

School plan 2018-2020

Hurstville Grove Infants School 5195



School background 2018–2020

School vision statement

At Hurstville Grove Infants School, early learners are at the forefront of all decision making supported by an active community to ensure students are engaged and challenged to promote and inspire future focused learning and teaching.

School context

Hurstville Grove Infants School is a small school with an enrolment of 58 students, a teaching principal and it has three class structures in operation that are supported by Student Learning Support Officers. With a committed and dedicated staff, the school strives to excel with educational delivery and has a strong and positive culture. It is known amongst the broader community for its wellbeing and visible learning practices.

Enrolment trends have shifted in the last 12 months with an increase of local enrolments due to the development of valued and nurtured partnerships that have been established with the parent body, surrounding schools, early childhood centres, health professionals and local businesses. Hurstville Grove Infants School aims to build, nurture and inspire its students for the future. There is an expectation that the school community work together to deliver respectful, responsible learners that collaborate, create, critically think and communicate as they endeavour to achieve their individual learning goals and enhance their learning outcomes.

The school is proud of its capacity to bring K–6 school experiences to its doors, offering an array of leadership opportunities and extra curricula activities. Our transition program ensures our students find success moving into the school to commence Kindergarten and exit the school as they move across to other educational settings for Year 3. We are a school that continues to evolve in our pursuit of excellence by providing high quality education programs that focus on the individual through explicit teaching in small group learning environments.

School planning process

Hurstville Grove Infants School actioned comprehensive processes in consultation with all stakeholders to determine the priorities and directions of this school plan.

Initially, a series of focus forums and surveys took place with staff, students and parents to determine the areas that they would like to see the school focus on over the next three years.

The leadership team collated the information from the forums and surveys and identified which aspects of the feedback were related to transformational change. The leadership team also analysed school performance data to identify key areas for improvement and then presented these results to staff.

The teachers collaboratively evaluated and redirected our School Vision to ensure it reflected the values of our school and that it was contextually relevant to our students and their families. This process determined two clear Strategic Directions for the school and their Purpose. Staff negotiated the desired outcome for each Process of the school plan and defined the Practices required that would drive Improvement Measures to ensure we achieve our goals.

Reflective throughout the development of this school plan is the Melbourne Declaration for Learning, the NSW Department of Education's Strategic Plan and the schools position and need for growth against the School Excellence Framework.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Learning Excellence

Purpose:

To develop a learning culture that is responsive to the personalised needs of all students so that they have full access to the curriculum, enabling them to connect, succeed, thrive and learn. Through expert teaching and the implementation of evidence based practices students will demonstrate significant value added growth driven by their individual learning goals and the practice of visible learning systems to track and celebrate this academic success. Students will be motivated and engaged through collaboration, creativity, critical thinking and communication experiences that harness the integration of digital technologies and STEAM based projects.



STRATEGIC DIRECTION 2

Evaluative and Collaborative Practices

Purpose:

To empower and increase the expertise of staff and parent/carers via collaborative and community connected practices that share excellence, build teacher, parent and leader capacity. This will enhance the learning opportunities and achievements for students as the curriculum is delivered by expert teachers who consistently evaluate, refine and grow in their practice.

Strategic Direction 1: Learning Excellence

Purpose

To develop a learning culture that is responsive to the personalised needs of all students so that they have full access to the curriculum, enabling them to connect, succeed, thrive and learn. Through expert teaching and the implementation of evidence based practices students will demonstrate significant value added growth driven by their individual learning goals and the practice of visible learning systems to track and celebrate this academic success. Students will be motivated and engaged through collaboration, creativity, critical thinking and communication experiences that harness the integration of digital technologies and STEAM based projects.

Improvement Measures

An increasing proportion of students achieving or exceeding expected growth in literacy and numeracy.

A decrease in negative behaviours and an increase in positive incidences through student self regulation.

Increased growth in students use and application of the 4C's skill set.

Increased proportion of students motivated and engaged in STEAM based activities.

People

Students

Students become self regulated learners who have a growth mindset and engage positively with their learning to understand what they need to learn next.

Students will develop skills to give and utilise feedback to reflect on and improve their learning outcomes.

Staff

Teachers will build skills and knowledge in their use of evidenced based and innovative teaching practices.

Teachers will be challenged by research and prepared to experiment and further refine their teaching practices.

Leaders

Leaders will operate as instructional leaders driving professional learning and at the shoulder support for improving inspirational teaching practices.

Leaders will be research informed and use a distributed leadership model to empower expertise in others.

