

# School plan 2018-2020

## Hazelbrook Public School 3854



# School background 2018–2020

## School vision statement

Hazelbrook is committed to creating a cohesive school community culture where the values of respect, responsibility, integrity, cooperation, participation, care, fairness, excellence and democracy underpin wellbeing and high quality learning for all stakeholders.

## School context

Hazelbrook Public School is situated in a world heritage area of the Greater Blue Mountains, 93 kilometres west of Sydney.

School enrolment is 420 students. 8.8% of the student body are Aboriginal and Torres Strait Islander peoples. 4% of students are from a Language Background Other Than English.

The school delivers dynamic learning opportunities for each and every student in an inclusive environment where dedicated art programs, positive behaviour for learning, sport, band, choir, chess, coding, STEM, debating and dance enrich and extend physical, creative and critical thinking and wellbeing.

The school community highly values the school's student centered focus and provides strong support to the effective operation of the school through the P&C, Uniform Shop and Canteen Committee. Parents are active in the support of teaching and learning in Early Stage 1 and Stage 1 classrooms, sporting activities and special events.

Currently the school has 18 classes with a mix of stage and straight classes and an average class size of 23 students.

In 2017 the decision was made to establish an 18th class, above the school's entitlement based on numbers in order to reduce class sizes in Stage 3. The class teacher is funded by the school.

Staffing, currently, is in flux due to the retirement and extended leave of teachers. This has resulted in temporary teacher placements and a staff ranging in experience.

Hazelbrook Public School has strong historical aspects to school events and programs whilst recognising and embracing meaningful change.

## School planning process

The school plan was developed in consultation with the Hazelbrook Public School community, all staff, parents and the Aboriginal Education Community Group.

Strong partnerships provided the opportunity for the school community to review the 2015 to 2017 School Plan outcomes, gather information, analyse formative assessment and evaluations and to discuss implications arising from the analyses of data sourced from NAPLAN, the School Excellence Framework, standardised testing, surveys and the external validation processes undertaken by the school in 2017.

The 2018 – 2020 strategic directions are evidence based and aligned with Version 2 of the School Excellence Framework in Teaching, Learning and Leading and NSW Department of Education and State priorities.

Staff actively engaged in clarifying the choice of each strategic direction through purpose statements.

Processes outlining actions to achieve improvement measures, practices and products for each strategic direction are outlined and will be monitored throughout implementation, with the support of identified milestones.

The school plan will be evaluated through ongoing self assessment strategies. Impact and growth will be assessed and provide data to inform adjustments to implementation of the school plan.

Improvement measures are transparent and will provide evidentiary data to report to the school and wider community.

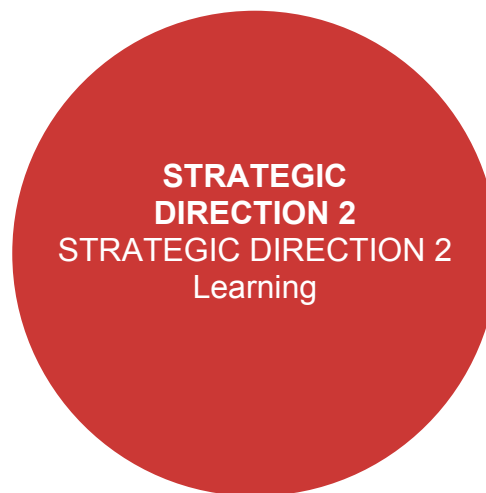
# School strategic directions 2018–2020



**Purpose:**

Literacy and Numeracy

To improve student learning outcomes and academic growth through consistent and accurate use of evidence based pedagogy.



**Purpose:**

Collective Wellbeing

To create a supportive whole school environment where all members of the school community demonstrate resilience and a growth mindset across all domains, physical, cognitive, social, emotional and spiritual.



**Purpose:**

Community

To develop a collaborative, cohesive school culture where all stakeholders feel valued and respected and work towards an informed and positive impact on student learning.

