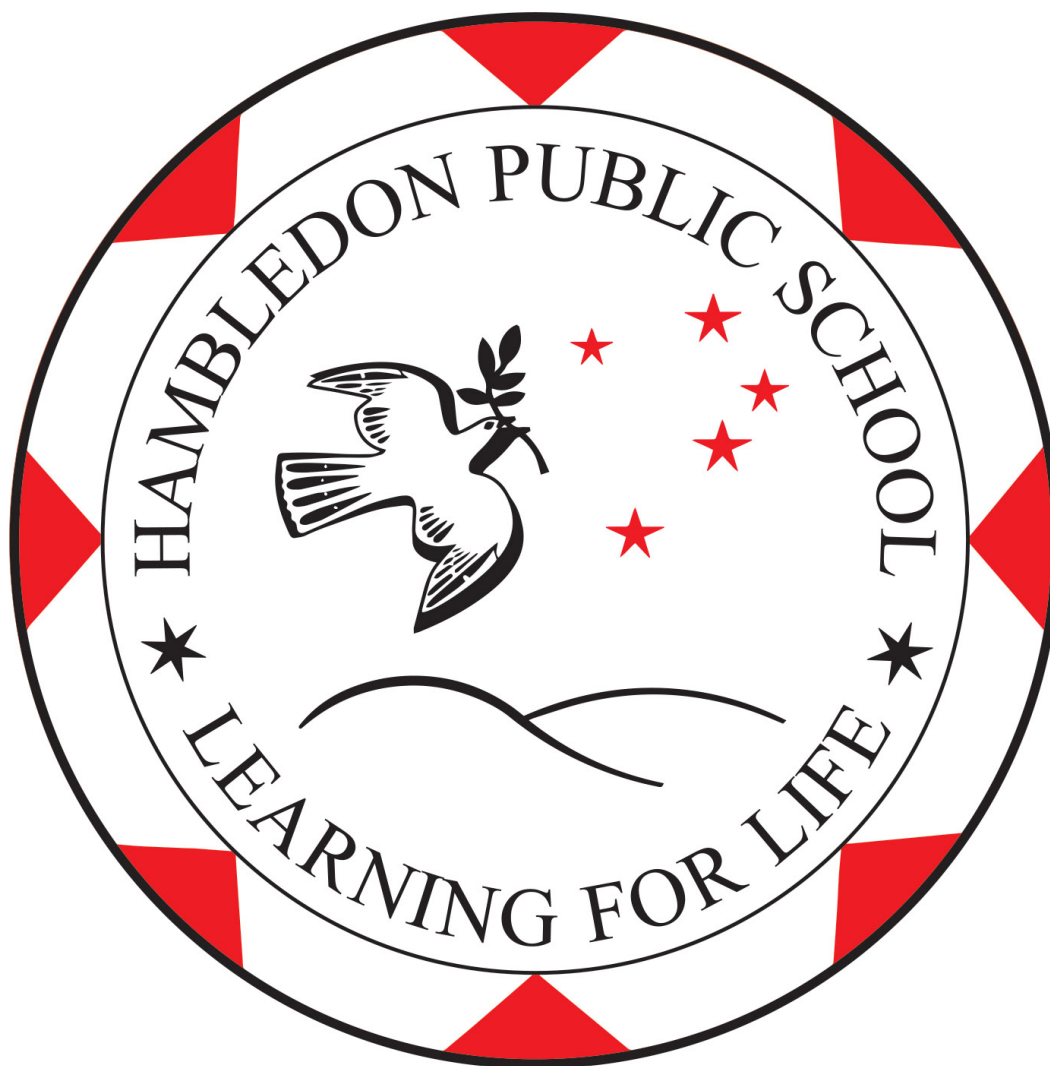


School plan 2018-2020

Hambledon Public School 4590



School background 2018–2020

School vision statement

Hambledon Public School is committed to providing a quality education for all students, where the school community works collaboratively to nurture the wellbeing of all individuals and ensure they engage in learning to maximise their educational outcomes.

School context

Hambledon Public School serves a small part of the Quakers Hill Community. The school is looking forward to celebrating its 25th anniversary in 2019 and has grown to over 650 students. Over a third of our school student body identify as being from a language background other than English, and education is highly valued by our school community.

We have high expectations of our student, and our school motto “learning for life” inspires staff to equip students with the skills to learn and to adapt in an ever-changing world, and, at the same time, become “lifelong learners”.

