

School plan 2018-2020

Harrington Public School 2139



School background 2018–2020

School vision statement

Harrington Public School is an environment that encourages and promotes the nurturing and development of excellence in all students to be future focused learners. We believe in the empowering of our students to develop agency and determination to always achieve their personal best with respect and responsibility.

School context

Harrington is a growing coastal school with a diverse range of learners within each stage. The school population of 112 students includes 14% of students who identify as Aboriginal. Our learning environments are contemporary and embrace future learning initiatives with proven and increasing levels of engagement in all of our multigrade classrooms.

Harrington Public School has a varied dynamic and community which includes low socio-economic, aboriginal and working professional families. We have a highly attuned wellbeing focus in our school that promotes Positive Behaviour for Learning, high quality educational settings and learning opportunities for all students. We provide many extracurricular opportunities for students that enhance and enrich their learning experiences.

We have a highly, enthusiastic and committed staff that provides quality educational opportunities for all our students. We are also an Early Action for Success school which enables us to maintain rigorous and current opportunities for our staff and students through Instructional Leadership.

School planning process

Continually developing a clear and aspirational vision for our school that is consistent with our high expectations for all teaching and learning that takes place at Harrington Public School is always our priority so as to always perform and at our best. We work collaboratively as a staff and with our school community to connect back to our vision statement with a rigorous pursuit of excellence.

In preparing this document staff reviewed, analysed and backward mapped our expectations of Harrington Public/school to continually improve and achieve the best for our future focused learners. Parents were consulted via workshops, focus groups, surveys and during P & C meetings. Students were also asked about what they value and what they'd like to see improved.

We feel our new school plan embraces the priorities and needs of all involved in our learning community.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Expert Teaching Team



**STRATEGIC
DIRECTION 2**
A Learning Culture that
promotes excellence



**STRATEGIC
DIRECTION 3**
A supportive and collaborative
school community

Purpose:

Our School strives to continually extend our expert teaching team to be reflective and engaged in promoting rigorous, innovative evidence based practice.

Purpose:

A progressive culture of learning that builds educational aspiration and ongoing improvement across its school community by providing high quality, stimulating and enriching future learning environments.

Purpose:

The School that is widely recognized as a positive school environment that involves all parties. We strive for everyone to be committed and enthusiastic in outlearning community to support cognitive, emotional, social, physical and spiritual well-being.

Strategic Direction 1: Expert Teaching Team

Purpose

Our School strives to continually extend our expert teaching team to be reflective and engaged in promoting rigorous, innovative evidence based practice.

Improvement Measures

Our focus on the development of Student Agency will result in an increase in students in top 3 NAPLAN bands from 60% to 80% in Year 3 and from 54% to 80% in Year 5 due to self-regulation, higher levels of engagement in explicit and individualised learning pathways for students.

The pursuit of a highly engaging school culture will be ratified by engagement survey data that demonstrates annual improvement in TTFM data from 70% socially & intellectually engaged to 90% which quantifies the focus on Student Agency.

School Semester based data (PLAN 2/NAPLAN/Mapping on Progressions against Syllabus) provides evidence of excellence value added results of a year's learning for a year's growth as determined by SCOUT data and Hattie's

People

Students

Staff work with all students to develop both goals and identification of Learning Behaviours to develop self-regulated learning habits.

All classrooms use Project based learning to determine self-driven and individualised assessment and reflection with students.

Staff

Staff participate in regular systemised mentoring, observation and peer coaching with supportive inter-school relationships. Involvement in external action based research and projects to maintain currency and innovative focus for staff.

Staff develop success criteria to monitor, measure and support Student Agency by participating in Classroom Walkthroughs, Peer-Coaching and Goal Setting.

Leaders

Instructional leadership provided by leading mentoring, supporting observation and peer coaching amongst staff whilst building the capacity of staff across school to develop a network of critical learning conversations.

School leaders participate in action research and projects that connect to current needs and aspirations of staff to improve teaching and learning at Harrington Public School.

