## School background 2015 - 2017

### SCHOOL VISION STATEMENT

Hargraves Public School is committed to providing a positive, caring and nurturing environment where each child feels valued and is given every opportunity to reach his or her potential. Our committed staff, in partnership with parents, aim to provide every child with a broad range of academic, cultural, sporting and social opportunities to enhance the development of the ‘whole’ child.

### SCHOOL CONTEXT

Hargraves Public School is a small rural school situated 35 km south-west of Mudgee in the Central West of New South Wales. The school is an active member of the Cudgegong Learning Community (CLC) and of the Mudgee Small Schools Network.

The thirty students enrolled attend from the village and surrounding rural areas. The students, parents and community members are proud of their school, which provides a focal point for the community. The school motto, 'The School with the Heart of Gold', encapsulates the link between the history of the school and the fundamental commitment to the social and educational needs of all students.

Hargraves Public School prides itself on providing a high quality education in a safe and nurturing learning environment. Our highly committed and professional staff are dedicated to supporting the learning needs of all students and helping them reach their full potential.

The school continues to focus on the quality of student outcomes in literacy and numeracy as well as providing students with a broad range of extra-curricular activities so that every student is given every possible opportunity to succeed.

### SCHOOL PLANNING PROCESS

The writing of the School Plan began in 2014 with a one day workshop for school leaders on the structure and process to be used. Following this all key stakeholders – staff, students, parents and community members were consulted through surveys and informal meetings to determine the success of current programs and to seek direction for the school for 2015-2017.

This information was correlated to formulate three strategic directions for our school.

The directions are:
1. Improved Learning Outcomes
2. Professional Practice
3. Inclusive, Respectful Partnerships
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1

Improved Learning Outcomes.

Literacy and Numeracy are the foundations for learning in each of the key learning areas and the core of our work as a school.

To be successful learners, our students need to be literate, numerate, confident, creative and cooperative.

At our school every student will be given the opportunity to succeed to the very best of their ability by providing quality teaching and learning programs that are meaningful and challenging, yet personalised and differentiated where needed.

STRATEGIC DIRECTION 2

Professional Practice

Student learning is underpinned by high quality teaching and leadership. Our teachers are dedicated and committed to ongoing student improvement.

All staff will have access to professional learning of a high standard to build their capabilities to meet the diverse needs of their students as 21st century learners.

STRATEGIC DIRECTION 3

Inclusive, respectful partnerships

Students benefit from planned and proactive engagement with parents and the broader community.

We aim to increase community support of our students to positively influence student outcomes. By working together as a learning community (students, teachers, parents and community members) we will give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.
## Strategic direction 1: Improved learning outcomes.

### PURPOSE

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

To ensure that every student achieves their full potential as 21st century learners.

### PEOPLE

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

**Students:** Engage students to become quality learners of literacy and numeracy. Personalised Learning Plans that are meaningful will be developed as required.

**Student:** Develop student capabilities in ICT across the curriculum through the use of digital technologies.

**Staff:** Staff access in school and network training in development of Personalised Learning Plans.

**Staff:** Staff access in school and network training in use of PLAN software.

**Staff:** Staff access targeted professional learning in the use of digital technologies.

**Parents:** Establish a collaborative learning community where parents as educational partners will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through information sessions. Parents consulted in development of PLP’s.

**Collegial Network:** Continued development of a Network approach to enhance professional knowledge to support implementation and evaluation of pedagogical practice.

**Community Partners:** Develop the capacity of external organisations/agencies to work collaboratively with the school to enrich curriculum programs.

### PROCESSES

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

Teaching staff embed digital technology skills in Literacy and Numeracy teaching and learning programs.

Develop assessment, programming and teaching models for students K-6.

Conduct staff training in the implementation of NSW Syllabus documents in accordance with DEC timelines.

Ongoing professional learning for staff in the understanding and use of PLAN software.

**Evaluation Plan**

Implement student self-evaluation tool to monitor individual learning goals.

Student progression monitored once per term through PLAN analysis and ongoing school based assessment.

Regular meetings with staff to determine professional learning needs.

### PRODUCT AND PRACTICES

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

**Product:** Student learning goals are embedded in teaching and learning programs which incorporate digital technologies.

**Practice:** Students and staff reflecting on the achievements of their personal learning goals in Literacy and Numeracy.

**Product:** Student achievement plotted against Continuum of Learning in all KLAs.

**Practice:** Implementing PLAN software & Literacy & Numeracy Continuums to reflect student learning/progress.
### Strategic direction 2: Professional Practice

#### PURPOSE

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

To ensure learning for students is based on quality educational delivery and consistent high level professional practices to prepare students for the 21st Century.

