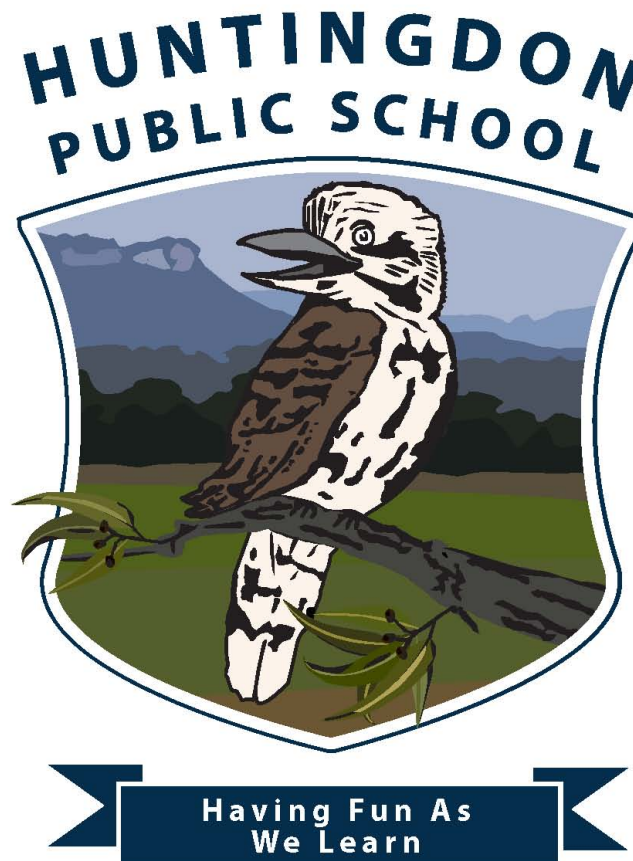


School plan 2018-2020

Huntingdon Public School 2190



School background 2018–2020

School vision statement

Our vision statement is:— Our shared commitment to learning at Huntingdon Public School is to support all students to achieve their personal best in a positive, caring and collaborative learning environment. High quality teaching practices, innovation and creativity develop highly engaged life-long learners, who are inspired and challenged to achieve to their maximum potential.

School context

Huntingdon Public School has been proudly serving and meeting the needs of our school community since 1868. With spacious playing areas and attractive grounds we pride ourselves on having a small, rural, community centred school that fosters a sense of belonging and provides quality teaching programs in all of the Key Learning Areas.

In 2017, Huntingdon Public School has an enrolment of 57 students, comprising of 19 girls and 38 boys. There are 7 students who identify as being of Aboriginal and Torres Strait Islander descent.

Our highly experienced and dedicated teaching and non-teaching staff has worked co-operatively as a team for many years. The school enjoys having a high profile in the local community and is seen as being a friendly and caring place where everyone is valued and made to feel welcome.

A unique feature of our school is the ever increasing level of parental and community involvement we receive in all aspects of school. Parents and community members have the opportunity to engage in a wide range of school related activities in all of the Key Learning Areas.

Our school promotes a culture of belonging and working together as well as providing opportunities for every student to recognise their individual talents and strengths to achieve their personal best. We support all students in becoming confident and successful learners at their individual levels and celebrate their progress and achievement of individual learning goals together.

School planning process

In 2017, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community.

This evidence included surveying students, staff and community and encouraged the sharing of ideas to identify the priorities for the 2018–2020 school plan.

The process included a review of the strengths, future opportunities and target areas for development for the school. As a result, two key strategic directions were identified as a basis for developments. These are:

- School Wide Culture of Learning
- High Quality Evidence Based Teaching

A number of key educational documents were explored during this process, including:

- Melbourne Declaration on Educational Goals for Young Australians
- Family–School Partnership Framework
- School Excellence Framework V2
- Wellbeing Framework

In 2018, school staff and the P and C have reviewed the 2018–2020 Strategic Directions and provided consultation on key elements.

In 2018, a learning hub was formed with Comboyne Public School in order to deliver high quality professional learning to our staff and drive school improvement through our two strategic directions. The Principals have agreed to share in the development and evaluation of the School Plan and collaboratively milestone shared school improvement initiatives.

The Huntingdon Public School Community supports and is committed to collaboratively achieving the identified

School background 2018–2020


School vision statement

School context

School planning process

strategic directions.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

School Wide Culture of
Learning

Purpose:

To ensure students become responsible, engaged learners supported by school wide systems and strong positive parent partnerships in learning, supporting the wellbeing of all students so that they can connect, succeed, thrive and learn.



STRATEGIC DIRECTION 2

High Quality Evidence Based
Teaching

Purpose:

We are driven to ensure that student learning is underpinned by high quality teaching. Supporting all students to achieve their personal best, individually and collaboratively, requires teachers to evaluate the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Strategic Direction 1: School Wide Culture of Learning

Purpose

To ensure students become responsible, engaged learners supported by school wide systems and strong positive parent partnerships in learning, supporting the wellbeing of all students so that they can connect, succeed, thrive and learn.

