

School plan 2015 – 2017

Hobartville Public School 4452





School vision statement

Hobartville Public School provides a supportive, stimulating educational environment where critical thinking and initiative are encouraged. We endeavour to engage students, parents and the community in shared learning experiences, working in partnership to support students in becoming successful, confident, creative, informed and engaged learners with a respect for themselves and others. We believe that by providing well-balanced, quality education, focused on enquiry based learning we encourage all students to become self-motivated learners who display empathy, resilience and self-belief. The Hobartville school vision is to empower students to be safe, respectful and responsible learners who strive for life-long learning and personal excellence.

School context

Hobartville Public School strives for excellence within a caring environment. The dedicated professional staff, working in partnership with parents and caregivers, is committed to providing quality education where each child is valued and provided with a curriculum which is relevant, innovative, challenging and achievable whilst ever promoting education as a lifelong pursuit.

School planning process

Three strategic directions have been determined following a rigorous and multi-faceted evaluation and data collecting process and consultation with staff and parents.

Evaluation and data collection has included:

- Collecting information on individual students including their background and academic achievement
- Collecting data from parents and students to find out which school programs they value and which need improvement
- Analysing NAPLAN data for 2014 and the trend data for the past five years
- Surveying parents, staff and students as to what is working well and suggestions for improvement.

Consultation has been achieved through

- Planning time involving all teaching staff to develop the 5 P's into a school plan.
- Inviting parents to meetings to discuss, provide feedback and finalise the school plan.
- Informing the P&C of progress with school directions and planning processes, providing opportunities for parental feedback.



STRATEGIC DIRECTION 1

Self-directed learners

Purpose:

To provide students with a range of capabilities to enable them to be lifelong learners and effectively participate in the wider community. To develop capable students who are able to reflect upon and take responsibility for their learning, resulting in improved student outcomes.

STRATEGIC DIRECTION 2

Collaborative learning culture

Purpose:

To provide consistent evidenced based practice that informs teaching and learning and is reflective. To promote collaborative practices which promote staff wellbeing and capacity.

STRATEGIC DIRECTION 3

Engaged active community

Purpose:

To develop partnerships between home and school to enhance and support student learning.
To build connections with the wider community to support the development of successful school programs.

Strategic Direction 1: Self Directed Learners

Purpose

Why do we need this particular strategic direction and why is it important?

To provide students with a range of capabilities to enable them to be lifelong learners and effectively participate in the wider community. To develop capable students who are able to reflect upon and take responsibility for their learning, resulting in improved student outcomes.

Improvement Measures

- ❖ Teaching / learning program evaluations, observations and surveys.
- ❖ 70% of students achieving expected level in EAS and PV on the numeracy continuum
- ❖ Less than 20% of students at minimum clusters in reading and comprehension on the Literacy continuum
- ❖ 90% of students to achieve individual growth in NAPLAN

People

How do we develop the capabilities of our people to bring about transformation?

Students: To be given the opportunities to develop and be explicitly taught through modelled, guided and independent practice.

Staff: To learn to analyse data to make informed judgements to drive the learning.

To be accountable for student learning outcomes and achievement.

Parents/Carers: Inform and create a shared understanding on the purpose of individual learning.

Leaders: Facilitate opportunities to enhance staff capabilities through professional reading and learning on leadership.

Processes

How do we do it and how will we know?

- Ongoing goal setting and personalised learning plans for students. The plans will be driven by student interest and provide feedback on learning.
- Staff professional learning and mentoring on the purpose and use of feedback and 21st century fluencies to drive student learning and engagement through explicit learning intentions.
- Engaging students, staff and community to be active participants in directing future learning, including 3 way conferencing.

Evaluation Plan

Continuous evaluation and reflection on milestones.

Regular review and updating of literacy and numeracy continuums.

Analyse NAPLAN data.

Align teaching and learning programs with the Professional Teaching Standards.

Products and Practices

Product:

80% higher than minimum cluster for literacy across K-6.

Product:

Teaching and Learning Programs that allow students to develop capabilities that enable them to take responsibility for their own learning.

Product:

100% of students actively involved in their own personalised learning plan.

