

School plan 2018-2020

Hay Public School 2145



School background 2018–2020

School vision statement

Hay Public School will inspire the development of confident, culturally aware, creative, resilient, socially responsible, innovative, active and healthy individuals in an inclusive and supportive learning environment that fosters critical thinkers, problem solvers and resourceful learners. The school will work collaboratively with parents, carers and the wider community to build the capacity for a brighter future for our students.

School context

Established in 1869, Hay Public School is located in an isolated, rural town on the banks of the Murrumbidgee River, with an approximate population of 2500. It has a current enrolment of 201 with 17% Aboriginal. A large percentage of our students are from low socio-economic backgrounds. Student numbers have remained stable over the past three years but enrolments are projected to decline in the next three years. Parents and members of the community make valuable contributions to the school's programs and the welfare of the students and the school has an active P&C and School Council. The school is part of the Early Action for Success program where the focus is improving early literacy and numeracy skills in students K–3. An Instructional Leader is employed to support literacy and numeracy teaching and learning across K–4. Literacy and numeracy is also an area of focus for students in Years 5&6. Programs are in place to develop the whole student with an increased focus on the arts, environment, technology, healthy lifestyle and a knowledge and appreciation of the local area. The school's attendance rate is below the state average and has been declining in recent years. The school attracts equity funding to support its targeted programs. More information about Hay Public School can be found through the following link:

<http://www.hay-p.schools.nsw.edu.au/>

School planning process

The school community, including staff, students, parents and community members were consulted using the following methods:

- Staff and Stage meetings reviewing current practices, evaluation of previous school plan and setting future directions
- Use of Tell Them From Me survey data to seek opinions of the school community. Surveys were distributed to teachers, students and parents.
- Use of Tell Them From Me surveys to distribute an open ended response invitation to the school community pertaining to the directions they would like the school to take and what they envisage the school to be like, feel like, and look like in the future.
- Use of the School Excellence Framework, Self Assessment Tool, to analyse baseline data and future-focused directions.
- School Council meeting to review the survey data, staff discussion points and to provide input into the school's future directions.
- Hay AECG meeting to provide input into the specific programs at the school targeting Aboriginal students.
- Executive Planning Days were held to collate data, analyse data, determine strategic directions and formulate an implementation plan.
- Draft Vision, Strategic Directions and School Plan were presented to the school community via the newsletter, P&C meetings and staff meetings for further consultation.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Wellbeing

Purpose:

Student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. An environment where there is mutual respect, collegial support and shared vision among colleagues will promote positive educational outcomes for our students.

STRATEGIC DIRECTION 2 Integrated Learning

Purpose:

Learners construct and produce knowledge by solving problems, conducting inquiry, engaging in reflection and building a repertoire of effective strategies. Integrated studies helps students to become life long learners and allows efficient coverage and delivery of curriculum in terms of expertise, resources and time.

STRATEGIC DIRECTION 3 Parent Involvement

Purpose:

Research has shown that when schools and families work together, children do better, stay in school longer, are more engaged with their school work, go to school more regularly, behave better, and have better social skills. Parent engagement also results in longer term economic, social and emotional benefits.

Strategic Direction 1: Wellbeing

Purpose

Student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. An environment where there is mutual respect, collegial support and shared vision among colleagues will promote positive educational outcomes for our students.

Improvement Measures

- An increased number of students demonstrating appropriate behaviour, social and leadership choices.
- Surveys reflect high satisfaction amongst teachers, parents and students in the achievement of educational outcomes and provision of a quality learning environment.
- Surveys reflect students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

People

Students

- strive toward and achieve meaningful goals.
- are confident and resilient learners. They have positive self esteem, stretch themselves and take risks in their learning.
- demonstrate self-discipline and effort toward their learning.

Staff

- utilise opportunities for collaboration
- set high expectations of themselves, their colleagues and the students
- contribute to environments which allow students to thrive by delivering high quality learning experiences

Leaders

- build strong partnerships with all stakeholders of the school.
- devise systems to promote and sustain a respectful, inclusive and dynamic learning environment

Community Partners

- are used to establish connections within and beyond our school to support student and staff wellbeing.

Parents/Carers

- support students' learning by ensuring that students are attending school regularly, have adequate nutrition, care and supervision

Processes

Student Development

Deliver experiences that develop character, by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership that benefit children and young people as they grow and develop.

Professional Learning

Teachers will undergo professional learning in the area of student wellbeing to deliver effective and engaging programs within the school environment.

Staff Collaboration

The leadership team will provide opportunities for staff to develop positive relationships within their professional community.

