School plan 2018-2020

Hume Public School 4407

School background 2018–2020

School vision statement

At Hume Public School we strive to provide opportunities in an inspiring and progressive learning community that equips students to achieve personal growth, emerging as confident, respectful and responsible citizens.

Every Child, Every Chance, Every Day

School context

Hume Public School is a vibrant and dynamic primary school. It has a current enrolment of 208 students. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. Hume Public School has K–6 mainstream classes, a Preschool and a Special Education Unit incorporating Early Intervention and students from K – 6 with moderate and severe intellectual delay. Our school has beautiful gardens, spacious sporting grounds and plentiful outdoor learning areas.

Our school celebrates and values our diverse community, with 34% of students being from Aboriginal and Torres Strait Islander background. The emphasis on inclusivity, and celebrating the differences existing throughout our student population, continues to strengthen our school.

Our school has a strong relationship with the community, encompassing our Parents & Citizens Association, parent body and local community members, including Aboriginal Elders. Hume Public School is an active and committed member of the Northern Spirit Learning Community, made up of neighbouring public schools, our local high school, James Fallon, and Charles Sturt University.

Quality teaching is embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school. Our school provides a well–rounded education with the development of the 'whole child' seen as important. Our student welfare programs ensure the promotion of respect, responsibility and achievement.

School planning process

The process for designing our 2018 – 2020 School Plan commenced in mid 2017.

Following rigorous self–assessment to inform the External Validation procedures in 2016 and the School Excellence self–assessment process in 2017, along with data from SCOUT Reports and Tell Them From Me surveys, our school was able to use evidence based decision making to determine school priorities for this current school plan. The school executive also engaged the community via P&C meetings, online surveys, questionnaires and in–school meetings.

The staff participated in the consultation process, whereby the last school plan was evaluated, and data was analysed to establish the areas in need of focus for the next planning cycle.

Hume Public School's school planning process incorporates the directions of key reform agendas. The focus is on the students and the provisions of high quality educational opportunities for every child. The strategic directions and processes within this plan are strongly linked to the implementation of the School Excellence Framework, the Wellbeing Framework, the Australian Curriculum, the Australian Professional Standards for Teachers and informed by *What Works Best: Evidence based practices to help improve NSW student performance*.

The three strategic directions articulate the school's priorities over the next three years. They outline how Hume Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Personalised Learning

STRATEGIC DIRECTION 2
Consistent Teaching Protocols

STRATEGIC DIRECTION 3
Leadership for Learning

Purpose:

By presenting learning tasks that are purposeful, clearly defined, differentiated and challenging then all students experience powerful, progressive and precise learning through working appropriate to their understanding and level of need.

Purpose:

By adopting consistent teaching protocols, student engagement and learning will be strengthened. When teachers effectively collaborate, converse, use data to inform and evaluate teaching practice, the impact on student capacity to learn will be enhanced.

Purpose:

To develop each staff member as a leader for learning through professional development relevant to student needs and whole school priorities. Staff are expected to implement new knowledge into their classrooms, share their knowledge and lead professional learning for colleagues to embed relevant practice to whole school pedagogy

Strategic Direction 1: Personalised Learning

Purpose

By presenting learning tasks that are purposeful, clearly defined, differentiated and challenging then all students experience powerful, progressive and precise learning through working appropriate to their understanding and level of need.

Improvement Measures

All students demonstrate expected growth in reading.

All students demonstrate expected growth in numeracy.

Increase value add scores for Years 3–5 to at or above average state scores.

Increased School–wide Evaluation Tool (SET) scores for the Positive Behaviour for Learning (PBL)Program.

People

Students

Students engage in the process of self evaluation and demonstrate knowledge and understanding of personal learning pathways.

Students demonstrate positive behaviour in all school settings.

Parents/Carers

Collaboratively support school to develop and implement personalised learning plans for their child/children.

Parents support whole school wellbeing programs.

Leaders

Develop consistent processes for staff to develop relevant, timely and personalised feedback to students.

Staff

Staff set challenging learning tasks using differentiation to ensure all students are able to achieve them.

Implement cooperative group structures to support student learning.

Provide relevant and timely personalised feedback to students to enable them to develop and progress as learners.

Staff demonstrate commitment to the whole school PBL Program.

Processes

Core Learning:

Provide a suitably differentiated curriculum to meet the needs of students from Preschool to Year 6, including mainstream, special education and early intervention classes.

Supporting Student Learning:

Develop, implement and evaluate explicit feedback systems based on summative and formative assessments to support the development of next step thinking; including PBL strategies and systems.

Student Awareness of Learning:

To develop, implement and evaluate systems for individual goal setting that enables each student to understand their learning pathway and develop further as learners.

Evaluation Plan

Analysis of PLAN2 data

Analysis of SCOUT data

Analysis of MiniLit/MultiLit data

Analysis of student/teacher feedback (stage meeting minutes; LST minutes)

Analysis of PBL data.

Practices and Products

Practices

Core Learning:

Staff demonstrate a comprehensive knowledge of the curriculum and provide students with rigorous and engaging learning experiences utilising a range of evidence–based pedagogies to meet student needs.

Supporting Student Learning:

Review learning with each student, ensuring all students have a clear understanding on how to improve their learning as standard practice, including behaviour goals.

