

School plan 2018-2020

Harwood Island Public School 2142



School background 2018–2020

School vision statement

Harwood Island Public School is committed to the pursuit of excellence in providing high quality educational opportunities for each and every child.

In our school every child is known, valued and cared for.

Our school values– respect, integrity and responsibility which enhance and support the wellbeing of students, staff and community.

Life skills such as leadership, self–direction, problem–solving and resilience are fostered.

Our students will be active, resourceful and successful learners focused on the future.

School context

Harwood Island Public School is a small school situated on the Pacific Highway ten kilometres out of Maclean.

The school provides education for students drawn from both rural, farming areas in the district and students who live in the township of Harwood.

The school has a student population of 60 children, with 3 multi stage classes.

The community deeply appreciates the values taught at the school and the caring, cooperative environment.

The parent body is very supportive of the school and an active P&C makes valuable contributions to school life.

The school is a member of the Lower Clarence Valley community of small schools, which supports each other in delivering quality educational experiences for all children.

The school attracts equity funding to support the needs of students based on

* socio–economic background

* Aboriginal background

* low level adjustment for disability

School planning process

Our strategic directions reflect the identified needs of our students, the preferences of the families and requirements of the community within we operate.


All staff were involved in discussions and meetings during each stage of the planning process. They have analysed data; including, student assessments, observations and responses, to help identify strategic directions.

Students have been consulted via surveys and brainstorm sessions about their school and their expectations for the future.

Parents and community members have been included in the process using different strategies to increase involvement from the wider group. Surveys have been included in the school's newsletter and the website for all community members. The P&C were asked to participate through meetings and small discussion groups.

Consultation with principals from the Lower Clarence Valley community of schools and the Principal School Leadership was undertaken to evaluate and refine the school plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in learning

Purpose:

To provide every student with meaningful, challenging and focussed learning experiences to become successful learners who are able to think critically, creatively and ethically.



STRATEGIC DIRECTION 2

Excellence in teaching

Purpose:

To build the capacity of all staff to provide quality educational programs and practices with a focus on continuous improvement and innovation.



STRATEGIC DIRECTION 3

Excellence in leading

Purpose:

To foster a school-wide culture of high expectations and a shared sense of responsibility for the development and success of all students, through instructional leadership, equitable management practices and systematic planning and evaluation.

Strategic Direction 1: Excellence in learning

Purpose

To provide every student with meaningful, challenging and focussed learning experiences to become successful learners who are able to think critically, creatively and ethically.

Improvement Measures

NAPLAN reading and numeracy results show an increase of 8% in the number of students achieving in the top 2 bands and a 30% increase in the number of ATSI students achieving in the top 2 bands in NAPLAN in reading or numeracy or both.

All students to demonstrate growth as evidenced by continued progress against the Literacy and Numeracy learning progressions relevant to expected timeframes.

The school has in place a comprehensive and inclusive framework to support the cognitive, social, emotional and physical wellbeing of our students which measurably improves individual and collective wellbeing.

People

Students

Students will engage in quality, meaningful learning experiences to build knowledge, creativity and critical thinking.

Staff

Staff will deliver teaching and learning programs that are adjusted to address individual student needs, ensuring that all students are challenged and demonstrate improved learning.

Leaders

Leaders will provide opportunities for staff to undertake professional development to refine and improve their pedagogy.

Parents/Carers

Parents and carers will work in partnership with the school to support the pursuit of excellence and high aspirations for all students.

Processes

Staff engage in professional learning, including trialling Literacy and Numeracy progressions to support improved capacity to deliver appropriate differentiated curriculum content to support all children in the classroom.

Utilise innovative and flexible groupings to deliver a whole school mathematics program, with tiered interventions and differentiations supported by the Learning Support Team.

Implement a whole school integrated approach to well-being in which students, staff and community can connect, succeed and thrive.

Evaluation Plan

Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones.

Analysis of school-based and external assessment data.

Teaching programs and individual education plans.

Surveys with students, parents and community at regular intervals.

Practices and Products

Practices

High quality teaching and learning practices across the school, demonstrated through explicit and differentiated lessons, with planned assessments, are used to improve student achievement.

Embedding clearly defined behavioural expectations that create a positive teaching and learning environment.

Products

All teaching and learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content, measured by program review and student work samples.

The school's value-added results are equal to or above state average.

Students requiring support and all Aboriginal students will meet individual targets set in Personalised Learning Plans.