Parents/Carers

Parents will both understand and support the importance of innovative teaching and respect the individualisation of learning and the importance of student growth.

Processes

Transformational Learning

Learning is evidenced for students, staff and parents through the use of visible learning strategies that drive student growth.

Student Wellbeing

Enhancing student wellbeing through opportunities to connect, succeed, thrive and learn.

Innovative Learning

Applying the 4C's (Communication, Collaboration, Critical Thinking and Creativity) and promoting learning through STEAM initiatives to enhance understanding, motivation and engagement.

Evaluation Plan

- Bump It Up / School Data Wall
- PLAN2 / Learning Progressions
- Naplan Value Added
- Internal Assessment and Data
- Teacher Programs
- Observations / Feedback
- Wellbeing / SENTRAL Data
- Surveys
- IEP's
- Photo/video elicitation
- 4C's Learning Progressions

Practices and Products

Practices

Students identify, articulate and achieve their personalised learning goals in literacy and numeracy.

Learning intentions and success criteria used by teachers to personalise and differentiate learning based on data analysed and student feedback.

Teachers and students utilise formative assessment strategies that are evidenced visibly to demonstrate students growth.

Student wellbeing is supported by school wide values and expectations which are implemented in and out of the classroom through visible learning systems linked to PBL.

Students are critical, collaborative and creative learners who employ appropriate technology and skills to demonstrate and enhance their learning.

Products

Students who are actively engaged and self motivated to improve and enhance their learning.

Teacher programs and classroom observations demonstrate differentiation, evaluations and consistent use of evidence based practices.

Students who engage through connecting, succeeding, thriving and learning in and out of the classroom.

Students are confident and effective users of digital technologies and innovative practices.

Strategic Direction 2: Evaluative and Collaborative Practices

Purpose

To empower and increase the expertise of staff and parent/carers via collaborative and community connected practices that share excellence, build teacher, parent and leader capacity. This will enhance the learning opportunities and achievements for students as the curriculum is delivered by expert teachers who consistently evaluate, refine and grow in their practice.

Improvement Measures

Increased effective communities of practice enable participation in evidence based practices to inform and drive teaching and learning.

An increased understanding of curriculum, formative assessment and personalised learning, through increased parent and community partnerships.

Increased understanding of resilience and growth mindset by the school learning community.

An increased proportion of programs and projects are consistently improving teacher development, quality of practice in classrooms and an active and engaged community.

People

Staff

Teachers engage in communities of practice and with the school community to build links that strengthen learning for students through professional collaboration and school based partnerships.

Leaders

Leaders drive communities of practices to strengthen teacher professional learning and work shoulder to shoulder with teachers to embed the learning. Leaders demonstrate an evaluative mindset to constantly refine and improve the progress of the projects.

Parents/Carers

Parents support whole school community based projects that focus on a change in mindset, resilience and parenting partnerships.

Community Partners

Communities of practice with collegial schools will plan and deliver student focused programs that enhance collective teacher efficacy through a change in mindset and collaborative professional learning opportunities.

Processes

Transformational Learning

Quality teaching is evidenced through the participation and engagement of staff during professional learning, collaborative planning, consistency in judgment of assessments and the tracking of this data to inform the development and delivery of teaching and learning programs and success criteria to enhance student outcomes.

Staff and Community Wellbeing

Participation in learning communities and parent based projects encourages a growth mindset and develops resilience allowing the school community to connect, succeed and thrive.

Evaluation Plan

- Professional Development Plan (PDP)
- Tell Them From Me Surveys (TTFM)
- Reflections
- Observations
- Data Wall
- Feedback
- Focus groups and face to face work shops
- Community participation data
- IEP's
- Milestone monitoring
- Photo/video elicitation
- Evidence sets / SEF
- Surveys

Practices and Products

Practices

Staff share their evidenced based teaching expertise and build their skills through collaboration with a community of practice project to improve whole school practice.

Teachers apply their professional learning to improve practice driven by the inclusion of formative assessment strategies, learning intentions and success criteria.

Teachers collaborate and use feedback, observations and mentoring to inform and improve their teaching and learning to best meet the needs of all students.

The school community actively reflect on school achievement to negotiate plans that support personalised student growth.

Growth Mindset, resilience and parenting strategies are shared to strengthen the wellbeing of the school community.

Products

A whole school approach to the effective delivery of evidenced based teaching methods optimises learning progress for students across a community of practice.

A range of assessment strategies evidenced in plans, programs and classrooms to improve student growth.

An active and informed community demonstrate a growth mindset and contribute to whole school resilience and parenting projects.