Parents/Carers

Staff continually pursue increasing high

Processes

Student Agency

Whole School planning for learning is informed by sound holistic information collected around student growth and individualised learning behaviours evidenced through Teachers Programs, Mentoring Profiles, Minutes from Whole School Data Discussion, Staff Meeting Minutes, PBL and NESA Capabilities registers.

Staff meetings become an explicit system for collaboration and feedback to sustain quality teaching practice and pursuit of Student Agency. Evidence found in Staff Meeting Minutes, Team Planning Minutes, Wellbeing notes and Professional Learning Logs and Professional Portfolios.

Collegial Professional Learning

Teachers are involved in highly effective observations and collection of evidence based assessment for/of/as learning which is validated in Professional Learning Portfolios, Observation Feedback, Classroom Walkthrough's and Staff Meeting Minutes.

Staff engage in PL that is strategically designed and delivered and is aligned to School Plan, Department Priorities and is evidenced by MyPL, Professional Learning Portfolios and Mentoring profiles.

Teachers actively evaluate, share and discuss learning from targeted Professional Development with staff within and across schools. Evidence by PDP's, Professional Learning Logs, Observation Feedback, Meeting Minutes, Mentoring Profiles and PL Portfolios.

Practices and Products

Practices

Student Agency

Staff regularly engage in professional discourse and reflective practice to deepen knowledge of Student Agency evidenced in Staff Meeting minutes, mentoring profiles and PL Portfolios, PL Logs, and PDP's.

Teaching and Learning Programs are adaptive and dynamic, showing evidence of revision, planning from feedback, observation and reliable student assessment with continuous tracking of student progress and achievement. This is demonstrated in Minutes of Data Discussion and Planning Meetings, Teacher Programs and observation/ anecdotal notes.

Staff has deep Individualised Knowledge of Learning Behaviours by continually extending existing goal setting processes to include exploration and discourse about learning behaviours and growth mindsets.

Collegial Professional Learning

A continual emphasis on a school culture that is strongly focused on learning, the building of aspirational and ongoing improvement through progressive and Innovative Professional Learning. All PL is evidence based, with action research and projects based on current theories validated in meeting minutes, PDP evaluations, PL Portfolio's and mentoring profiles.

The school Leadership team establishes a professional learning community which is focused on continuous improvement of

Strategic Direction 1: Expert Teaching Team

People

quality involvement in workshops, formal and informal information sessions and open classrooms with school community to assist in the understanding of student agency and self-determined learning pathways.

Processes

Evaluation Plan

School will be implementing milestone planning with evidence/progress monitored 5weekly. This will be annotated in School Plan Part B milestone document.

Practices and Products

teaching and learning with a culture of high expectations and community involvement. This results in sustained and measurable whole school improvement evidenced by Minutes of data discussions and mapping, SM minutes, Peer-Coaching relationships, observation feedback, mentoring profiles and PL Portfolios.

Products

Student Agency

There is a school wide collective responsibility for the social and intellectual engagement of all students as evidence by Tell Them From Me survey data, student forums, Growth and improvement in NAPLAN data and value added movement using Hattie's Affect Size Calculator.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing and agency which ensures optimum conditions for student learning across the whole school demonstrated in TTFM engagement data, student commitment to goal setting and learning behaviour mapping, classroom walkthrough feedback, inter-school visit feedback and classroom observation data.

Collegial Professional Learning

Staff Professional Learning is systematically and strategically designed to facilitate professional dialogue, collaboration, classroom observation by regularly discussing growth and on-track data, modelling of effective practice and provision of timely support for feedback and goal setting, This is evidence in

Strategic Direction 1: Expert Teaching Team

Practices and Products

Professional Learning Logs, Mentoring Profiles, observation feedback (within and external to school) and Term Professional Learning Schedules.

Whole School Professional Learning schedule explicitly linked to school and Department/Minister priorities with teacher professional development goals evident in milestones, PDP's and teacher accreditation.