Strategic Direction 2: Excellence in teaching

Purpose	People	Processes	Practices and Products
To build the capacity of all staff to provide quality educational programs and practices with a focus on continuous improvement and innovation.	Students Students are motivated to deliver their best and continually improve through enhanced quality teaching practice within an inclusive learning environment.	All classrooms are well managed within a consistent school-wide approach where all teachers are committed to identifying and implementing the most effective explicit teaching methods.	Practices
Improvement Measures	Staff All teachers are committed to improve their teaching practice through professional learning, including; knowledge, skills and understandings in the delivery of quality student outcomes.	Staff work collaboratively with the Community of Small Schools to improve student outcomes in writing and increase teacher capacity to deliver quality teaching / learning programs.	Staff engage in professional dialogue, collaboration, classroom observation and modelling of effective practice to drive school wide improvement in teaching practice and student results.
Teaching staff engage in the NESA accreditation process as appropriate and are seeking or maintaining Proficiency and/ or higher levels of accreditation.	Leaders Leaders will encourage and recognise research driven policies and practices which describe, develop and evaluate teacher, leader and school capacity to deliver best practice.	Evaluation Plan	Teachers will have a deeper understanding of the NESA accreditation processes by collecting evidence, making suitable annotations and engaging in quality professional learning.
Increased combined teacher professional learning sessions across the Clarence Valley Community of Small Schools to improve student learning outcomes with a focus on sharing of quality practice to enhance future focused learning outcomes.	Parents/Carers Parents and carers will collaborate with staff to assist students to meet identified learning, engagement and wellbeing outcomes to ensure continuity of learning.	Teachers to self-evaluate their own teaching, collecting qualitative data to reflect on improving their own practice.	A school wide professional learning plan includes all staff needs aligned with the school plan. Increased opportunity to engage with colleagues from the Clarence Valley Community of Small Schools.
All non-teaching staff actively engage in the Performance and Development Plan (PDP) process to focus on development of skills and future directions.		All staff will be engaged in the Performance and Development Plan cycle and be provided with planned, constructive feedback from peers and appropriate professional learning.	Products
		Quality teaching and professional practice are evident in every learning environment.	All teachers have Performance and Development plans (PDP) which align with the school plan and focus on their continued professional growth. Teachers are actively engaged in planning their own professional development to improve their performance.
		Feedback from students including Tell Them From Me data.	Enhanced teacher capacity, reflected in greater collaboration, self-reflection and higher expectations for all students.

Strategic Direction 3: Excellence in leading

Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for the development and success of all students, through instructional leadership, equitable management practices and systematic planning and evaluation.

Improvement Measures

All staff are encouraged to build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to focus on continuous improvement of teaching and learning.

The school is recognised as a leader in the community by providing supporting and initiative opportunities for all students and staff.

Community survey results indicate that parents, students and staff are satisfied with school practices and they support school programs.

People

Students

Students will be engaged in a wide variety of experiences which caters for equity for all embedded in a culture of high expectations.

Staff

Staff will engage in leadership opportunities operating within the school and beyond, including school planning, monitoring and evaluative thinking practices aligned to the School Excellence Framework.

Leaders

Leaders will develop skills which focus on continuous improvement of teaching and learning and demonstrate instructional leadership and model evaluative, evidence-based practice.

Parents/Carers

Parents will be supported to become active participants in their child's learning, school initiatives and future directions for school improvement .

Processes

Staff will further develop their capabilities to use the finance and student well-being systems as part of LMBR. This will enable efficient and effective communication of student data, implementation of budgetary targets linked with school operational funding and tracking of outcomes linked with student improvement measures.

Develop staff leadership capabilities and sustainability through improved knowledge of compliance practices, the Australian Professional Standards (APS) for Principals and Leading & Managing the School.

Introduce an extended transition to Kindergarten program – "Ready Set Kinder" – enabling closer links to local pre-schools and a strong start to each child's schooling.

Evaluation Plan

Measurable whole school improvement evidenced against the School Excellence Framework.

Regular reporting against milestones to the school and community, culminating in the annual report which identifies impact of the school plan for student learning.

Feedback from staff, student and parent surveys on curriculum and program implementation including the TTFM surveys.

Practices and Products

Practices

There is a school wide collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Recognise excellence in student achievement across the full range of academic, sporting, cultural, leadership and co-curricular areas to promote a positive climate of wellbeing for all students.

Students participate in a range of leadership opportunities and have a good understanding of the role of leaders in the school.

Students in Years 4–6 complete the TTFM surveys.

Products

A school culture which is professionally supportive, proactive and strengthens teacher capabilities exists within the school.

All students have a voice through the Student Representative Council, which responds to students' suggestions and issues.

Our pre-school program will allow children to be exposed to a quality transition to school with families able to form a stronger connection with the school.