

# School plan 2018-2020

**Hérons Creek Public School 2157**

## 3MAPS



# School background 2018–2020

## School vision statement

### **Three Mountains Alliance Public Schools "Three Maps, One Destination, Quality Education."**

We will achieve this by

- providing a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.
- equipping our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum and where children can achieve full potential in their academic, creative, personal, physical and moral development.
- promoting a safe and supportive environment where each student's self-esteem is fostered by positive relationships with students and staff.
- striving to have our parents, teachers and community members actively involved with our students learning.

## School context

The Three Mountains Alliance Schools (3MAPS) comprises of Hannam Vale, Johns River and Herons Creek Schools. We share support of 75 students from K–6. The rural and isolated settings mean that the school's plan and develop opportunities for differentiated learning and social engagement beyond local environments. 3MAPS are committed to maintaining Positive Behaviour for Learning, where we are building a strong focus on the mental health and wellbeing of our students. Our school culture is developed by living the positive behaviours that underpin our core values. Respect for each other as professionals and the importance placed on the partnership with our families in children's learning and development are essential with achieving our purpose as a school of excellence. 3MAPS provides quality teaching and learning in a warm, supportive environment, within two multi stage classrooms at each school.

Herons Creek Public School is situated on the Mid North Coast, 20 kilometres south of Port Macquarie.

Staffing for 2015 includes a Teaching Principal, one full time teacher, one part time teacher, one part time School Administration Manager for 3 ½ days per week and a General Assistant for 1 day per week.

## School planning process

A review of the 2018–2020 school plan was conducted with parents, staff and students contributing to an evaluation of what worked well and areas of improvement.

Parent, student and staff feedback (from surveys, staff meetings, P&C meetings and speaking to individual parents and students) clearly identified a vision with a focus on;

- quality teaching and learning with an emphasis on numeracy, literacy and technology and the new curriculum.
- the mental health and well being of our students.
- building strong community links

A number of key educational documents were explored during this process.

- Melbourne Declaration on Educational Goals for Young Australians
- Family–School Partnership Framework
- School Excellence Framework
- School Improvement Tool
  - AITSL Teaching Standards

We have also consulted and worked together with

- Small School Collegial Groups
- Leadership and High Performance

3MAPS alliance was formed between Herons Creek, Hannam Vale and Johns River Principals in February 2016 in order to deliver our identified strategic directions. The Principals of the three schools continue to milestone shared school improvement initiatives.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Connect, Succeed, Thrive and Learn

### Purpose:

*To create confident and creative students that have a sense of self-worth, self awareness and personal identity that enables them to manage their emotional, mental and physical well being. (Melbourne Declaration on Educational Goals Young Australians)*

To achieve our vision of **Excellence in Learning**, curriculum priorities will provide students with the skills and strategies to engage with, and better understand their world at a range of levels. Learners will gain success when programs are highly relevant developing the knowledge and skills of all students with evidence based teaching practices and innovative delivery mechanisms used where appropriate.

*An integrated approach to quality teaching, curriculum planning and delivery, and assessment will promote learning excellence and responsiveness in meeting the needs of all students. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.*

(Schools Excellence Framework)

## STRATEGIC DIRECTION 2

Great Teaching, Inspired Learning

### Purpose:

*Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning and promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talent. All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices. (Schools Excellence Framework)*

## STRATEGIC DIRECTION 3

Leadership by Design

### Purpose:

*School Leaders enable a self-sustaining and self-improving community that will support the highest levels of learning. 3MAPS Leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.. Students will benefit from the schools planned and proactive engagement with parents and the broader community. Leaders in 3MAPS will ensure that operational issues such as resource allocation and accountability requirements, serve the over arching strategic vision of the school community. (Schools Excellence Framework)*

# Strategic Direction 1: Connect, Succeed, Thrive and Learn

## Purpose

*To create confident and creative students that have a sense of self-worth, self awareness and personal identity that enables them to manage their emotional, mental and physical well being. (Melbourne Declaration on Educational Goals Young Australians)*

To achieve our vision of **Excellence in Learning**, curriculum priorities will provide students with the skills and strategies to engage with, and better understand their world at a range of levels. Learners will gain success when programs are highly relevant developing the knowledge and skills of all students with evidence based teaching practices and innovative delivery mechanisms used where appropriate.

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(Schools Excellence Framework)

## Improvement Measures

### Wellbeing

#### PBL 2018

Analysis of staff, student and parent surveys demonstrates strong community alignment of PBL processes and expectations.

#### Camp Out 2018

## People

### Students

Students make good choices, social confidence, meet challenges and are resilient and self-responsible.