Student Awareness of Learning:

Students can articulate their learning and understand what they need to learn next for improvement.

Products

Core Learning:

Systems are in place for reliable tracking student progress and setting targets based on data.

Supporting Student Learning:

Systems are in place to drive effective feedback which supports student understanding and growth.

There is whole school engagement on the PBL Program.

Student Awareness of Learning:

Strategic Direction 1: Personalised Learning

Practices and Products

Students know where they are in their personal learning journey and can identify next step targets to improve their outcomes.

Strategic Direction 2: Consistent Teaching Protocols

Purpose

By adopting consistent teaching protocols, student engagement and learning will be strengthened. When teachers effectively collaborate, converse, use data to inform and evaluate teaching practice, the impact on student capacity to learn will be enhanced.

Improvement Measures

100% of teachers implement the explicit instructional model.

100% of teachers show increased scores in the use of evidence based practices.

Increased scores for collaboration as evidenced by the Tell Them From Me teacher survey.

People

Students

Demonstrate 'ready to learn' behaviour to maximise learning opportunities provided.

Staff

Respond to data and assessments (PLAN2, summative & formative) to adapt, adjust and implement teaching to meet the individual needs of students.

Collaborate with peers to give and receive constructive feedback on teaching practice.

Parents/Carers

Acknowledge student progress and improvement by engaging with feedback from school.

Leaders

Actively support change that leads to improvement.

Establish effective strategies to disseminate new policies and best practice.

Evaluate and monitor responses to data and ensure adjustments to teaching practice maximise impact on student learning.

Processes

Data–driven System:

Develop and implement explicit systems to collect, analyse and respond to data and a range of assessments to ensure high expectations and pace of learning for all students are established at planned intervals throughout the year.

Collaborative Practice and Feedback:

Develop and implement systems that support teacher collaboration and feedback in planning programming and assessment through out the school.

Explicit Teaching:

Design and implement consistent teaching strategies to develop learner autonomy and demonstrate student thinking that influences teaching and learning.

Evaluation Plan

Analysis of What Works Best In Practice Survey.

Analysis of observation and feedback data

Tell Them From Me teacher survey.

Analysis of PDP goals and reflections.

Practices and Products

Practices

Data–driven System:

Teachers will be recording and analysing data on student learning to inform their practice and raise standards in student outcomes.

Collaborative Practice and Feedback:

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes.

Explicit Teaching:

Teachers are using explicit learning intentions and success criteria for all lessons.

Products

Data–driven System:

Systems are in place for reliably tracking student progress and setting targets based on data.

Collaborative Practice and Feedback:

Lesson observations with essential constructive feedback are implemented within our school and across the Northern Spirit Learning Community.

Explicit Teaching:

Explicit teaching of learning intentions and success criteria is reflected through student growth and achievement.

Strategic Direction 3: Leadership for Learning

Purpose

To develop each staff member as a leader for learning through professional development relevant to student needs and whole school priorities. Staff are expected to implement new knowledge into their classrooms, share their knowledge and lead professional learning for colleagues to embed relevant practice to whole school pedagogy

Improvement Measures

100% of teachers PDP's are aligned with the School Plan.

Increased scores in leadership capacity as measured by the AITSL 360 Reflection Tool for school leaders.

People

Staff

School–wide. collective responsibility to enhance existing behaviour management procedures to demonstrate a shared understanding and consistent practice through out the school.

Engage in and respond positively to professional development related to student improvement and the school strategic directions.

Leaders

Establish clear roles and accountabilities for all members of the leadership team.

Provide a range of innovative and relevant professional development opportunities presented by school leaders or associated professionals relevant to the school and individual student needs.

Create a school that operates as a professional learning community for all staff.

Instructional Leader will clearly communicate expectations and targets for student learning and align strategies and resources for the achievement of desired outcomes.

Students

Students understand behaviour expectations and engage in their learning in a positive and productive way, guided by the PBL values.

Processes

Instructional Leadership:

Provide professional learning for leaders and aspiring leaders in order to build their capacity as school leaders through a culture of high expectations. and accountability.

Performance Development & Management:

Provide opportunities for all staff to participate and share professional learning, implement this learning in the classroom and demonstrate impact on learning and teaching outcomes.

Literacy and Numeracy Pathways:

Design and implement structures to ensure literacy and numeracy interventions are targeted to the right students at the right time.

Evaluation Plan

Analysis of PDP goals, mid–year reflections and annual reviews.

Analysis of 360 Reflection Tool data.

Analysis of Teaching and Learning Programs, reflecting literacy and numeracy pathways.

Practices and Products

Practices

Instructional Leadership:

Use in–school expertise to demonstrate, model and evaluate effective practice and pedagogy to improve teacher quality and student learning.

Performance Development & Management:

Professional development and staff management is aligned to the strategic direction of the school plan and student needs.

Literacy and Numeracy Pathways:

Instructional Leader utilises research–based approaches to develop literacy and numeracy across the school.

Products

Instructional Leadership:

Student needs are addressed by improved teacher capacity and understanding.

Performance Development & Management:

Leadership opportunities for staff to share and impart learned knowledge and experience.

Literacy and Numeracy Pathways:

Personalised small group and one on one literacy and numeracy support is personalised to each students needs, with intensive support for students who need it most.