

School plan 2018-2020

Holbrook Public School 2170



School background 2018–2020

School vision statement

At Holbrook Public School, we believe in educating for excellence within a safe, respectful and inclusive environment.

Our vision is to provide every student with opportunities to achieve their personal best.

Our school is a place where everyone learns, has fun and takes pride in striving towards excellence. All students are supported and given opportunities to reach their potential.

Our school purpose:

The staff of Holbrook Public School are committed to:

- Providing meaningful cultural, artistic, sporting and academic learning opportunities which support life-long learning for all students.
- Maintaining high expectations for academic achievement and behaviour.
- Encouraging all students to be creative, critical and resilient learners who are better prepared for the challenges of the 21st century.
- Reflecting on each student's individual strengths and learning needs in assisting them to achieve their learning potential.

School context

Holbrook Public School, situated between Wagga Wagga and Albury, provides a safe and positive learning environment where children can learn and develop as individuals.

There are 148 students enrolled for 2018 (including 8% Aboriginal students), with 6 classes and additional teachers in supporting roles. The teaching mix is one from very experienced through to those in their early years. The professional requirements of teaching in NSW public schools are met by all teaching staff.

Within the Holbrook community, Holbrook Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all.

The school is committed to a collaborative and open approach and the pursuit of individual excellence, in a balanced, challenging and diverse curriculum catering for all students.

The school has a strong reputation for its successful academic, cultural, artistic, sporting and extra curricula programs.

The school has an active School Council and P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy and numeracy, technology and student wellbeing.

Holbrook Public School is a proud and active member of the Morgan Country Community of Schools.

School planning process

This school plan is the result of a rigorous process of data collection and community consultation. All stakeholders were consulted using the following methods:

Staff meetings were held to review current practices and evaluate the previous school plan. Internal and external assessment data (including NAPLAN and PLAN) were evaluated and critically analysed. Staff evaluated the school against the School Excellence Framework version 2.

A survey of staff, parents and community members sought community opinions about: 1. What our school should keep/appreciate 2. What our school should modify/improve 3. What our school should add, and 4. What our school should discard.

School Council and P&C meetings, which included staff, were used to review the survey findings and provide input into the school's future directions.

The draft vision, strategic directions and school plan were presented to the school community via class, P&C, School Council and staff meetings for further consultation and feedback. This led to adjustments to reflect suggestions and feedback from all parties.

All teaching staff assisted with the writing of the school plan and the school executive team refined and enhanced the document.

Consultation and endorsement from the Principal, School Leadership and Director, Public Schools NSW ensured that the plan reflected current DoE priorities and reforms.

The final stage of the process was the development of 2018 milestones by the School Strategic Direction teams. These teams will continue to collaborate in the delivery of school projects, with a sustained focus on excellence in learning, teaching and leading.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in Learning

Purpose:

All students at our school will be active, engaged, self-motivated learners who are supported to connect, succeed, thrive and learn.



STRATEGIC DIRECTION 2

Excellence in Teaching

Purpose:

To enable all teachers to deliver quality, engaging, challenging and differentiated learning experiences for all students, using evidence-based pedagogy and assessment.



STRATEGIC DIRECTION 3

Excellence in Leading

Purpose:

For the Principal and school leadership team to model instructional leadership and support a culture of high expectations and community engagement.

Strategic Direction 1: Excellence in Learning

Purpose

All students at our school will be active, engaged, self-motivated learners who are supported to connect, succeed, thrive and learn.

Improvement Measures

To increase the proportion of our students in the top two NAPLAN bands by 8%.

80% of students will achieve their year appropriate expected growth in literacy and numeracy.

Improved levels of student wellbeing and engagement.

People

Students

Know themselves as learners and believe that effort leads to success and personal best achievement.

Understand, and develop the skills, to be responsible for their own learning.

Strive for the achievement of excellence through the setting and monitoring of challenging individual learning goals.

Are resilient, resourceful, reflective and collaborative learners who think critically and creatively.

Staff

Demonstrate the fundamental belief that all students can learn and succeed.

Release control and provide opportunities for students to explicitly develop the skills to be responsible for their own learning.

Parents/Carers

Support the school's culture of high expectations for learning and behaviour.

Support their children in the achievement of individual learning goals.

Leaders

Provide opportunities for teachers to engage with HOW2Learn and future focused pedagogy.

Establish structures and processes to identify, address and monitor student learning and wellbeing needs.

Processes

Wellbeing

Develop, implement and monitor a strategic, whole-school approach to cognitive, social, emotional and physical wellbeing.

Learning Culture

Create a strong, engaging, future-focused learning culture where students develop the skills, knowledge and attitudes to become successful, lifelong learners.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

Analysis of NAPLAN and PLAN data, internal student assessment data, analysis of student wellbeing data, evaluation of current student wellbeing programs, Tell Them From Me student surveys, Wellbeing Self-Assessment Tool, focus groups and internal surveys, student interviews about wellbeing and learning culture, student behaviour and attendance analysis.

Practices and Products

Practices

Collect, analyse and use data to monitor and refine a whole school approach to wellbeing and engagement to improve learning.

Students will be resilient, self-motivated learners, who are resourceful problem solvers.

Students are achieving personal learning goals and expected growth for literacy and numeracy.

Products

A comprehensive policy for Student Wellbeing, informed by the Wellbeing Framework, guides wellbeing practices throughout the school.

Positive and respectful relationships between all members of the school community underpin a productive and aspirational learning environment.