Evaluation Plan

- Tell Them from Me surveys for parents, students and staff on school culture.
- Positive and negative behaviour are recorded and analysed using Sentral.
- Use of student and staff self-assessment and reflection.
- School self-evaluation against 'The Wellbeing Framework'.

Practices and Products

Practices

- opportunities for teachers to collaborate will be provided through timetabling, utilisation of extra professional learning days, professional learning opportunities, networking and team building activities.
- staff enable success by personalising student learning and supporting students to achieve
- students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- students are recognised and celebrated.
- staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- the school has high expectations for every student.

Products

A whole school approach to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, leadership, citizenship and community engagement which contributes to the growth of individual and collective wellbeing.

Strategic Direction 2: Integrated Learning

Purpose

Learners construct and produce knowledge by solving problems, conducting inquiry, engaging in reflection and building a repertoire of effective strategies. Integrated studies helps students to become life long learners and allows efficient coverage and delivery of curriculum in terms of expertise, resources and time.

Improvement Measures

- Quality teaching is reflected across the school demonstrated through differentiated learning and the use of summative and formative assessment practices.
- To increase the proportion of Year 3 and Year 5 students in the top two NAPLAN bands for reading and numeracy by 3% in 2018. (Premier's priority is by 8% in 2019)
- 100% of students will demonstrate one year of learning growth on all aspects of the literacy and numeracy learning progressions and will be tracked against grade appropriate benchmarks.

People

Students

- are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences
- stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.

Staff

- help students to reach their full potential
- personalise student learning and support students to achieve.
- deliver high quality learning experiences

Leaders

- create an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment and learning growth

Parents/Carers

- actively participate in supporting and reinforcing student learning.

Processes

Professional Learning

Build understanding and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support literacy and numeracy.

Quality Learning

Teachers are utilising quality programs and effective teaching strategies to engage students through explicit instruction and active learning.

Innovative Practice

Teachers use innovative practices to embed higher-order thinking skills in all student interactions to foster critical and creative learners.

Evaluation Plan

- Teachers show evidence of achieving the National Teaching Standards which reflects quality teaching and learning.
- Ongoing monitoring of school-based assessment, literacy and numeracy learning progressions, student self-reflection, L3 data, analysis of NAPLAN results to track and assess student progress.

Practices and Products

Practices

- Professional learning teams that are focused on best evidence based practices and data analysis which result in consistent quality teaching and student achievement.
- Quality teaching and learning practices evident across the school with differentiated literacy and numeracy lessons coupled with formative and summative assessment practices to improve student achievement.
- Students and staff reflect critically on all learning and regulate, adjusting and refocus their personalised learning goals as needed.

Products

- Teachers plan quality teaching and learning activities with an integrated approach across all key learning areas, keeping literacy and numeracy as the main focus. Professional practice is valued and there is a commitment to ongoing improvement in students' literacy and numeracy skills.

Strategic Direction 3: Parent Involvement

Purpose

Research has shown that when schools and families work together, children do better, stay in school longer, are more engaged with their school work, go to school more regularly, behave better, and have better social skills. Parent engagement also results in longer term economic, social and emotional benefits.

Improvement Measures

- Student attendance rates will improve by 3% to come into line with state averages
- Formal Feedback to parents regarding literacy and numeracy progression will occur once per term in addition to the normal reporting processes

People

Students

- are self-directed, take initiative and grasp opportunity.
- have a strong sense of meaning and purpose.

Staff

- enable success by contributing to a positive, supportive and encouraging learning environment.

Leaders

- ensure the school environment is a safe and healthy place to be.

Parents/Carers

- actively participate in supporting and reinforcing student learning.

Community Partners

- actively participate in supporting and reinforcing student learning.

Processes

Student Attendance

Implement a revised school attendance policy where students and teachers take an active role in monitoring and encouraging attendance.

Parent Feedback

Formulate an action plan to ensure that regular and effective feedback to parents is occurring.

Inclusive Community

Create an inclusive environment where parents are welcomed into the school community

Evaluation Plan

- A revised attendance plan is firmly embedded into school systems and there is an increase in the attendance rates of all students
- Feedback to parents is occurring on a regular basis and becomes embedded into the school culture
- There is an increase in the number of parents accessing school related events.

Practices and Products

Practices

- An effective and inclusive school calendar or publicity device is used to publicise school events for parents and community members
- Attendance is monitored closely by classroom teachers and school executive. Attendance facts are published in newsletters and good attendance is celebrated each term.
- Teachers will participate in professional learning in the use of the literacy and numeracy learning progressions and communicate regularly with parents regarding students' progress.

Products

- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop the students of Hay Public School.