# Strategic Direction 1: STRATEGIC DIRECTION 1 Teaching

Purpose	People	Processes	Practices and Products
<p>Literacy and Numeracy</p> <p>To improve student learning outcomes and academic growth through consistent and accurate use of evidence based pedagogy.</p>	<p><b>Students</b></p> <p>K – 2 students engage in explicit and systematic literacy learning in L3 in the areas of language and literacy acquisition.</p> <p><b>Staff</b></p> <p>K–2 staff trained in L3 &amp; TEN and programs are implemented as required.</p> <p>All K – 6 staff use data to drive differentiated, targeted and explicit teaching and learning.</p> <p>K – 6 staff trained in Visible Learning &amp; Growth Mindset.</p> <p>Visible Learning is embedded into teaching and learning.</p> <p><b>Leaders</b></p> <p>The school executive is informed, knowledgeable and adopts a coordinated approach to the K – 6 implementation of quality literacy and numeracy through the delivery of syllabus and supporting programs.</p> <p><b>Parents/Carers</b></p> <p>Develop an understanding of and value the research and models of learning that underpin the school's pedagogy in literacy and numeracy.</p> <p>Demonstrate support of school initiatives with their children and within the community. They are active school partners in embedding the school's educational philosophy into school culture.</p>	<p>Implement an integrated K – 2 approach to professional development in L3 and TEN.</p> <p>Provide teaching and learning activities in literacy and numeracy in which students can connect, succeed and thrive.</p> <p>Source and analyse data from Best Start, PAT Reading and Maths, NAPLAN, L3, TEN and SENA and</p> <p>Running Records to inform planning for teaching and learning.</p> <p>Visible Learning and Growth mindset TPL (overview of concepts, learning intentions – learning goals, success criteria and feedback) by all staff.</p> <p><b>Evaluation Plan</b></p> <p>Triangulate syllabus, learning progressions and assessment data in matching students to progressions.</p> <p>Targeted / specific lesson observations of visible learning.</p> <p>Regular gathering of data for analyses, reflection and reporting on the impact of programs such as L3 and TEN and activities identified in milestones.</p> <p>Surveys and whole community feedback</p> <p>Student feedback on learning goals</p> <p>Teaching and Learning Programs</p>	<p><b>Practices</b></p> <p>K – 2 teachers implement L3 and TEN.</p> <p>All teachers engage in school wide strategies to drawing data on a regular basis and track student achievement through the progressions.</p> <p>All teachers use the syllabus and data to inform and differentiate for teaching and learning and review and evaluate programs.</p> <p>All teachers engage in professional development in visible learning and growth mindset, demonstrating learning in professional observations.</p> <p><b>Products</b></p> <p>Improved Literacy outcomes K–2. All programs are syllabus and data based and provide evidence of differentiation and explicit teaching and learning.</p> <p>All programs are reviewed and evaluated. Adjustments for teaching and learning are evident. Assessment data and progressions are recorded for all students K – 6.</p> <p>All teachers see teaching clearly and understand what their students are learning. Teachers strategically structure learning intentions and the philosophy that we are all successful learners.</p> <p>Students demonstrate reciprocal teaching using the strategies of summarising, generating questions, clarification and prediction.</p>
Improvement Measures			
<p><b>L3,TEN assessment data indicates improved outcomes K – 2.</b></p> <p><b>90% of ES1 students achieve minimal Reading Recovery Level 8.</b></p> <p><b>10% increase NAPLAN growth.</b></p> <p><b>100% Teachers use visible learning.</b></p> <p><b>80% of students achieve personal learning goals.</b></p> <p><b>80% of students achieve outcomes at or above stage.</b></p> <p><b>ATSI achievement is commensurate with non ATSI students.</b></p> <p><b>Students achieve a minimal Lexile Level of 400 in Year 3 and 600 in Year 5.</b></p> <p><b>In comprehension 80% of students achieve, Progression 6 Year 3, Progression 7 Year 4, Progression 8 Year 5 &amp; Progression 9 Year 6 .</b></p>			