Strategic Direction 2: A Learning Culture that promotes excellence

Purpose

A progressive culture of learning that builds educational aspiration and ongoing improvement across its school community by providing high quality, stimulating and enriching future learning environments.

Improvement Measures

The successful pursuit of student agency through innovative teaching and learning opportunities and future focused learning environments will see an increase in student performance data in NAPLAN with Year 3 NAPLAN showing an improvement from 60% in top 3 bands to 80%. Student Performance in Year 5 will grow from 4% to 80%.

A school culture that promotes and celebrates Student Agency will also be demonstrated in TTFM data showing a movement from 70% of students feeling socially and intellectually engaged to 90%.

People

Students

Students that are actively engaged in project/self-directed based learning by clearly demonstrating and articulating personal social and learning goals.

Student from Kindergarten to year 6 understanding their learning pathways and can articulate what they need to next to continue improving in all learning areas.

Staff

Staff demonstrate a deep knowledge of teaching practice and learning strategies that can assist students to continually improve across all areas of learning.

staff that are reflective and analytical towards learning behaviours that develop individual skills and Student Agency.

Leaders

Instructional leadership provided for staff and community to deepen engagement and understanding of the necessity of student agency and self-direction as life skills for all learners in future environments and circumstances.

A Leadership team that explores and designs learning opportunities for staff to extend and challenge their practice so as to ensure continual improvement and innovation across all learning settings.

Parents/Carers

Parent and community engagement in high quality workshops and learning opportunities for all stakeholders based on

Processes

Student Agency

Teachers model and share a flexible repertoire of strategies such as Project Based Learning, goals setting and learning maps for classroom management and promotion of Student Agency as all students take responsibility for their own learning. Evidence of this can be found in Student Learning Logs, Individual Learning Maps, Completion and management of success criteria's and active participation in all classroom activities.

Teacher routinely review learning and learning behaviour goals with each student both in class and in Project Based Learning home tasks, ensuring all child have a clear understanding of how to improve which is evidenced by Walkthrough feedback, Observation feedback, Student Learning Logs and Learning Maps.

Innovative Learning Opportunities

A whole school approach ensures the most effective and innovative evidence based teaching methods optimise the learning progress for all students, across a full range of abilities demonstrated in intervention design and planning in Staff Meeting Minutes, Records in minutes of 5 weekly data discussion and growth and on track mapping for all students, Specifically designed adaptive class programs, Professional Learning records and PDP's.

Staff rigorously collaborate across all grades and other schools to share, deepen and challenge curriculum knowledge, data, feedback and other student information to

Practices and Products

Practices

Student Agency

All Learning goals for students are informed by analysis of internal and external student progress and achievement data with regular progress towards goals monitored and evaluated to ensure and individualised focus for all student. This is demonstrated by weekly goals focus in all class programs, Registers in PBL program, Data Discussion and Meeting Minutes.

The Leadership team support staff by establishing a professional learning community which is focused on continuous improvement of teaching and learning that embraces Student Agency as evidenced by PL Logs, Meeting Minutes, External Project involvement, Inter-School observation and feedback.

Innovative Learning Opportunities

Future focused School Environment and Culture evident through continual opportunities and fervent effort put into resources and staff PL to broaden ownership, choice and provision of environments and teaching practices that nurture agency and self-direction for all students. Evidence can be found in Meeting Minutes, TTFM student feedback, External Project involvement, Inter-School observation and feedback.

Products

Student Agency

A leadership team and school culture that rigorously deploys and develops teaching and non-teaching staff to make the best

Strategic Direction 2: A Learning Culture that promotes excellence

People

a shared school-wide desire to continually improve opportunities for all our students.

Processes

inform the design of evidence-based programs which meet the needs of all students. This is evidenced by Observation and Classroom Walkthrough Feedback, Inter-school visit feedback, Professional Portfolios, Mentoring Profiles, PL Logs and Staff Meeting minutes.

Evaluation Plan

School will be implementing milestone planning with evidence/progress monitored 5weekly. This will be annotated in School Plan Improvement Progress.