### Staff

Staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

### Leaders

Lead and implement behaviour management/wellbeing initiatives (PBL) to assist colleges in broadening their range of strategies.

### Parents/Carers

Parents are informed of and involved with resilience training with their children. Parent representatives on PBL committee.

### Community Partners

Work closely with outside agencies.

## Processes

### Wellbeing

#### PBL 2018

3MAPS schools share a common PBL language supporting high engagement of students in a safe and respectful learning environment within the classroom (Universal Tier 2)

#### Camp Out 2018

To improve student resilience, student-parent relationships and parenting strategies across the 3MAPS Years 2–6 with the implementation of Camp Out Australia initiative to support teachers, students and parents. This will be achieved through an initial camp out, inter-collegial support, shared expertise, ongoing development and improvement strategies for all teachers, students and parents.

### Assessment

#### Learning Progressions

To improve student Literacy and Numeracy outcomes across the 3MAPS K–6 with the implementation of professional learning (PL) to support teachers' consistent, evidence-based judgement through Learning Progressions. This will be achieved through inter-collegial support, shared expertise, ongoing development and improvement of all teachers, by the Instructional Leader based at Johns River PS.

To build knowledge and consistency in assessment for, of and as for Numeracy

## Practices and Products

### Practices

#### Wellbeing

##### PBL 2018

Students, staff and the broader 3 MAPS community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

##### Camp Out 2018

Positive, resilient and respectful relationships are evident and widespread among students, staff and parents to promote student wellbeing to ensure optimum conditions for student learning.

### Assessment

#### Learning Progressions

Consistent school wide practices for assessment using Learning Progressions are used to monitor, plan and report on student learning in Literacy and Numeracy. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

### Products

#### Wellbeing

##### PBL 2018

Analysis of staff, student and parent surveys demonstrates strong community alignment of PBL processes and expectations.

# Strategic Direction 1: Connect, Succeed, Thrive and Learn

## Improvement Measures

CAMP OUT data indicates 98% of parents will increase their knowledge of their child's development needs and their skills have increased to support this development.

### Assessment

#### *Learning Progressions*

Teachers will have a broad range of consistent assessment strategies for, of and as learning as measured by the consistency across our Learning Progression data.

## Processes

and Literacy.

## Evaluation Plan

Processes will be evaluated each 10 weeks with evidence of impact captured in the milestone improvement plans.

Annual milestone achievements will be reported through the Annual Reporting process

## Practices and Products

### *Camp Out 2018*

CAMP OUT data indicates 98% of parents will increase their knowledge of their child's development needs and their skills have increased to support this development.

### Assessment

#### *Learning Progressions*

Teachers will have a broad range of consistent assessment strategies for, of and as learning as measured by the consistency across our Learning Progression data.

# Strategic Direction 2: Great Teaching, Inspired Learning

## Purpose

*Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning and promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talent. All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices. (Schools Excellence Framework)*

## Improvement Measures

### Effective Classroom Practice

#### ***Focus on Numeracy and Literacy 2018***

Teachers will have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, anecdotal records and continuum data.

All teachers have a deep knowledge of content and explicit teaching as evidenced by peer observations and self-evaluation.

### Learning and Development

#### ***STEAM (Science, Technology,***

## People

### Students

Students actively engage in programs that cater for their needs and diverse range of abilities and interests.

### Staff

Promote personalised learning that aims to fulfil the diverse capabilities of all students.

Success requires developing in-school expertise and enabling connected communities of schools.

Teachers engaged in TEN, iPLAY and STEAM participant training.

### Leaders

Actively lead networking within 3MAPS to achieve best outcomes for staff. Monitor and evaluate the implementation of teaching strategies within the school to improve student achievement in STEAM and numeracy using research based knowledge and student data.

### Parents/Carers

Provide information sessions for parents on TEN and STEAM. Provide opportunities for parents to understand and engage in 21st century learning.

### Community Partners

Community members are invited to contribute their expertise to facilitate the learning process and school environment.

## Processes

### Learning and Development

#### ***iPLAY 2018***

To improve student PDHPE outcomes across the 3MAPS K–6 with the implementation of professional learning(PL) to support consistent teacher judgement. This will be achieved through inter-collegial support, shared expertise, ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead, in iPLAY across 3MAPS.

To build knowledge and consistency in assessment for, of and as for PDHPE.

To celebrate PDHPE achievements across 3MAPS and to share programming and PDHPE purpose implementing the iPLAY program.

### Effective Classroom Practice

#### ***Focus on Numeracy and Literacy 2018***

To improve student numeracy across the 3MAPS K–6 with the implementation of Professional Learning (PL) to support Consistent Teacher Judgment (CTJ)

Inter-collegial support and shared expertise in numeracy across the schools using TEN pedagogy.