Practice:

Teachers personalising learning for students, providing prescriptive feedback and enabling students to make choices with their learning.

Practice:

Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.

Practice:

Students identify their preferred learning style and utilise in their learning.

Strategic Direction 2: Collaborative learning culture

Purpose

To ensure consistent, current, evidenced based and reflective practice that informs teaching and learning. The enhancement of collaborative practices will promote staff wellbeing and build capacity.

Improvement Measures

- All school teaching and learning programs and assessments to reflect changes in pedagogy and curriculum.
- 100% of teachers collaboratively evaluate the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of their students.
- 100% of teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Master core subjects Think deeply and critically and make relevant connections between their learning and real life experiences.

Staff: Engage in professional dialogue and learning. Critically reflect on their own practice and make adjustments.

Parents/Carers: Develop a shared responsibility to support and encourage student learning through 3-way conferences and informal meetings.

Community Partners: Share expertise and knowledge with stakeholders in the learning community - early childhood and high school.

Leaders: Encourage collaborative leadership and shared responsibility. Provide opportunities for staff and student leadership.

Processes

How do we do it and how will we know?

Provide teachers with weekly professional learning sessions, targeting current needs in the education setting.

Learning walks in which ALL teachers observe best practice at a school-based and regional level.

Dedicated Stage Planning and sharing to promote Consistent Teacher Judgement (CTJ) and collaboration.

Evaluation Plan

Analysis and reflection of data and learning plans to inform learning directions.

Regular program evaluation and professional dialogue with supervisor and stage team.

Survey staff regarding teacher capacity, well-being and achievements in relation to learning goals.

Products and Practices

Product:

All school teaching and learning programs and assessments to reflect changes in pedagogy and curriculum.

Product:

All teachers collaboratively evaluate the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of their students.

Product:

All teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of other's practice.

Practice:

All staff are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own and other's teaching practice.

Practice:

Professional learning teams established across stages and curriculum areas and are leading improved and embedded practice.

Strategic Direction 3: Engaged active community

Purpose

Why do we need this particular strategic direction and why is it important?

To develop partnerships between home and school to enhance and support student learning.
To build connections with the wider community to support the development of successful school programs.

Improvement Measures

- School leaders are actively involved in collecting information from community members to increase community perspectives and input.
- Yearly increased percentages of community attendance for transition and information sessions promoting the school in the wider community.
- Survey student's perceptions of the impact of their parent involvement to their learning.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students have a shared responsibility to support and promote their school community. They are active participants in values lessons and can successfully communicate school expectations.

Staff: Develop a mindset of respectful relationships and collaborative teaching to achieve growth.

Parents/Carers: Parents have an increased capacity to support and contribute to their community through information sessions and workshops.

Community Partners: Connections are made with wider community groups, providing opportunities to celebrate school events and achievements. The school is promoted at a regional level.

Leaders: The school promotes a culture of leadership and shared responsibility. Staff and students are regularly engaged with leadership opportunities.

Processes

How do we do it and how will we know?

Embedding community perspective into teaching and learning programs as a result of surveys and meetings.

Build the capacity of community members through professional learning opportunities within the school and broader community.

Provide parent information sessions, keeping them informed of changing pedagogies and current trends in education.

Evaluation Plan

Analyse data from surveys to drive future directions to promote community involvement and understanding.

Monitor attendance at P&C meetings and parent workshops.

Promoting the school within the wider community through transition sessions with preschools and high schools.

Products and Practices

What is achieved and how do we measure?

30 % of community attending school functions and workshops.

25% increase in survey submissions and evaluation processes of school practices.

Product:

School is responsive to changing needs of the community, with teachers and parents working collaboratively to support their student's learning.

Product:

Parent participation in home learning partnerships to support engagement in student learning and wellbeing increases by 20%

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

Proactive engagement of the community to support and evaluate all aspects of student learning through transitions, conferencing and information sessions.

Practice:

The school acknowledges and celebrates a wide diversity of student, staff and community achievements through the website, newsletter, social media and assemblies.

Practice:

Engage parents in conferencing and the development of personal learning plans.