**Hazelbrook Public School - 3854**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Through a lens of developing students who are respectful, responsible learners, we develop:   * students who are - resilient, learning-engaged, self-directed global citizens; * in a school that is – inclusive, student-centred, reflective of community values and has dynamic learning spaces; * with teachers who are - knowledgeable, fair, meet student needs and utilise current evidence-based **teaching practices**,   in partnership with a school community valuing learning and wellbeing of all students. |  | Hazelbrook is located mid Blue Mountains, approximately 80 km west of Sydney. The school has approximately 450 students from Kindergarten to Year 6. School population has been declining at approximately 2% per year over the last 4 years.  ATSI population is approximately 6% whilst LBOTE is approximately 10%. Classes are stage-based  The school continues to maintain a blend of both experienced and younger staff.  Our school offers a range of additional learning activities and initiatives throughout the year. Included in these are: Band, Choir, Chess, Dance, Debate and Sports.  Specific initiatives include integration of Aboriginal education across Stages culminating in the school’s ‘Sharing Knowledge Day’; supporting individual literacy development through the Lexile Framework and the Community Readers program supporting early Stage 1 and Stage 1 students in individual reading sessions from local community-based volunteer tutors. |  | A school vision was created through multiple meetings with executive and staff. School information and performance analysed, relevant documents such as School Excellence Framework provided further reference.  After each meeting information was gathered for modification, inclusion and feedback. This has resulted in a shared vision.  A similar process was undertaken in developing the strategic directions.  Planning process discussed at P&C meeting with feedback provided from PPA exec group on Vision and Strategic Directions. |
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| **Purpose:**  The quality of student learning is directly impacted by the quality of teaching.  To achieve the highest possible student learning outcomes, we develop systems and support, where every teacher is engaged in quality teaching every day. |  | **Purpose:**  To develop lifelong learners who are active participants in their learning, have access to a broadening curriculum and develop to their maximum potential. |  | **Purpose:**  To ensure school and classroom environments where students are safe, the focus is on learning and wellbeing is explicitly supported in classroom spaces that promote a divergence of learning opportunity. |

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| Strategic Direction 1: Quality teaching, every day | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| The quality of student learning is directly impacted by the quality of teaching.  To achieve the highest possible student learning outcomes, we develop systems to support, every teacher to be engaged in quality teaching every day. |  | **Professional learning and opportunity for all Teachers to:**   * be skilled in implementation of current research-based pedagogies and understand their varying effect; * be skilled in the use of assessment for learning, as learning and of learning; * be effective in use of data to inform practice; * be able to effectively differentiate curriculum; * take responsibility for the development and effective implementation of own Performance and Development Plan (PDP); and * collaborate in planning and reflection.   **Professional learning and opportunity for Executive to:**   * actively support the implementation of effective research-based pedagogy and lead exemplary practice; and * support teacher development and implementation of PDP.   **Leaders:**  Strengthen links within CoS to support professional learning.  **Professional learning and opportunity for Parents and Carers to:**   * become aware of effective teaching strategies and learning program implementation to deepen support of student learning. |  | * Identify and utilise effective research-based pedagogical practices to enhance identified student learning needs; * professional learning in effective pedagogical practices; * with a focus on Literacy and Numeracy, collaboratively develop units of work to ensure consistency and growth in programming, judgement, assessment and reporting; * opportunity to observe/visit colleague classrooms both within the school and CoS; * high quality professional learning linked with school directions and Australian Professional Standards for Teachers, for teachers to utilise with PDPs; and * teachers and executive collaboratively support PDP process.   **Evaluation Plan**   * review and analyse internal and external assessment data; * reflective professional conversations regarding programs and current practice resulting in monitoring and modification to meet student learning needs; * matrix of teacher professional learning undertaken aligned to school priorities. |  | **Product:**   * all students demonstrate learning growth (based on internal and external assessment measures); * a teacher’s PDP reflects school directions and Australian Professional Standards for Teachers; and * teacher programs and classroom practices reflect evidence-based strategies to improve student performance.   **Practice:**   * planning, programming and pedagogy that demonstrates implementation of current evidenced-based practices; * teachers skilled in the use of assessment for, as and of learning and using this data to appropriately and effectively differentiate student learning; * collaborative planning days established for Stage-based teams; * CoS links provide opportunity to share staff expertise and enhance professional learning; * quality informative student reports and report systems implemented for school community; * PDPs negotiated, planned, monitored and reviewed according to appropriate timelines; and * parent workshops delivered supporting increasing understanding of effective student learning. |
| **Improvement Measures** |  |
| * all students show growth in internal and external assessment measures; * a teacher’s PDP reflects school directions and Australian Professional Standards for Teachers; * teacher programs and classroom practices reflect evidence-based strategies to improve student performance. |  |

