

# School plan 2018-2020

## Hermidale Public School 2155



*“Reach for the Stars”*

# School background 2018–2020

## School vision statement

At Hermidale Public School every student will continually grow as learners within an engaging and safe environment where each student is a valued member of our school. Students will participate in a rich academic environment within a strong network of partner schools. Providing a focus on learning opportunities that leads to academic success and engagement with the wider community is a priority. To engage life long learners, teachers will have an in depth knowledge of students through evidence based teaching practice.

## School context

Hermidale Public School is on the traditional lands of Wongaibon country and is located within the Bogan Shire.

- Our school is supported by the NSW Department of Education Mitchell directorate, The Western Plains Small Schools group, the Nyngan AECG, Hermidale Public School P&C and is an active member of the Girilambone, Hermidale & Marra Leading and Learning hub.
- The school plays an important role in the community. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Hermidale Public School.
- The majority of students live within the Hermidale district. Some students travel to school by bus.
- In 2018, the schools enrolment is 11 students with 3 students identifying as Aboriginal.
- The school strongly focuses on quality student outcomes in literacy and numeracy. Student engagement through a broad range of activities; performing arts, cultural, leadership and sport lead to learning opportunities beyond the school gate.
- Hermidale Public School benefits from equity funding that supports the particular needs of our student population.

## School planning process

Engaging with students, staff, parents, community members and the Nyngan AECG formed the consultation process required to gather evidence to build the school plan.

- During term 3, 2017 Students and parents received a school community engagement survey followed by a parent meeting. Parents and students provided feedback about 3 key questions regarding effective practice, future goals, and strengths.
- Staff were given feedback from parents and student group, reflected on their Personal development plans and held discussions regarding future professional learning, student learning needs and professional practice.
- The Hermidale community were invited to complete a survey regarding communication and inclusion in school events.
- Representatives from the Nyngan AECG were invited to attend a meeting at the school. Regular communication was provided to the Nyngan AECG through attending meetings in Nyngan, communication and members attending our annual presentation night.
- Analysis of the consultation process lead to the establishment of two strategic directions. These are learning partnerships and evidence informed teaching.

# School strategic directions 2018–2020

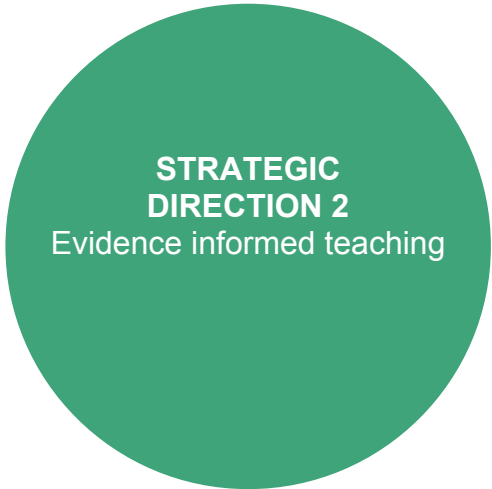


## STRATEGIC DIRECTION 1

Learning partnerships

### Purpose:

In our school every student is known, valued and cared for whilst engaging in a dynamic culture that is strongly focused on student wellbeing and innovative and collaborative learning practices. Students will be supported to gain mastery particularly in literacy and numeracy within a culture of educational aspiration.



## STRATEGIC DIRECTION 2

Evidence informed teaching

### Purpose:

Our school will use student assessment evidence to inform our teaching practice in a collaborative learning culture across professional hubs. Teaching staff, will build professional capacity and a shared understanding of effective multi stage programming within dynamic learning environments.

