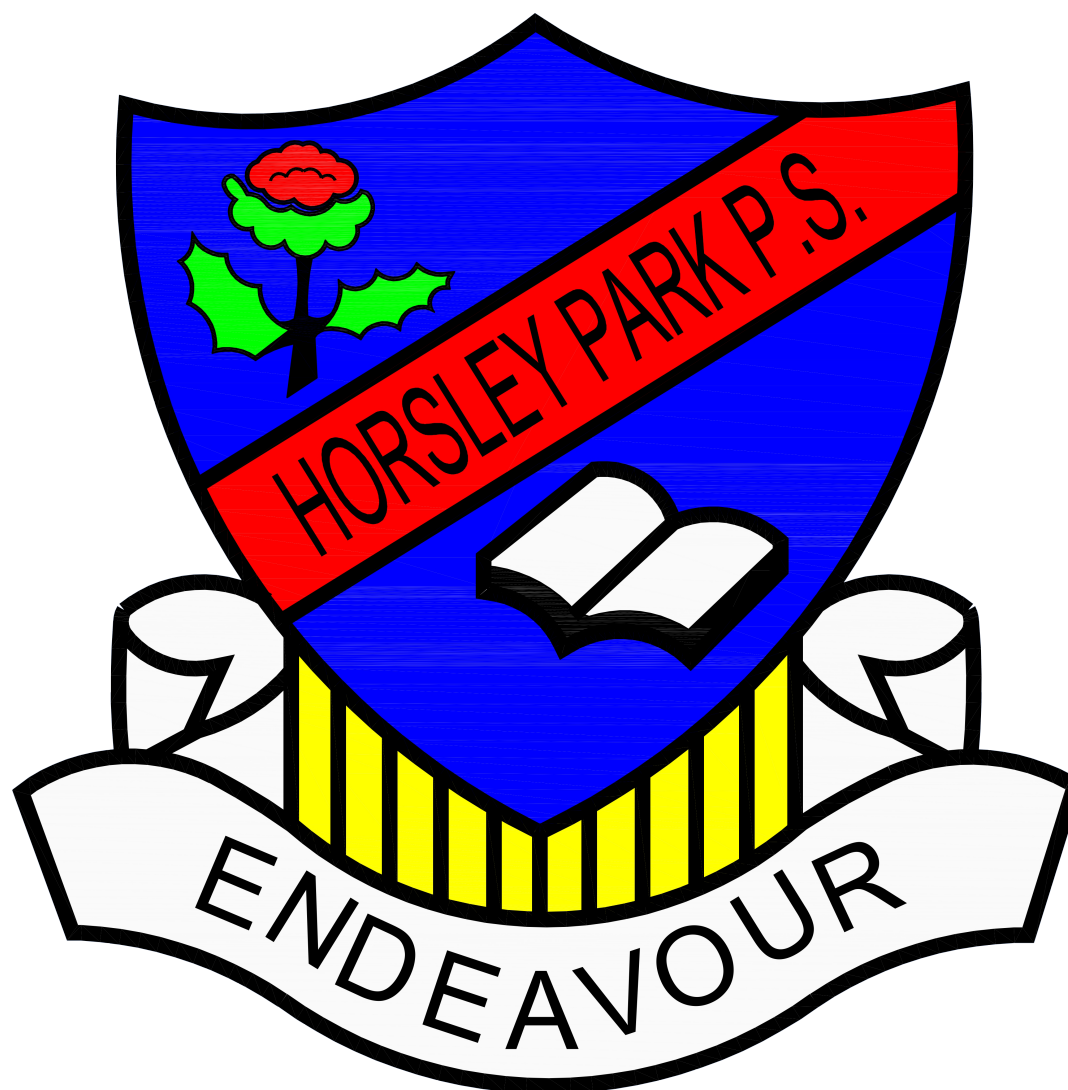


# School plan 2018-2020

## Horsley Park Public School 2182



# School background 2018–2020

## School vision statement

At Horsley Park Public School we are committed to enabling our students to become independent, creative and successful learners. As an inclusive community, we work collaboratively to empower our students to achieve their goals to become reflective, resilient global citizens.

## School context

Horsley Park Public School is a small school located in a semi-rural setting in the Cowpasture Network of Schools. Our students and their families come from a wide range of cultural backgrounds. We value the diversity and richness that this contributes to our learning community.

In 2017, our school undertook self – assessment using the school excellence framework and participated in external validation. The results from this self assessments are being used to shape and define the 2018–2020 school planning directions.

Committed experienced staff, with the support and encouragement of parents, strive to provide a quality education for the 102 students at our school. The school enjoys considerable support from the community and has an active P&C.

Learning programs are offered that cater for a wide range of student abilities, talents and skills, always with the aim of developing the whole child. The school has four mainstream classes and four support classes, supporting students with autism, mild and moderate intellectual disability.

As a member of the Cowpasture Community of Schools, students are provided with access to the benefits of a large school community including; inter-school sport, cultural performances, debating competitions and leadership opportunities.

