external sources. (parent, student and staff surveys, interviews, student work samples, reflection and self-evaluation and feedback)

Practices and Products

Practices

Teachers use metacognitive approaches to writing, mathematics and STEM from K–6 with high expectations for success.

All teaching and learning spaces have been converted to a flexible environment to support the learning needs of all students.

Products

100% of students have a collaborative individual learning plan, demonstrating high expectations at appropriate levels.

Learning spaces in all environments are flexible, creative and adaptive.

Strategic Direction 2: Developing Creative and Confident Students – Inquiry Based Teaching

Purpose

To provide quality inquiry based, higher order teaching programs that increase the level of student achievement in all Key Learning Areas. The purpose is to ensure teachers have the skills and knowledge to create a stimulating and engaging learning environment underpinned by research based teaching pedagogy and high expectations for every student to succeed.

Improvement Measures

Premier's Priorities – Increase top 2 bands by 8% in reading and numeracy. Increase academic achievement of all Aboriginal students by 30%.

2017 NAPLAN Reading

Year 3 – 38.5%, Year 5 – 13.5%

2017 NAPLAN Numeracy

Year 3 – 28.9%, Year 5 – 19.4%

Internal and external learning evidence demonstrates academic growth over time due to the implementation of future focused learning and teaching strategies.

People

Students

Understand the concept of Project Based Learning and how they engage with others to increase learning. Use metacognitive to increase understanding of higher order thinking and its value for critical thinking and the development of their skills.

Staff

Teachers develop a creative and growth mindset that is valued to support the expectation of improvement and academic growth across all areas of the curriculum.

Leaders

To train teachers in effective evaluation and self-assessment strategies to ensure data becomes effective evidence, which is utilised to make change and strategically target student growth.

Parents/Carers

Encourage feedback from parents relating to Project Based Learning, their understanding and effectiveness of student learning.

Community Partners

Ensure parents and community are fully cognisant with the changes in Project Based Learning and Flexible Learning Spaces. Invite local community and business partners to participate in learning activities.

Processes

Devise and implement strategies that further enhance student knowledge of the language of mathematics through explicit teaching of mathematical problems.

Implement a teacher professional learning program with all staff that will enable them to grow and develop as educators and also supports the achievement of school goals.

Leaders draw on evidence based research to develop and implement high quality professional learning in literacy, numeracy and STEM practices.

Evaluation Plan

Collect, collate and analyse data as evidence, using a range of internal and external sources. (Surveys, interviews, PLAN, SMART, SCOUT, teaching programs, student work samples, reflection, School Self-Assessment Tool, School Excellence Framework).

Practices and Products

Practices

Teachers demonstrate their understanding and implementation of Project Based Learning (PBL) and Science, Technology, Engineering, Mathematics (STEM) pedagogies as a future focussed school goal.

Staff and teachers demonstrate a growing capacity to engage in, reflect on quality of work, and increase learning outcomes.

Shared whole school responsibility to establish and mutually beneficial partnerships between school and community members.

Products

Scope and Continuums are developed to align with new syllabus documents. The increase in student learning outcomes using internal and external data. Evidence of moving students from the middle two (2) bands in NAPLAN to proficiency.

Strategic Direction 3: Effective Communication and Connections

Purpose	People	Processes	Practices and Products
To increase communication and community connections at Hanwood Public School in a meaningful way. The purpose is to increase the links and communication between home, school and the community by further utilising the expertise available in all sectors to support the increase of student learning outcomes.	Students Develop the confidence and ability to communicate and reach out to community with a purpose and to achieve a goal. Demonstrate gratitude and value the learning that results in active community participation.	Implement an enhanced students participation program that supports the development of citizenship and the value of community. Teachers develop teaching programs that promote the use of expert knowledge within the community in student learning. Leaders provide opportunities to increase the visibility of the school, shares the school's vision and evaluates community feedback and increases communication through collaboration. Implement a program that allows community members support the school in its vision for transformational change by participating as experts.	Practices Teachers and students actively seek out the expertise and assistance of a wide variety of community members to ensure learning is meaningful, relevant and can be transferred into real life situations. Students will utilise connections to enhance engagement and increase the quality and scope of the work they produce.
Improvement Measures	Staff Actively seek out community members to be involved with classroom learning as guests and expert speakers. Leaders To guide and instigate the building of community partnerships and connections to increase communication. Parents/Carers Understand their value as role models for their children and actively participate in their children's education in meaningful ways. Community Partners Understand the theory of the "Golden Circle" and sell the "why" of this theory to the community.	Evaluation Plan Collect, collate and analyse data as evidence, using a range of sources. (surveys, interviews, On Spot Ipad surveys, target groups)	Products Meaningful increase and value in community involvement. Community fully informed and knowledgeable on the purpose, implementation, benefits and implementation of future focussed learning methods.