# Strategic Direction 1: Learning partnerships

Purpose	People	Processes	Practices and Products
<p>In our school every student is known, valued and cared for whilst engaging in a dynamic culture that is strongly focused on student wellbeing and innovative and collaborative learning practices. Students will be supported to gain mastery particularly in literacy and numeracy within a culture of educational aspiration.</p>	<p><b>Students</b></p> <p>Develop a deep connection with their learning outcomes and understand what is required to achieve at the highest level.</p> <p>Students have access to a broad range of learning platforms through the provision of collaborative education.</p>	<p><b>Innovative curriculum planning</b></p> <p>Build the capacity of staff to deliver high quality innovative educational programs which enable students to achieve within a vibrant future focused learning environment.</p>	<p><b>Practices</b></p> <p>Teachers engage in well being practices that promote student engagement, connections and learning growth.</p> <p>Teachers collaborate to ensure students learning is dynamic, innovative and is aligned with their personal learning goals.</p> <p>Learning occurs in innovative environments that support modelled, guided and independent learning processes which fosters positive student growth.</p>
Improvement Measures	<p><b>Staff</b></p> <p>Lead collaborative education within the classroom that encompasses the students individual learning needs within a holistic educational approach to learning success.</p> <p>Staff work in partnership with the school community and respect the diversity, views and contributions of all members.</p>	<p><b>Student well being</b></p> <p>Implement a whole school integrated approach to student well being in which students can connect, succeed and thrive throughout their education journey.</p>	<p><b>Products</b></p> <p>Positive and productive learning environments exist enabling all students to have equal access to diverse education delivery within a collaborative education environment.</p> <p>Respectful relationships underpin the school's culture. Student learning and well being success will be acknowledged and students learning pathways will be strengthened.</p>
<ul style="list-style-type: none"> <li>• All students achieve expected growth in reading, writing and numeracy benchmark targets</li> <li>• All students achieve expected growth in Personal Learning Plan goals.</li> <li>• All students report growth in obtaining learning engagement and a sense of belonging.</li> <li>• All students report growth in obtaining a greater sense of well being</li> </ul>	<p><b>Parents/Carers</b></p> <p>Engage with the Personal learning goal model and gain insight into collaborative education to support students in achieving learning goals.</p>	<p><b>Teaching &amp; learning</b></p> <p>Teachers will investigate, identify and implement learning methods which will develop student capacity to connect with their learning outcomes.</p>	
	<p><b>Leaders</b></p> <p>Establish pathways to build the capacity of the school community to engage in student centred learning outcomes within the collaborative education network.</p>	<p><b>Evaluation Plan</b></p> <p>Data will be collaboratively analysed.</p> <ul style="list-style-type: none"> <li>• Focus groups (eg Girilambone, Hermidale and Marra hub, Wetsern plains small schools hub) and internal surveys</li> <li>• Well being self assessment tool</li> <li>• Ongoing review of student learning data (eg SMART/NAPLAN, PLAN)</li> <li>• Internal student performance data, classroom observation and reflections.</li> <li>• Student work samples and assessment evidence</li> <li>• Ability to apply a variety of thinking pathway strategies.</li> </ul>	
	<p><b>Community Partners</b></p> <p>Develop partnerships with teachers, students and education networks to ensure student engagement and successful life long learning opportunities.</p>		

# Strategic Direction 1: Learning partnerships

## Processes

- Kids matter survey

# Strategic Direction 2: Evidence informed teaching

Purpose	People	Processes	Practices and Products
Our school will use student assessment evidence to inform our teaching practice in a collaborative learning culture across professional hubs. Teaching staff, will build professional capacity and a shared understanding of effective multi stage programming within dynamic learning environments.	<b>Staff</b>  Maintain documentation and assessment data to evaluate and inform their planning.  Collaborate with colleagues across the teaching and learning hub and network to devise multi stage programs and analyse their effectiveness.  Embed evidence based teaching and learning and practices.	<b>Teaching Practice</b>  Develop staff's capacity through professional learning to effectively assess and implement evidence based programming to ensure student learning growth, achievement, the meeting of curriculum requirements and reflective practices.  <b>Collaborative practice</b>  Strengthen collaborative practice through the implementation of structural practices and protocols that ensures professional learning and engagement across the hub and western plains small schools network. .  <b>Multi stage learning</b>  Develop, implement and evaluate collaborative multi stage programs within our school and collaboratively build collective resources to be accessed by multi stage teaching practitioners working within the western plains small schools network.	<b>Practices</b>  Student assessment data and collaborative evaluation is systematically used to inform personal learning plans, differentiation and evaluation of teaching and learning practices in literacy and numeracy across the multi stage dynamic education environment.  Collaborative engagement with the Girilambone, Hermidale & Marra Creek Leading and Learning Hub to identify structural practice and protocols for collaborative practice and strategic priorities around student learning, engagement and well being within a multi stage setting.
Improvement Measures	<b>Students</b>  Provide timely and respectful feedback on their learning experiences.  Participate in the collaborative learning environment.	<b>Evaluation Plan</b>  <b>Progress towards improvement measures will be evaluated through</b> <ul style="list-style-type: none"> <li>• Teaching programs twice a term</li> <li>• Students work samples</li> <li>• Classroom observations</li> <li>• Student feedback</li> <li>• Teacher and WPSSN surveys</li> <li>• Hub meeting minutes</li> </ul>	<b>Products</b>  Systems are in place for the timely collection of student assessment to inform teaching practice and whole school progress. Students will be provided with timely feedback to enable high quality learning opportunities.  Guidelines are in place to ensure that the Girilambone, Hermidale & Marra Creek Leading and Learning Hub will collaboratively review structural practice and strategic priorities to support student learning, engagement and well being.  A series of multi stage teaching programs are devised for teachers to access. These programs will be adjusted to meet the learning needs of the students at Hermidale Public School.
<ul style="list-style-type: none"> <li>• Increased use of evidence informed pedagogy by all teachers.</li> <li>• Staff indicate a stronger degree of collaboration across the school and network which enhances their capacity as educators and leaders.</li> </ul>	<b>Parents/Carers</b>  Participate in a shared dialogue with staff to identify and understand students learning, well being and engagement requirements to meet learning outcomes.  <b>Community Partners</b>  Engage in the Hermidale, Girilambone & Marra Leading and Learning Hub.  <b>Leaders</b>  Align staff's Personal Development Plans with professional learning, the school plan and effective classroom practice.		

## Strategic Direction 2: Evidence informed teaching

### Processes

- WPSSN resource file