# Strategic Direction 2: STRATEGIC DIRECTION 2 Learning

Purpose	People	Processes	Practices and Products
<p>Collective Wellbeing</p> <p>To create a supportive whole school environment where all members of the school community demonstrate resilience and a growth mindset across all domains, physical, cognitive, social, emotional and spiritual.</p>	<p><b>Students</b></p> <p>Positively engage with Positive Behaviour for Learning (PBL) demonstrating understanding of behaviour expectations and responsibility for personal choices.</p> <p>Develop a growth mindset across all domains.</p> <p>Develop and or improve resilience, demonstrating improved self-esteem.</p> <p><b>Staff</b></p> <p>Understand fixed and growth mindsets and the impact this has on learning, positive mental health and a cohesive and effective school community.</p> <p>Improved understanding of lifelong learning across different domains and the impact this has on quality of life, knowledge and capacity building, personally and professionally.</p> <p>All staff engages in and positively supports the delivery and implementation of the school's wellbeing programs through a consistent K – 6 approaches to student learning and wellbeing.</p> <p><b>Parents/Carers</b></p> <p>Develop an understanding of fixed and growth mindsets across differing domains.</p> <p>Demonstrate support of the school's initiatives with their children and within the community. Parents and carers are active school partners in embedding the school's wellbeing philosophy into school culture.</p>	<p>Implement PBL K– 6 effectively using outcomes, systems, data and practices.</p> <p>Apply an integrated whole school approach to student wellbeing in which each and every student can connect, succeed and thrive.</p> <p>Deliver whole school programs that are focussed on student, staff and parent wellbeing.</p> <p>Establish professional development plans on fixed and growth mindset for all staff, inform parents and the wider community and implement learning.</p> <p>Utilise school motto – 'Grow to Know'.</p> <p>Develop stage-based support structures, policy and flowcharts to support staff requirements</p> <p><b>Evaluation Plan</b></p> <p>Monitor and evaluate effectiveness of whole school wellbeing and engagement and the impact of teaching and learning through the collection and analysis of qualitative and quantitative data.</p>	<p><b>Practices</b></p> <p>Provide ongoing professional development in Positive Behaviour for Learning for all staff with a focus on explicit teaching and embedding PBL into daily practice.</p> <p>Expected playground and classroom behaviours linked to PBL are clearly defined, communicated and implemented effectively K – 6.</p> <p>Whole school evidence based wellbeing practices are implemented K – 6. Wellbeing strategies and support structures are implemented for staff and parents.</p> <p>Growth mindset is embedded into teaching and learning practices. Cognitive, affective, and behavioural features are linked to concepts of the malleability of intelligence and beliefs are articulated through teacher knowledge and student affirmations.</p> <p><b>Products</b></p> <p>Staff, students and parents embrace meaningful change, value experience and commit to creating a cohesive and effective school community</p> <p>A supportive and effective work environment where all stakeholders are respectful to all sectors of the school community</p> <p>A whole school culture where all community members know and understand we are all achievers, that success is a state of mind and thought dictates our success.</p> <p>Qualitative and quantitative data.</p>
Improvement Measures			
<p><b>Student, staff and parent survey data</b></p> <p><b>PBL sets</b></p> <p><b>10%reduction in referrals for negative behaviours.</b></p> <p><b>Students set high and realistic learning goals.</b></p> <p><b>Students, staff and parents articulate knowledge of fixed and growth mindsets.</b></p> <p><b>Decrease in counsellor referrals for anxiety</b></p> <p><b>Decrease in parent student wellbeing concerns</b></p>			

# Strategic Direction 3: STRATEGIC DIRECTION 3 Leading

Purpose	People	Processes	Practices and Products
<p>Community</p> <p>To develop a collaborative, cohesive school culture where all stakeholders feel valued and respected and work towards an informed and positive impact on student learning.</p>	<p><b>Students</b></p> <p>Students further develop responsibilities for delivering and clarifying information for parents.</p> <p><b>Staff</b></p> <p>Increase knowledge of executive brain function.</p> <p>Develop knowledge of the impact of social and emotional learning on academic outcomes and the ACARA Personal and Social Capability Learning Continuum (PSCLC).</p> <p>Implement strategies to promote and develop social and emotional learning.</p> <p><b>Leaders</b></p> <p>Enhanced leadership capacity, reflected in greater collaboration, improved collegiality, open communication and transparent practices.</p> <p><b>Parents/Carers</b></p> <p>Increased knowledge and skills in child development, executive brain function, resilience and bullying, mental health, navigating the cyber world and social and emotional learning.</p> <p>Demonstrate support of the school's initiatives with their children and within the community. Parents and carers are positive and active partners in the sharing of information and school life where able.</p>	<p>Connect with community resources to provide workshops for students, staff and parents in identified areas</p> <p>Staff engage with professional learning on executive brain function, social and emotional learning and the ACARA PSCLC</p> <p>All staff engages in professionally developing, appropriate, effective and positive communication strategies.</p> <p><b>Evaluation Plan</b></p> <p>Meeting minutes</p> <p>Community feedback</p> <p>Surveys</p> <p>Information sessions</p> <p>Gathering and analysis of data.</p>	<p><b>Practices</b></p> <p>Open, positive and effective communication with students, staff, families and community.</p> <p>Up skilling of, and support for staff and parents, to assist in maximising the positive impact families have on student outcomes.</p> <p>Ongoing staff professional development.</p> <p>Parents are encouraged to contribute positively and constructively to school life, where possible. Opportunities are provided for parents and carers to engage with staff and students at school events and in teaching and learning activities.</p> <p>Parents and students are encouraged to connect with teachers through class dojo, interviews, informal meetings, phone calls, emails and in general conversations.</p> <p><b>Products</b></p> <p>Parents understand the impact they have on their child's learning.</p> <p>Knowledgeable families who work with the school to improve learning outcomes</p> <p>Staff who understand executive brain function and social and emotional learning and who are able use this knowledge to work innovatively to maximise student learning outcomes.</p> <p>A collaborative, cohesive school culture focused on improved student outcomes.</p>
Improvement Measures			
<p><b>30% of families attend information sessions / workshops</b></p> <p><b>Student, staff and parent feedback</b></p>			