#### PEOPLE

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

**Staff:** Staff will undertake targeted professional learning, in order to improve their knowledge, skills and understandings, driven by needs of the students. Professional Learning goals will be negotiated and implemented with teaching staff.

**Parents:** Build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.

Parents are aware that Teachers are engaged in Professional Learning within and beyond the school.

**Community partners:** Encourage staff to source external agencies to support the achievement of personal learning outcomes.

**Leaders:** Identify and implement professional learning opportunities with staff that are aligned with school priorities; individual learning plans; effective performance and development practices; and DEC accountabilities.

#### PROCESSES

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

1. **Effective Pedagogical Practices**
   
   To promote, build and sustain the professional learning of all staff members by creating systems for teachers to learn from each other in a variety of settings as an enabler for continual development, collaborative teamwork, shared purpose and enhanced student outcomes.

2. **Alignment of Current Policies**
   
   Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BoSTES and DEC guidelines.

**Evaluation Plan**

Regular meetings with staff to determine professional learning needs with formal and informal classroom observations and structured feedback sessions timetabled and evident.

Tracking of staff attendance at Professional Learning events.

Evidence of professional learning embedded in classroom practice with regular collegial professional sharing sessions timetabled and evident.

School policies, procedures and practices updated as required.

#### PRODUCT AND PRACTICES

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

All teachers’ Professional Learning Plans are based on identified areas of need and are aligned to the goals within the school plan.

Focus on collaborative planning and programming.

Policies, procedures and practices reviewed annually or when necessary to promote a safe environment.

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

Professional Standards are articulated to all staff and an agreed Performance and Development Framework is implemented and aligned with Standards.

Proactive professional learning across the school supports quality educational and organisational practices in alignment with DEC policy, Australian Professional Standard; and NSW syllabus for Australian curriculum.

Regular professional learning activities occurring which are aligned to school learning goals, system requirements, and professional career aspirations of staff.

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**IMPROVEMENT MEASURES**

All teachers’ Professional Learning Plans are based on identified areas of need and are aligned to the goals within the school plan.

Professional Standards are articulated to all staff and an agreed Performance and Development Framework is implemented and aligned with Standards.
Strategic direction 3: Inclusive, respectful partnerships.

**PURPOSE**

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

By working together, schools, parents and families can increase their combined capacity to positively influence student outcomes.

**PEOPLE**

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

**Staff:** Develop staff capacity to build stronger community relations with parents from all cultural backgrounds.

**Parents:** Enhance the engagement and work of the P&C to support classroom learning and community-based events for the educational benefit of all students.

**Community:** Establish learning alliances within and beyond Hargraves Public School to support innovative communities of practice with other small schools.

**Leaders:** Current school leaders will be given opportunities to develop their capacities through participation in CLC Leadership Days, Sydney Leaders Conference and other opportunities within the Mudgee Small Schools’ Network.

**IMPROVEMENT MEASURES**

A supportive school community, evidenced by increased number of parents attending P&C meetings, educational planning meetings and community events/fundraisers.

Engaging student extra-curricular activities complement and enhance educational programs within Hargraves Public School.

An effective framework is used to guide Professional Learning across the MSSN and broader educational network.

**PROCESSES**

How do we do it and how will we know?

**Build Parent Input into School and Community Planning Processes:**

Create two-way communication processes that support active, frequent and culturally sensitive collaboration between the school and community.

**Consultative Decision Making:**

Establish a formal and inclusive process for all key stakeholders. Allow for parent and community input into the planning and decision making at Hargraves Public School.

**Network collaboration:**

Maintain and enhance formal and informal educational networks. Enhance professional learning, educational experiences and the development of the Hargraves Public School learning environment.

**Evaluation Plan:**

Review progress towards school outcomes through formal staff meetings and P&C school planning meetings. Monitor levels of communication through formal surveys, personal contact and effective record keeping.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Product:** Increased parent collaboration and participation in School-Family partnerships including community based events and learning activities.

**Product:** A supportive school community evidenced by increasing rates of parents attending P&C and community events/fundraisers.

**Practice:** Two-way, reciprocated and respectful communication between students, staff and parents.

**Practice:** A positive culture of learning between students, staff and parents.

**Product:** A supportive educational community is evidenced by effective staff Professional Learning and engaging student extra-curricular activities.

**Product:** Increase levels of Parents and community involvement both in the planning and review of educational processes taking place within the school. This is evident through formal and informal feedback, support and parent contribution.

**Product:** An effective framework is used to guide Professional Learning across the MSSN and broader educational network.

**Practice:** Participation in regular meetings and professional learning opportunities within the Mudgee Small Schools Network and broader educational network.