

# School plan 2015 – 2017



*Preparing  
tomorrow's citizens*

# School background 2015 - 2017

## SCHOOL VISION STATEMENT

Preparing tomorrow's citizens

Harwood Island Public School provides the skills and knowledge to ready children for their lives beyond primary school, as citizens of a changing world.

Educational programs with a strong literacy and numeracy focus cater to students' learning needs.

A caring, friendly environment nurtures children's social and emotional development.

There is a strong emphasis on values, especially cooperating, having a go, fairness, manners, and doing your best. Students are encouraged to care for the environment. Life skills such as leadership, self-direction, accountability, flexibility and adaptability are fostered.

The school has a strong technology program.

## SCHOOL CONTEXT

Harwood Island Public School is a small school situated on the Pacific Highway ten kilometres out of Maclean.

The school has a student population of 63 children, with 3 multi stage classes. Many of the families are cane farmers or work at the local sugar mill.

The community deeply appreciates the values taught at the school and the caring, cooperative environment.

Literacy and numeracy are valued by the community, but educating the whole child through technology, sport, excursions and effective discipline is also seen as important. Students' willingness to 'have a go' and take measured risks is also considered significant in their children's development.

The parent body is very supportive of the school and an active P&C makes valuable contributions to school life. The school is also embraced by the local community with strong links to local businesses.

The school is a member of the Clarence Valley Community of Small Schools, a group of 14 schools which supports each other in delivering quality educational experiences.

## SCHOOL PLANNING PROCESS

Our strategic directions reflect the identified needs of our students, the preferences of the families and requirements of the community within we operate.

The school planning process began in Term 4 of 2014, with students, staff and community surveyed about their views of what made Harwood Island Public School a great school. Views were also sought about areas that could be improved. Older students filled in survey sheets, while younger students were engaged in discussion and their answers collated.

After receiving responses to these surveys, an invitation was extended via the school newsletter and Facebook page for two focus groups, one held in school time in the morning and the other held after hours in the afternoon. At these, attendees received information about the planning process, engaged in conversation about survey results and were asked their views on possible directions.

Consultation with principals from the Lower Clarence Valley Community of Small Schools and a Principal School Leadership was undertaken to evaluate and refine the school plan.



## SUCCESSFUL LEARNING

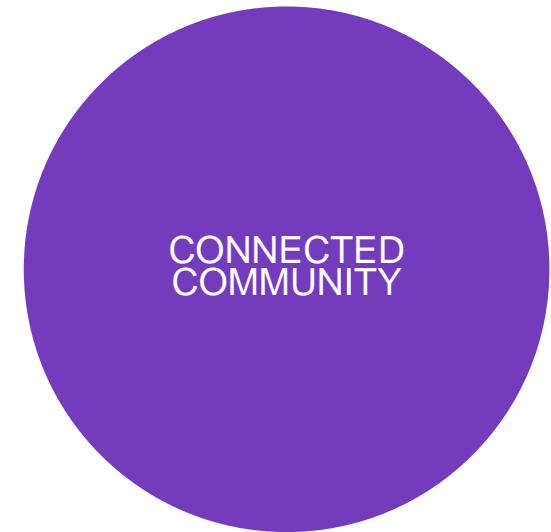
Successful learning leads to lifelong learning and personal empowerment to meet potential and contribute to society.

Students actively engaged in meaningful, challenging learning have fewer behaviour problems and express a greater enjoyment at school.



## QUALITY TEACHING

Quality teaching leads to successful learning. Teachers engaging in relevant professional learning. Working collegially will support student success through teaching practices which are proven to enhance learning and address student needs.



## CONNECTED COMMUNITY

Schools operate within and serve the community around them. Opportunities for success are increased through collaborating and connecting with all in the community – students, staff, parents, local business and community organisations, other schools, and others.

Students' aspirations are nurtured when their place in the global community is understood.

# Strategic direction 1: SUCCESSFUL LEARNING

## PURPOSE

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

Successful learning leads to lifelong learning and personal empowerment to meet potential and contribute to society. Students actively engaged in meaningful, challenging learning have fewer behaviour problems and express a greater enjoyment at school.

## IMPROVEMENT MEASURES

NAPLAN reading and numeracy results show an increase of 8% in the number of students achieving in the top 2 bands by 2018.

A 30% increase in the number of ATSI students achieving in the top 2 bands in NAPLAN in reading or numeracy or both by 2018.

Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of success criteria.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Literacy and Numeracy continuums and by reaching or exceeding end of stage expectations.

Students develop their own goals and learning plans.

## PEOPLE

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

### Students:

Students will develop skills that will help them become resilient, responsible, resourceful and reflective learners, who are willing and able to collaborate with others as part of their learning.

### Staff:

Staff will design and implement teaching and learning experiences and assessments that encompass deep thinking, innovation and creativity. They will provide quality feedback about student learning.

### Parents/ Carers:

Parents and carers will collaborate with the school community to engage in a shared vision for the education of their children.

### Leaders:

Leaders will develop staff capabilities by providing opportunities for professional development that is relevant and future focused.

## PROCESSES

**How do we do it and how will we know?**

Personalised learning, differentiated curriculum and inquiry learning cater to students' varying abilities, learning styles, interests and needs.

The Learning Support Team will identify students who require a high level of support and individual plans will be developed and monitored.

Students are given feedback about their learning and are guided in formulating learning goals.