Students possess a growth mindset and are active, engaged, self-directed learners who can discuss their individual learning goals, information from data walls and the evidence they've collected to validate their improvement.

Strategic Direction 2: Excellence in Teaching

Purpose

To enable all teachers to deliver quality, engaging, challenging and differentiated learning experiences for all students, using evidence-based pedagogy and assessment.

Improvement Measures

100% of teachers demonstrate increased knowledge and use of evidence-based practices through their programming and delivery.

80% of students achieve yearly benchmarks for Reading Texts, Comprehension and Writing based on PLAN data.

Whole school data is collected by 100% of teachers in a systematic and timely manner to inform teaching and decision making.

People

Students

Understand and can articulate 'where they are now' and 'where they need to go next' in their learning.

Provide respectful feedback to teachers on their learning experiences.

Staff

Actively expand their understanding of current research, evidence-based practice and how students learn best, to ensure that teaching practices that have a significant impact on student learning outcomes are prioritised.

Teachers strategically use learning intentions, success criteria, effective feedback and formative assessment in their programming and delivery.

Leaders

To understand, support, mentor and guide staff through the implementation of change.

Establish and improve processes which build the capacity of the school community to use data and engage in evidence-based practice.

Parents/Carers

To be informed and supportive of current assessment and teaching practices at the school through participation in information sessions coordinated by staff.

To play an active and engaged role in the education of their child.

Processes

Evidence-Based Practice

Evaluate and strengthen current systems and pedagogy, with the primary aim of establishing evidence-based practices, including formative assessment and feedback, in every classroom, on every day, in every KLA (Key Learning Area).

Use of Data

Enhance data literacy, analysis and use in teaching, ensuring student assessment data is a driver of collaborative discussion, programming and planning across the school.

Curriculum

Strengthen teacher understanding of syllabus documents, explicit teaching and student engagement to develop dynamic teaching and learning programs for Reading Texts, Comprehension and Writing.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

What Works Best Reflection Guide survey, PLAN data (every five weeks), NAPLAN data (Term 3), classroom observation data (each semester minimum), teaching programs (three times per term), Tell Them From Me Surveys (student, teacher and parent), Performance Development Plan monitoring, AITSL Teacher Self-Assessment Tool and whole school and class assessment data.

Practices and Products

Practices

Evidence-based practices are identified, promoted, modelled and embedded in all teachers' planning and delivery to maximise student growth and learning outcomes.

Staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality, differentiated learning experiences.

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

Products

Differentiated programs are in place to meet the needs of all learners across the school.

Systems for collaborative data analysis, dialogue and evidence-based planning are in place and strategically used to differentiate learning and improve learning outcomes.

Strategic Direction 3: Excellence in Leading

| Purpose | People | Processes | Practices and Products |
|--|---|--|---|
| For the Principal and school leadership team to model instructional leadership and support a culture of high expectations and community engagement. | Students Thrive through increased focus on engagement, learning growth and wellbeing. | Communication and Community Engagement Establish and enhance communication systems and practices to promote authentic community involvement and parental engagement. | Practices All teachers and leaders contribute to the presentation of teaching and learning information sessions and communication initiatives. |
| Improvement Measures Improved scores in Tell Them From Me parent engagement measures. 100% of leaders, including identified aspirants, demonstrate increased scores in the AITSL School Leader Self-Assessment Tool. Improved scores in Tell Them From Me student engagement measures. | Staff Demonstrate commitment to continuous improvement through a collaborative learning culture focused on quality teaching, student engagement, high level data use, feedback and evidence-based practice. | Instructional Leadership Develop, implement and evaluate structures for instructional leadership at all levels and in all classrooms across the school. | All teachers and leaders are able to develop and maintain relationships whilst giving and receiving effective feedback through participation in collegial lesson observations, based on quality teaching and What Works Best. |
| | Leaders All leaders have a strong understanding of evidence-based practice, student engagement and the Australian Professional Standards for Teachers in order to guide accreditation and Performance Development Framework processes. | Engagement and Innovation Build the capacity of teachers across the Morgan Country Community of Schools in the use of innovative technologies and integrated learning to maximise student engagement and learning. | Regular collaboration with the Morgan Country Community of Schools enables all teachers to use innovative technologies and improve student engagement. |
| | Ensure strong communication and engagement practices are established with teachers, parents and the broader community. | Evaluation Plan <i>Progress towards improvement measures will be evaluated through:</i> Tell Them From Me surveys (student, teacher and parent), parent and community satisfaction surveys (for example, from class meetings, information sessions and events), 360 degree Community Satisfaction Tool, supervisory and collegial lesson observation feedback, evaluation of learning environments and program collection data, AITSL School Leader Self-Assessment Tool and Morgan Country Community of Schools surveys. | Products Parents and carers are well informed, engaged and supportive of the school's practices and directions. |
| | Parents/Carers Actively engage in an educational partnership with the school through attending teaching and learning information sessions and school activities, providing feedback through surveys and supporting the school in its pursuit of excellence through the 2018–2020 School Plan. | | A culture of high expectations and commitment to continual improvement by all teachers builds leadership capacity and results in each child achieving expected growth. |
| | | | Systems that facilitate professional dialogue, collaborative planning and assessment, collegial lesson observations and demonstrations, including effective feedback, are embedded across the school. |
| | | | Students exhibiting increased engagement and the capacity to succeed in a rapidly changing, technological world. |