Student learning and wellbeing is a priority for Hambledon’s dedicated and conscientious staff. A mixture of experienced and early career teachers provide purposeful and engaging learning activities which cater for all students.

As a Positive Behaviour for Learning (PBL) school, we focus on teaching students the expected behaviours they will need to succeed in the wider community.

Our School Learning Support Team(LST) provides support and guidance for students experiencing learning difficulties or requiring additional assistance. They additionally develop and implement extension programs and opportunities for identified gifted and talented students.

At Hambledon, we have constructed an environment which reflects the technological 21st century learning environment of today with a core focus on developing Visible Learners. Our learning programs are underpinned by John Hattie’s Visible Learning and utilise an array of technology to enhance access to syllabus outcomes and to ensure students can plan their future learning, make informed and strategic decisions about the world around them and develop a passion for learning.

School planning process

The planning process at Hambledon has been collaborative and consultative.

The view points and opinions of students, staff and the community were gained in a wide variety of ways. The consultation process included:

- The feedback process included online surveys of students, staff and community to ensure a wide and diverse range of opinions were collated
- This data was then reviewed to analyse our strengths and to explore opportunities for development
- Analysis of school and external student data
- Focus groups were established to develop the purpose, products, practices which align with the strategic directions
- Discussions with a variety of community groups including; the P&C and community groups

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Students are engaged, self-motivated, successful learners

Purpose:

Provide an engaging learning environment and culture which inspires and challenges students to become independent, self-regulated, learners who aspire to continually improve their own learning .

Assessment is used to direct, develop and deliver quality teaching programs that are responsive to the learning needs of each individual student.

The school will share a collective responsibility for student wellbeing and foster rich curriculum experiences which will support students to be risk takers, effective communicators, creative problems solvers and active learners and citizens.

STRATEGIC DIRECTION 2

Culture of high expectations and quality teaching pedagogy

Purpose:

For all teachers to have the capacity and commitment to identify, understand and implement effective and explicit evidence based teaching practice. based on data.

Teachers create collaboratively designed programs which have clear learning intentions, success criteria and quality feedback. Explicit literacy and numeracy content ensuring adjustments, differentiation and integrated technology are part of quality teaching practice.

To ensure all staff develop and deepen pedagogical knowledge and practice to empower teachers to be reflective educators. Professional learning opportunities which support personal and school based goals through the use of the Professional Teaching Standards.

STRATEGIC DIRECTION 3

Foster a community which values and engages in learning

Purpose:

To foster a culture of high expectations and community engagement to promote wellbeing and ensure a positive attitude towards learning.

Enhanced partnerships through parent and community learning, leading to increased student and parent engagement in the learning process.

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school's plan's strategic directions and meet the school's improvement measures.

Strategic Direction 1: Students are engaged, self-motivated, successful learners

Purpose

Provide an engaging learning environment and culture which inspires and challenges students to become independent, self-regulated, learners who aspire to continually improve their own learning .

Assessment is used to direct, develop and deliver quality teaching programs that are responsive to the learning needs of each individual student.

The school will share a collective responsibility for student wellbeing and foster rich curriculum experiences which will support students to be risk takers, effective communicators, creative problems solvers and active learners and citizens.

Improvement Measures

TEN and L3 data to ensure 90% of students in Kindergarten to Year 2 achieve stage appropriate achievement.

80% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

100% of students and teachers will use learning intentions, success criteria, self assessments, and feedback to achieve personal curriculum outcomes.

Increase teacher, student and parent responses to learning culture and climate questions via Tell Them From Me Survey to be 3 points above the NSW Government Norm

People

Students

- Learn to peer and self assess against identified criteria
- All students, through clear communication from teachers will understand; the purpose of a lesson, the criteria for successful outcomes and become more self motivated and engaged
- Fully understand the qualities of a good learner and be able to enunciate and demonstrate them

Staff

- Have high expectations of their students and foster an environment conducive to visible learning strategies, effective feedback and goal setting are reflected in the areas of literacy and numeracy
- Implement formative and summative assessment strategies which are 'student aware' and direct future learning.
- Set and aspire to attain term targets in focus areas based on data collected at stage, class and individual level
- Track and respond to data on an ongoing basis via a range of strategies that demonstrate student progress

Parents/Carers

- Receive and engage in updates on curriculum focus areas via school run students and parents workshops

Leaders

Processes

Reform assessment processes to be flexible and formative so it improves student knowledge of criteria and enables evidence based judgements by teachers.