To build knowledge and consistency in assessment for, of and as numeracy.

Celebrating numeracy achievements across the 3MAPS.

To share a combined scope and sequence

## Practices and Products

### Practices

#### **Effective Classroom Practice**

##### ***Focus on Numeracy and Literacy 2018***

All teachers implement explicit teaching in their daily practice as evidenced by peer observations and programs.

All teachers are involved in regular peer monitoring to refine best practice and are involved in regular classroom observations.

Teachers actively seek support to improve best practice as evidenced by video records and observational reflections.

### Learning and Development

#### ***STEAM 2018***

STEAM Scope and Sequence supports the combination of syllabus outcomes to establish units of work and lessons that develop student capacity in problem solving, critical and creative thinking and collaborative learning.

### Learning and Development

#### ***iPLAY 2018***

All teachers implement explicit teaching in their practice as evidenced by peer observations and programs.

All teachers are involved in regular peer monitoring to refine best practice and are involved in regular classroom observations.

Teachers actively seek support to improve best practice as evidenced by video

# Strategic Direction 2: Great Teaching, Inspired Learning

## Improvement Measures

### ***Engineering, Art & Maths) 2018***

Teachers jointly construct units of work in line with a developed scope and sequence that aligns the key outcomes of Science, Technology, engineering, art and mathematics. Early analysis of student achievement indicates stronger engagement in these connected syllabus areas.

### ***Learning and Development***

#### ***iPLAY 2018***

Teachers will have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, observations anecdotal records.

All teachers have a deep knowledge of content and explicit teaching in iPLAY as evidenced by peer observations and self-evaluation.

## Processes

across the 3MAPS.

### ***Learning and Development***

#### ***STEAM (Science, Technology, Engineering, Art & Maths) 2018***

To improve student STEAM outcomes across the 3MAPS K–6 with the implementation of professional learning(PL) to support consistent teacher judgment. This will be achieved through inter-collegial support and shared expertise in STEAM across the schools.

To build knowledge and consistency in assessment for, of and as STEAM.

To celebrate STEAM achievements across the 3MAPS and to share programming and STEAM purpose across the 3MAPS.

## Evaluation Plan

Processes will be evaluated each 10 weeks with evidence of impact captured in the milestone improvement plans.

Annual milestone achievements will be reported through the Annual Reporting process.

## Practices and Products

records and observational reflections.

## Products

### ***Effective Classroom Practice***

#### ***Focus on Numeracy and Literacy 2018***

Teachers will have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, anecdotal records and continuum data.

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### ***Learning and Development***

#### ***iPLAY 2018***

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## Strategic Direction 2: Great Teaching, Inspired Learning

### Practices and Products

content and explicit teaching in iPLAY as evidenced by peer observations and self-evaluation.



# Strategic Direction 3: Leadership by Design

## Purpose

*School Leaders enable a self-sustaining and self-improving community that will support the highest levels of learning. 3MAPS Leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.. Students will benefit from the schools planned and proactive engagement with parents and the broader community. Leaders in 3MAPS will ensure that operational issues such as resource allocation and accountability requirements, serve the over arching strategic vision of the school community. (Schools Excellence Framework)*

## Improvement Measures

### Educational Leadership

#### ***Cultural Diversity (2018)***

Teaching programs support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

## People

### Students

3MAPS students actively engage in a diverse range of cultural programs.

### Staff

Promote personalised learning that aims to fulfil the diverse cultural needs of all 3MAPS students.

Teachers engage in 8WAYS, M Goals and Connecting to Country Professional Learning.

### Leaders

Actively lead networking within 3MAPS to achieve best outcomes for staff. Monitor and evaluate the implementation of cultural awareness within the school to improve to improve student outcomes.

### Parents/Carers

Parents are informed of and involved in cultural awareness training and M Goals with their children.

### Community Partners

The school works closely with the AECG and other outside agencies. Community members are invited to contribute their expertise to facilitate cultural awareness training within our local environment.

## Processes

### Educational Leadership

#### ***Cultural Diversity (2018)***

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students through Professional Learning in 8WAYS, M Goals and Connecting to Country.

## Evaluation Plan

Processes will be evaluated each 10 weeks with evidence of impact captured in the milestone improvement plans.

Annual milestone achievements will be reported through the Annual Reporting process.

## Practices and Products

### Practices

#### Educational Leadership

#### ***Cultural Diversity (2018)***

Students, staff and the broader 3MAPS community understand the impact of culture and cultural identity on the education of students leading to improved educational outcomes.

### Products

#### Educational Leadership

#### ***Cultural Diversity (2018)***

Teaching programs support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.