### Evaluation plan:

PLAN data is used to monitor and reflect on student learning and to inform teaching.

SMART data will be analysed each year to track improvement in English and Numeracy.

Student learning goals.

## PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

### Products

All Aboriginal students, students working below grade level and other students who require adjustments to learning have PLPs.

NAPLAN reading and numeracy results show an increase of 8% in the number of students achieving in the top 2 bands by 2018 and a 30% increase for ATSI students.

Students develop their own learning goals to work towards.

Current technology is readily accessible in classrooms:

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

### Practices:

Teachers and leaders provide feedback to students about their achievements and the next steps they need to make in their learning and assist students to formulate learning goals.

Well-developed programs and processes identify and, address and monitor student learning needs.

Systematic use of the PLAN (Planning for Literacy and Numeracy) continuum to drive explicit teaching and improve student outcomes.

Students are achieving at proficiency and above.

# Strategic direction 2: QUALITY TEACHING

## PURPOSE

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

Quality teaching leads to successful learning. Teachers engaging in relevant professional learning and working collegially will support student success through teaching practices which are proven to enhance learning and address student needs.

## IMPROVEMENT MEASURE/S

Teachers make students aware of their learning progress and their next learning goals.

Teachers map student progress on the Literacy and Numeracy continuums to inform programming.

Staff Performance and Development plans are aligned to Australian Professional Teaching Standards and focus on continued development and professional growth.

## PEOPLE

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

#### Students:

Students will actively engage in teaching and learning activities that meet their needs.

#### Staff:

Staff will engage in professional learning that is relevant, future focused and evidence based to build their capabilities as teachers, learners and leaders.

Staff will reflect on their capabilities and identify their future professional learning directions.

#### Parents/ Carers:

Parents gain understanding of teaching programs including new syllabus implementation.

#### Leaders:

Leaders will develop staff capabilities by utilising the Community of Small Schools as an essential resource for professional learning and mentoring.

## PROCESSES

### How do we do it and how will we know?

All staff engage in planned professional learning to meet systemic, whole school and individual goals.

Staff use the Australian Professional Standards for Teachers and the Performance and Development Framework to reflect on their future learning directions.

#### Evaluation plan:

Teachers to self-evaluate their own teaching, collecting qualitative data to reflect on improving their own practice.

All teaching staff will be engaged in the Performance and Development Plan cycle and be provided with planned, constructive feedback from peers and appropriate professional learning.

Quality teaching and professional practice are evident in every learning environment.

Feedback from students.

## PRODUCTS AND PRACTICES

### What is achieved and how do we know?

#### Products:

Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of learning goals.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the PLAN continuum and by reaching or exceeding end of stage expectations.

Staff Performance and Development plans are aligned to Australian Professional Teaching Standards and focus on continued development and professional growth.

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

#### Practices:

Teachers evaluate their knowledge and skills using the Australian Professional Standards for Teachers and the Performance and Development Framework, informing their personal plan for future development.

Students are aware of their next learning goals based on the Literacy and Numeracy continuums.

# Strategic direction 3: CONNECTED COMMUNITY

## PURPOSE

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

Schools operate within and serve the community around them. Opportunities for success are increased through collaborating and connecting with all in the community – students, staff, parents, local business and community organisations, other schools, and others. Students' aspirations are nurtured when their place in the global community is understood.

## IMPROVEMENT MEASURE/S

There is 100% staff participation in professional learning with staff from the Community of Small Schools.

Community participation in evaluative processes increases.

Survey data (including Tell Them From Me) indicates high community satisfaction in aspects of school life, especially areas targeted for development and improvement.

## PEOPLE

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

### Students:

Students will engage in activities with students and staff from other schools on a personal, social and educational level, building their confidence, capabilities and knowledge.

Students learn about their local community and its place in the world.

Students actively participate in consultation and decision making processes.

### Staff:

Staff will utilise community partnerships and Community of Schools in the development, implementation and evaluation of engaging educational programs.

### Parents/ Carers:

Parents and carers will work together with the school to develop meaningful and engaging education programs.

Parents will actively participate in consultation and decision making processes.

### Leaders:

Leaders will foster community contribution and involvement.

Leaders will actively develop partnerships with broader community including members of Maclean Community of Schools and Community of Small Schools.

## PROCESSES

**How do we do it and how will we know?**

Staff and leaders work collaboratively with the Community of Schools and Maclean High School to provide opportunities for students and staff.

Parent and community support that enhances student learning outcomes is encouraged through invitation, support and recognition.

Work with local preschools to develop more closely linked transition to school programs.

### Evaluation plan:

Gather feedback from community about the impact of activities.

Measure the participation of the community in activities; including- P&C attendance, Mill Mud, classroom helpers and evaluative processes.

Parent, staff and student satisfaction surveys are completed annually.

Students in Years 4-6 will complete the Tell Them from Me Survey.

## PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

### Products:

Students compete in sporting events and transition programs with other schools to enhance sporting and social outcomes.

Feedback data is collated from the community and responded to for school improvement processes.

Staff participate in professional learning that engages them with other schools.

Interschool relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Productive relationships with local industry improve students' knowledge and understanding of the local community's place in the world.

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

### Practices:

A culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school's community.

A positive culture of learning and a consistent understanding of the school's wellbeing policy.

Enhancing teaching and learning by utilising skills, resources and programs of local schools and community groups.