Practices and Products

use of available expertise to meet the individual needs of all student to be self-regulated and independent learners in control of their own learning with evidence of this found in Inter-School visit feedback, PDP reviews, Mentoring Profiles, Meeting Minutes and Professional Learning Schedule.

Innovative Learning Opportunities

A School that takes a creative approach to the use of the physical environment, technology use, teaching practice and programming to optimise learning with an emphasis on Student Agency and growth mindset. Evidence of this will be found in Walkthrough registers, Observation feedback, TTFM survey feedback and Inter-School visit feedback.

Strategic Direction 3: A supportive and collaborative school community

Purpose

The School that is widely recognized as a positive school environment that involves all parties. We strive for everyone to be committed and enthusiastic in outlearning community to support cognitive, emotional, social, physical and spiritual well-being.

Improvement Measures

A school culture that has highly effective communication between School and families/community evidenced by an improvement in the return of parent and community survey(TTFM) data indicating 80% involvement and with positive feedback gained over the previous 40% return of paper surveys.

Comprehensive collaboration with families, community groups and agencies have been successfully measured by an increase in local enrolments and community confidence in Harrington Public School.

People

Students

Students develop their personal and social capabilities within a supportive school system that allows them to exhibit high quality and positive personal, peer and community relationships.

Staff

Staff utilise the Australian Curriculum capabilities frameworks, Positive Behaviour for Learning, Kidsmatter, Wellbeing Framework and DoE directions to nurture and sustain systems and educational settings that develop the whole child. These are transparently communicated to families and broader community.

Leaders

Leaders engage in progressive research and practice to support staff through Instructional Leadership, professional learning, mentoring and coaching to maintain and enhance wellbeing system practices at Harrington Public School.

Leader rigorously pursue feedback from all families and community members as well local businesses and organisations to enhance and build our school culture.

Parents/Carers

Parents and community are heavily involved in the nurturing and enrichment of the school focus strong culture and identify by participation in collaborative events and decision making opportunities.

Community Partners

Processes

Enriching School and Community Experiences

The whole school community demonstrates aspirational expectations of learning progress, engagement and pursuit of excellence which is evident by high participation rates in open classrooms, community/school events, celebration events, feedback, focus groups and P & C minutes.

The school engages in strong collaborations between parents, students and community to build an inclusive school culture that is held in high esteem by everyone in the school community evidenced by PBL involvement, Hi5' data, TTFM survey feedback, community feedback log from school involvement in Community events, representation by community at school events.

Evaluation Plan

School will be implementing milestone planning with evidence/progress monitored 5 weekly. This will be annotated in School Plan Part improvement progress.

Practices and Products

Practices

Enriching School and Community Experiences

Regular, highly effective communication and collection of feedback across school and local community which is actively pursued through the continual development of transparent practices and high expectations. Evidence of this is found in a variety of survey feedback, Facebook closed groups posts and feedback, parent workshops and focus groups, high level participation in school events, Local business involvement in PBL.

Regular collaboration with parents and community to work together to maintain consistent and systematic processes that support high expectations and an inclusive school environment evidenced by P & C meeting minutes, Parent and Community forums, TTFM feedback, PBL Community and home involvement and increasing interest for local enrolments.

Products

Enriching School and Community Experiences

Highly effective communication and feedback across school community and local community. Clear evidence of this can be found in TTFM survey Feedback, participation records in school/community events and open classrooms, invitations to participate in Chamber of Commerce and Community events and, PBL/Hi 5' records of community participation.

A school that is recognised as excellent

Strategic Direction 3: A supportive and collaborative school community

People

School continually build on relationships with local business and community organisations to support school focus on the development of the whole child and a culture that is responsive and holds high expectations for all.

Practices and Products

and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for cognitive, emotional, social and physical wellbeing of all. Evidence of effectiveness is found in TTFM surveys, feedback on Facebook, P & C participation and minutes, volunteer involvement and records, participation records from school community events, local organisation involvement (RSL, Lions, Men's shed, CWA, Women's Auxillary in and out of school and local business PBL/Hi5's data.