The school is participating in the Early Action for Success initiative in which a part-time Instructional Leader works directly with our executive and classroom teachers to support the learning and outcomes of our K–3 students in literacy and numeracy.

Positive behaviour, co-operation and a growth mindset are encouraged and supported through a positive wellbeing environment.

## School planning process

Horsley Park Public School's planning process has been authentic, collaborative and consultative. This school plan has been developed following an extensive and rigorous self evaluation process, culminating in the collective views and recommendation of staff, students and the broader school community. Discussions were hosted where all members of the community were given the opportunity to reflect on current practice and future goals. Two broad areas were clearly identified as target areas for the school that will drive the school towards achieving its shared vision. The staff has engaged in a rigorous process, looking at these broad areas and defining how the school will plan and implement these directions.

Our strategic directions articulate the school's priorities for improvement over the next three years. The directions are high level and future focused and will drive a whole school culture of inclusiveness and growth. These directions aim to ensure Horsley Park Public School's planning has a collaborative, considered and consistent approach to delivering curriculum.

# School strategic directions 2018–2020

**Purpose:**

To develop programs that meet diverse needs, underpinned by high expectations and instructional collaboration, driving improvements to literacy and numeracy.

**Purpose:**

To create a culture of effective communication that promotes wellbeing to enable our learning community to grow into confident, creative and resilient global citizens.

# Strategic Direction 1: High Quality Literacy and Numeracy

Purpose	People	Processes	Practices and Products
To develop programs that meet diverse needs, underpinned by high expectations and instructional collaboration, driving improvements to literacy and numeracy.	<b>Students</b>  Develop knowledge and understanding to demonstrate skills to support their success in pursuit of learning goals.	Use evidence-based research and strategies to implement differentiated literacy programs to improve student outcomes.  Use evidence-based research and strategies to implement differentiated numeracy programs to improve student outcomes.  Establish reflective practice and instructional collaboration to promote successful outcomes across the school.	<b>Practices</b>  Data driven programming in literacy and numeracy, demonstrated and supported through evidence based differentiated teaching, and learning and assessing practices.  Teachers actively engage in collaborative planning, implementation and reflection on their own professional development to improve practice.  Technology effectively utilised to promote student engagement, collaborative learning and achievement.
Improvement Measures		<b>Evaluation Plan</b>	<b>Products</b>
Data meeting or exceeding expected growth for all students K–6 in Numeracy.	<b>Staff</b>  Engage in instructional collaborative planning to promote best practice. Build capacity of colleagues to meet diverse needs and empower student learning.	–Survey students and staff.  –Tell Them From Me  –Internal student performance data.  – NAPLAN  – classroom observations.	Students receive differentiated teaching and learning programs that are data based, promote high expectations and engagement.  Enhanced leadership capacity, reflected in greater collaboration, self reflection, high expectations and a cohesive school team.
Data meeting or exceeding expected growth for all students K–6 in Literacy.	<b>Leaders</b>  Collaboratively determine sustained, differentiated professional learning for teachers.		
Establish a consistent school wide system for differentiation.	<b>Leaders</b>  Instructional Leader works directly with teachers in K–3 to identify and provide high quality professional learning targeting evidence based practice.		

## Strategic Direction 2: Effective Connections For Wellbeing

### Purpose

To create a culture of effective communication that promotes wellbeing to enable our learning community to grow into confident, creative and resilient global citizens.

### Improvement Measures

Increased student engagement through the implementation of wellbeing initiatives.

Increased parental engagement in student learning.

Whole school student wellbeing practices formalised in policy and embedded consistently.

### People

#### Students

Demonstrate core school values, growth mindset and monitor their own learning contributions and behaviour through regular self reflection.

#### Staff

Create a collegial learning environment supporting students and community by developing and sustaining a climate of transparency and trust.

#### Parents/Carers

Provide opportunities for parents/carers to develop their understanding of how children learn, how they can best support their child and to understand the educational priorities of the school.

#### Leaders

Support leaders to develop and maintain strong school wide and inter-school relationships for ongoing development, including excellent working relationships with schools and services at key transition points.

#### Community Partners

Work collaboratively with the Cowpasture Community of Schools (CCoS) to strengthen interactions and share resources and expertise.

### Processes

Implementation of Mindfulness lessons in all classes, with explicit focus on resilience building and positive psychology.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support their learning.

Refine whole school implementation of PBL with commitment to high expectations of student behaviour.

Develop a range of formal, informal and digital communication strategies with parents to ensure there is a collective responsibility for student learning and success, which include school initiatives and programs.

### Evaluation Plan

Monitor reflection room

Monitor attendance data

Survey Stakeholders

TTFM

Focus groups of community members

### Practices and Products

#### Practices

Implementation of PBL approach.

Parents are provided a range of pathways to see the progress students are making and the success the school is experiencing.

School wide implementation of Mindfulness lessons in morning routines.

#### Products

A range of communication strategies are employed to engage and inform parents.

TTFM Survey data will indicate a strong sense of 'school pride' across the school community.

Students are connected to their learning and confidently engage in school learning.