Specifically teach students what constitutes a good learner to enable students to articulate and act on quality feedback and other learning focuses.

Enhance training for staff in visible learning, formative assessment and growth mindset to ensure this philosophy is embedded into teaching pedagogy.

Reform the process, and student knowledge of, assessments so teachers and students use assessment criteria to improve learning.

Direct resources to create learning environments which are engaging and allow for differentiation in learning.

Evaluation Plan

- Frequent reflection of class and stage school based data including L3 and TEN, teaching programs and student feedback to inform and evaluate school programs
- PLAN, SMART and curriculum continuum data analysed to track improvements in literacy and numeracy
- Feedback and data from Tell Them From Me Surveys

Practices and Products

Practices

Engage students in a deeper knowledge of learning.

For students to practice visible learning strategies in the areas of literacy and numeracy at a minimum.

For students to develop methods of self-regulation in order to direct their own learning.

Improve the learner language used by teachers, parents and students to enable consistency in expectations and goals.

Products

Students have high expectations of themselves and their learning.

Teaching and learning programs are dynamic differentiated and show evidence of visible learning in all key learning areas.

Assessments are utilised by teachers and students to direct learning.

Strategic Direction 1: Students are engaged, self-motivated, successful learners

People

Provide professional development and act as mentors to staff in regards to data collection, interpretation, target setting and response to data at an individual student level

Community Partners

Work collaboratively to enhance the learning experiences for all students

Strategic Direction 2: Culture of high expectations and quality teaching pedagogy

Purpose

For all teachers to have the capacity and commitment to identify, understand and implement effective and explicit evidence based teaching practice. based on data.

Teachers create collaboratively designed programs which have clear learning intentions, success criteria and quality feedback. Explicit literacy and numeracy content ensuring adjustments, differentiation and integrated technology are part of quality teaching practice.

To ensure all staff develop and deepen pedagogical knowledge and practice to empower teachers to be reflective educators. Professional learning opportunities which support personal and school based goals through the use of the Professional Teaching Standards.

Improvement Measures

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and student learning improvement is monitored, demonstrating growth. (SEF V2)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and

People

Students

- All students have a clear understanding of how to improve being able to articulate learning goals and success criteria
- Identify and utilise a range of strategies to use when they are faced with learning challenges
- Understand and articulate the qualities of a good learner
- Utilise a range of technology tools to engage in learning

Staff

- Learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress toward goals is monitored through the collection of quality, valid and reliable data.
- Plan in 5 weekly cycles with identified focus, assessment and differentiated learning opportunities for literacy and numeracy as a minimum
- Reporting on school performance is based on valid and reliable data and analysis
- Target students who fail to progress or require extension opportunities to support their identified goals
- Support the implementation of our revamped PBL framework to ensure students are aware of the importance of being a good citizen and learner
- Increase the use of technology across all key learning areas

Processes

WALT and WILF and exemplars are integral to all focus lessons co constructed and communicated to students in child friendly language.

Monitor success and provide effective feedback to students and teachers.

Ensure all staff have the resources and strategies to accurately differentiate using the continuum / learning progressions

Ensure collaborative practice by improving data collection and recording, assessment skills to improve learning and support the in depth identification of students' learning needs to ensure these are addressed and reported accurately.

Implement the revised Positive Behaviour for Learning changes to ensure all students, teachers and parents can articulate what a Hambleton citizen and learner aspires to achieve.

Support staff professional learning to ensure the full implementation of the new K-6 Science and Technology and Personal Development, Health and Physical Education Syllabus documents.

Evaluation Plan

- All staff to participate fully in the PDP process to guide collegial discussions and professional learning
- School based reflection and data collection inform school practices and programs
- PBL data and surveys
- Tell Them From Me Survey Data

Practices and Products

Practices

Increase specific and purposeful observational time, coaching and mentoring opportunities to meet PDP goals

Enable professional development which focuses on differentiation and the use of integrated technology across all key learning areas and facets of teaching

Fully implement PBL revamp resulting in improved learning and playground environment for all school community members

Products

All staff feel supported in their professional aspirations to be the very best educator they can be and can support this with evidence.

All students and staff are engaged in deep learning through problem solving and the use of technology to ensure differentiation for all students.

Collective teacher efficacy is part of the culture at the school.