Improvement Measures

School evidence sets can demonstrate growth on the SEF from working towards delivering in 2017 to sustaining and growing in the domains of learning culture and wellbeing through an external assessment or school self assessment

People

Staff

- understand the evidence base that underpins a successful learning environment to embed the Wellbeing Framework across the school
- positively support students to take responsibility for their own learning and behaviour
- understand how their students learn and support every student to become independent learners

Students

- know the school wide expectations and how to display those across a range of settings
- are engaged learners developing responsibility for their own learning

Leaders

- facilitate the implementation of school wide systems to support learning culture through resourcing, coaching, mentoring and reviewing

Parents/Carers

- are committed to becoming effective partners in their children's learning so that students are motivated to deliver their best and continually improve

Processes

School Wide Systems (Wellbeing/PBL, Learning Support)

Development of school wide wellbeing framework encompassing the implementation of Positive Behaviour for Learning and comprehensive Learning Support systems.

Engagement in Learning

Students, teachers and parents share in the responsibility for student learning and understand how they learn through the use of learning intentions and success criteria, individual learning goals, learning journals, effective feedback and extra curricular opportunities.

Evaluation Plan

Practices and Products

Practices

School Wide Systems

School and community demonstrate a deep understanding and commitment to school systems that describe the wellbeing, behaviour and learning support structures of the school. This will be evident in:

- staff alignment to a Wellbeing Framework implementation document that describes the philosophies of PBL and Learning Support as key drivers of student improvement
- learning support referrals and case management processes
- collection and analysis of data in behaviour and learning to inform priorities for improvement
- teaching programs that demonstrate differentiations and accommodations appropriate to the needs of each student

Engagement in Learning

Students demonstrate increased levels of self directed and self reflective learning visible in

- all students having individualised learning goals that demonstrate challenge, risk taking and aspiration
- students demonstrating reflective habits consistently in their learning journals
- students being able to articulate their learning during 3 way conferencing

Products

Strategic Direction 1: School Wide Culture of Learning

Improvement Measures

People

Processes

Practices and Products

School Wide Systems

Decrease in disengaged behaviour as a result of students taking greater responsibility for their learning and behaviour and understanding the school wide expectations

Learning Support processes are reflective and responsive to the needs of all students evidenced by achievement of individual learning goals in PLPs

Engagement In Learning

Students know what they are learning and why they are learning it and demonstrate reflective learning habits

Students demonstrate increased engagement with their learning evidenced by achievement of individual learning goals

Strategic Direction 2: High Quality Evidence Based Teaching

Purpose

We are driven to ensure that student learning is underpinned by high quality teaching. Supporting all students to achieve their personal best, individually and collaboratively, requires teachers to evaluate the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Improvement Measures

Increase the average percentage of students achieving in the top 2 bands for Year 5 NAPLAN Reading from 16% (2015–2017) to 24% (2018–2020)

All teaching staff in Standards 1, 2 and 3 of the Australian Professional Standards for Teachers can use classroom programs and assessment data as evidence for maintenance at the proficient level

People

Staff

- are committed to identifying, understanding and implementing the most effective explicit teaching methods to have the greatest impact on student learning
- understand how to analyse, interpret and extrapolate data to reflect on the effectiveness of teaching practice and inform future steps

Parents/Carers

Parents will be active partners in their child's learning and have an understanding of how their child learns.

Processes

Effective Classroom Practice

Development of explicit systems for collaboration and feedback within the school and across schools. Implementation of clear and strategic professional learning practices that are aligned with the school plan ensuring that high quality, explicit teaching is evident in every classroom and student learning outcomes are evaluated.

Data Skills and Use to Inform Teaching

A whole school approach towards evidence based teaching methods is implemented, incorporating the use of the learning progressions to review learning with students, programming of accommodations and adjustments and differentiated teaching programs that include individual student achievement and progress data, curriculum requirements and student feedback.

Evaluation Plan

Ongoing evaluation and monitoring as per the milestone document

Practices and Products

Practices

Effective Classroom Practice

Teachers demonstrate ongoing reflection and improvement of high quality teaching practices. This will be evident in:

- rich engagement of all teachers in the PDP processes, utilising the School Excellence Framework and the Australian Professional Standards for teachers to analyse areas for ongoing improvement and professional goal setting
- utilising feedback to reflect on and improve their teaching practice
- engaging teaching and learning programs that demonstrate differentiation of curriculum to meet the needs of all learners
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Data Skills and Use to Inform Teaching

Every teacher uses data to inform and differentiate their teaching and learning, visible in:

- tracking individual student progress on the learning progressions
- engaging in on-going professional learning delivered through fortnightly professional development sessions and in-class support from school funded instructional leader to support teachers to use data and work samples to reflect on teaching effectiveness for ongoing school improvement
- development of a professional learning hub with Comboyne Public School to

Strategic Direction 2: High Quality Evidence Based Teaching

Improvement Measures

People

Processes

Practices and Products

enhance inter-school collaboration and consistent understanding of student assessment and data concepts

Products

Effective Classroom Practice

- 100% of teaching programs are data based, differentiated and demonstrate syllabus content evidenced through program supervision documentation and feedback
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas with success that can be measured by improved student progress and achievement data

Data Skills and Use

All students demonstrate progress along the Literacy and Numeracy Learning Progressions, identified through a collection of quality, valid and reliable data including students work samples, internal and external assessments, classroom observations and student feedback.