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| Strategic Direction 2: Successful learners; engaged and resilient | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To develop lifelong learners who are active participants in their learning, have access to a broadening curriculum and develop to their maximum potential. |  | **Students:**   * engaged in learning goals that are meaningful and relevant; * develop their capabilities to identify individual learning goals; and * understand that engagement, effort and levels of risk-taking are required to maximise learning goals.   **Staff:**   * skilled in explicitly and systematically teaching students to be collaborative, creative, literate, technologically literate and numerate students; * skilled in providing learning activities where students are engaged in authentic learning activities; * maintain high expectations of student behaviour and performance; and * have strength of interpersonal relationship with students.   **Parents/Carers:**   * have an understanding of evidence based teaching practices and child development; how these can be used to support their child’s learning.   **Leaders:**   * support school mentoring: strengthening skills across feedback, evidence-based and innovative curriculum implementation and pedagogical practices. |  | * Professional learning on effective use of technology to enhance learning for 21st century learners; * information sessions / workshops for parents/carers and community representatives; * professional learning in setting, monitoring and students’ capacity to reflect on learning goals; * mentoring of, and collegial collaboration by teachers; * access by students to learning enrichment options; * create an environment where failure is analysed; and * utilisation of specialist staff in support of student learning (LaST, RR, Teacher Librarian, Counsellor, Support Behaviour and SLSO).   **Evaluation Plan**   * Benchmark student achievement and growth across all grades; * track growth over time in numeracy and literacy using internal and external assessment data; * Learning Support Team monitor targeted student support and development |  | **Product:**   * Increased NAPLAN value added growth matching state benchmarks; * 90% of students meeting cluster appropriate benchmarks in PLAN; * 90% of students showing greater than or equal to year’s growth from school-based benchmarks data (Lexile, PATMaths, PATReading); and * all identified students to utilise relevant individualised learning programs (ie RR, LaST and ATSI students).   **Practice:**   * technology used as a tool to enhance learning; * reporting to families that reflects student learning growth and areas for improvement; and * high quality teaching practices and programs that are differentiated, explicit and reflective of 21st century learners. |
| **Improvement Measures** |  |
| * Increased NAPLAN value added growth matching state benchmarks; * 90% of students meeting cluster appropriate benchmarks in PLAN; * 90% of students showing greater than or equal to year’s growth from school-based benchmarks data (Lexile, PATMaths, PATReading); * all identified students to utilise students utilise relevant individualised learning programs (ie RR, LaST and ATSI students). |  |
| Strategic Direction 3: Stimulating, secure and inclusive learning environments and spaces | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To ensure school and classroom environments where students are safe, the focus is on learning and wellbeing is explicitly supported in classroom spaces that promote a divergence of learning opportunity. |  | **Students:**   * Students are familiar with, have skills in implementing, and actively participate in PBL.   **Staff:**   * Build a collective and positive understanding of PBL within the school ensuring effective classroom management; * all staff involved in reviewing and refining effective systems to drive whole school improvement; * have knowledge and skills in developing and implementing wellbeing programs; and * have clear, PBL based, school wide and consistent behavioural approaches.   **/Carers:**   * Empower parents and carers with knowledge and understanding of PBL and how to successfully integrate this into family life.   **Leaders:**   * Actively support PBL philosophy and practice across all welfare and classroom environments; and * understand design of innovative learning spaces with the student in mind. |  | * Collaborative professional dialogue embedding PBL processes; * utilise staff and CoS (where appropriate) skill and knowledge of successful welfare programs and interventions to strengthen school wide understandings and implementation; and * conducting of information sessions / workshops for parents and carers on PBL and links between the home and school environment.   **Evaluation Plan**   * Analyse electronic behaviour-referral data and identify trends; * student referrals will monitored and any implementation program success reviewed by class teacher, supervisor and Learning Support Team; and * analysis of data obtained from “Tell them from me’ survey. |  | **Product:**   * Continuing reduction of significant behaviour referrals evidenced with data reflecting a safe learning environment; * Implementation of targeted, specific and general student welfare programs and strategies to address identified behaviour and learning needs; and * Positive results in data obtained from ‘Tell them from me’ survey.     **Practice:**   * PBL drives an effective whole-school approach to behaviour management; * community representation integral to PBL committee; * consistency of effective behaviour management and learning support across classes and the school fostering safe, positive and stimulating learning environments for students; * effective systems and routines to help guide students in a variety of situations; and * thoughtful classroom layout design supports differentiated learning preferences. |
| **Improvement Measures** |  |
| * Continuing reduction of significant behaviour referrals evidenced with data reflecting a safe learning environment; * Implementation of targeted, specific and general student welfare programs and strategies to address identified behaviour and learning needs; and * Positive results in data obtained from ‘Tell them from me’ survey. |  |