Increased resilience of students resulting in the school being a happy, safe and engaging learning space for all

Strategic Direction 2: Culture of high expectations and quality teaching pedagogy

Improvement Measures

responsibility for learning. (SEF V2)

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional teaching standards and PDPs to monitor specific areas for development or continual improvement (SEF V2)

All learning programs, assessment strategies and data collection will utilise technology skills with these being explicitly taught across the school.

All teachers understand and explicitly teach literacy and numeracy, in all subject areas, with success that can be measured by improved student progress and achievement data.

People

Leaders

- Comprehensively analyse student progress and achievement data for insights into student learning and discusses results with the whole staff.
- Support staff through focused, high quality, rigorous discussions, coaching and mentoring to enhance teachers professional practice to achieve their professional goals
- Continue to utilise and build a multi faceted communication strategy to build awareness amongst parents regarding how their children are progressing to enable them to better support their child.
- Support the access to professional learning and equipment for staff to embed the use of technology in all key learning areas

Parents/Carers

Work in partnership with the school to support extended learning opportunities for students

Community Partners

Develop and maintain effective learning partnerships including other schools, learning communities, organisations and businesses to assist in improving and providing engaging and successful educational programs

Strategic Direction 3: Foster a community which values and engages in learning

| Purpose | People | Processes | Practices and Products |
|---|---|--|---|
| <p><i>To foster a culture of high expectations and community engagement to promote wellbeing and ensure a positive attitude towards learning.</i></p> <p><i>Enhanced partnerships through parent and community learning, leading to increased student and parent engagement in the learning process.</i></p> <p><i>Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school's plan's strategic directions and meet the school's improvement measures.</i></p> | <p>Leaders</p> <ul style="list-style-type: none"> • Leaders provide support and guide staff, students and parents to meet the current identified needs of each and move each group forward. • Be visible and active communicators • Analyse and evaluate potential barriers to community involvement and participation • Connect and create opportunities to work with external groups or learning communities which enhance student outcomes <p>Parents/Carers</p> <p>Demonstrate support for school processes and practices through the provision of feedback and contribute to school direction and innovations.</p> <p>Staff</p> <ul style="list-style-type: none"> • Communicate openly and regularly with the parent and broader community • Facilitate and design workshops for parents to engage in with their children • Engage in professional learning opportunities with other learning communities and networks <p>Students</p> <ul style="list-style-type: none"> • Engage in learning opportunities with other schools or communities • Share their goals and achievements with students, teachers and families in and beyond our school <p>Community Partners</p> | <p>Utilise a wide variety of communication strategies to engage and elicit feedback from parents.</p> <p>Provide parent/carers with opportunities to visit and engage with innovative practices e.g. STEM, L3, TEN and coding</p> <p>Leadership development of all staff to enable teachers and executive to increase their skills and confidence to lead students, staff and school community members.</p> <p>Enhance and continue to grow pre school, primary and high school networks as well as work with external agencies to enhance student learning and ensure a smooth transition for all stakeholders at these key points.</p> <p>Embed the ethos of a community of learners by participating in professional learning networks across other schools and learning communities to improve school practices.</p> | <p>Practices</p> <p>The school leadership team demonstrates instructional leadership to build staff capacity with evidence based practices.</p> <p>A positive culture valuing and engaging in learning is embedded in the school community.</p> <p>A shared school-wide responsibility is evident through community engagement and collaboration.</p> <p>Student learning environments are dynamic and engaging workspaces.</p> <p>Effective learning, transition and engagement programs operating within the school community to build learning partnerships and embed the vision across the community</p> <p>Products</p> <p>Parents and community contribute to school decision making and learning through active participation in surveys and attendance at school workshops and meetings</p> <p>Evidence-based practice is reflected in teaching and learning programming and observations.</p> <p>Community participation in community curriculum events is increased and regular feedback is sought.</p> |
| Improvement Measures | | Evaluation Plan | |
| <p>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders (SEF V2)</p> <p>The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.</p> <p>Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. (SEF V2)</p> <p>The school engages in strong collaborations between parents, students and the community that inform and support community of learning for all students at transition points, including highly mobile</p> | | <ul style="list-style-type: none"> • Tell The From Me Surveys with staff, students and parents • Increased participation and attendance at school workshops and meetings • Well developed and strong partnerships with a variety of organisations which support student learning and transitions | |

Strategic Direction 3: Foster a community which values and engages in learning

Improvement Measures

students and students with atypical enrolment. (SEF V2)

People

Engage in partnerships and learning communities which improve student outcomes and opportunities.