School plan 2015 – 2017

Hillston Central School 2165

Wellbeing

Learning for the 21st Century

Strengthening a sense of community
### School vision statement

“To promote equality of opportunity in a caring and positive learning environment so that all students are encouraged to become responsible members of society.”

“Conserve and cultivate” is the school motto.

### School context

Hillston Central School is a K-12 Central school in a remote rural location. Enrolments have remained steady for several years. The school is a member of the Riverina Access Partnership which delivers the stage 6 curriculum through video conference lessons, team teaching and combined study days. Academic achievement and engagement are improving steadily in the K-10 classes.

The school is involved in the Early Action for Success K-2 numeracy strategy 2015-6. An instructional leader and an interventionist teacher have been appointed for 2015-6. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with direction for future teaching. Professional learning is an active element.

The student population of 165 is 15% Aboriginal. A small number of students are from non-English speaking backgrounds. The student population is stable with a few new families moving into town for employment opportunities each year.

Education is valued as a pathway to improved employment.

The P&C is an active and supportive group within the school. Well attended meetings, working bees and community events characterise the contribution of the P&C. Building the quality of the school reputation within the wider community has been a priority during the past few years. A local Catholic Primary school provides another educational option for some parents.

### School planning process

The school vision was retained from an earlier period in the school history and will be progressively revised during the course of this school plan.

Development of the strategic directions was based upon analysis of data from several external sources such as NAPLAN and HSC. Other data from internal surveys such as Tell Them from Me and Focus on Learning have also informed the development of the strategic directions. Surveys of parents, both at P&C meetings and at school open days and surveys of the SRC have yielded additional information for the school plan. Much of the development of the plan was completed at whole school staff meetings with all staff members actively involved. Professional learning in strategic planning for executive staff was part of implementing the new school planning process. This process of consultation will continue as part of the refining and evaluation of the school plan during 2015.

Development of the actions and improvement measures for each of the strategic directions has been through whole school staff meetings. These actions will be ratified at P&C meetings during the school year as the plan further evolves. In the absence of a local AECG the school plan will be tabled for discussion with parents of Aboriginal students.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Wellbeing

**Purpose:**
To develop the well being of students and staff in social, educational and physical aspects through developing increased respect for others and themselves, pride in school, increased resilience, increasing the number of students engaging in opportunities for experiencing academic, social and cultural success so that all may achieve their potential in school life.

**STRATEGIC DIRECTION 2**
Learning for the 21st Century

**Purpose:**
To prepare curriculum and learning activities which provide students with the skills they need to succeed in the 21st Century and to live happy and purposeful lives. Focussed and engaging professional learning for all school staff, leaders, teachers and support staff will establish the platform for improved student engagement in 21st century learning culture.

**STRATEGIC DIRECTION 3**
Strengthening a sense of community

**Purpose:**
To build positive perceptions of the school, increasing community engagement with the school, increasing pride in the school among the wider student population, increasing the valuing of service to the community and ensuring the community knows the high quality of the results and opportunities achieved by the school.
# Strategic Direction 1: Wellbeing

## Purpose

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

To develop the well being of students and staff in social, educational and physical aspects through developing increased respect for others and themselves, pride in school, increased resilience, increasing the number of students engaging in opportunities for experiencing academic, social and cultural success so that all may achieve their potential in school life.

## People

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

**Students:** increased resilience and confidence in participating in new learning experiences.

**Staff:** increased leadership and data analysis skills through effective implementation and follow up of professional learning.

**Parents/Carers:** increase opportunities for parents and community members to become involved in school achievements.

**Community Partners:** increase opportunities for school involvement by local agencies through professional learning for all staff.

**Leaders:** increase professional learning opportunities that will build skills in strategic thinking and vision, time management and building interpersonal relationships.

## Processes

How do we do it and how will we know?

- Deliver relevant professional learning at staff and faculty meetings.
- Actively encourage student participation in and commitment to additional opportunities offered through the school.
- Enhance transition processes for all students.

## Products and Practices

What is achieved and how do we measure?

- 30% increase in student engagement in student wellbeing, academic, leadership, cultural and sporting activities organised and conducted by the school.
- 100% of students from K-12 with effective learning accommodations implemented.

**Product:**

- Increase in the numbers of students achieving higher levels of the school merit system.

**Product:**

- Increase in the number of strategies implemented at school for the purpose of enhancing wellbeing.

## Improvement Measures

- 30% increase in student engagement in student wellbeing, academic, leadership, cultural and sporting activities organised and conducted by the school.
- 100% of students from K-12 with effective learning accommodations implemented.

## Evaluation Plan

Analysis of school collected data on student participation in wellbeing and leadership activities. Analysis of collected survey data of community members focussed on school and student achievements.

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

**Practice:**

- Learning accommodations adopted for every student to promote and cater for their personal growth.

**Practice:**

- Professional learning focussed on leadership at all levels within the school.
**Strategic Direction 2: Learning for the 21st century**

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<th><strong>Purpose</strong></th>
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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
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<td>To prepare curriculum and learning activities which provide students with the skills they need to succeed in the 21st Century and to live happy and purposeful lives. Focused and engaging professional learning for all school staff, leaders, teachers and support staff will establish the platform for improved student engagement in 21st century learning culture</td>
<td>Students: Master core subjects and skills. Think deeply and critically and make relevant connections</td>
<td>Implement professional learning at school level to enhance skills of teachers and leaders as well as students in 21st century learning</td>
<td>50% of learning experiences involve effective use of 21st century learning technologies and develop 21st century learning capabilities</td>
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<td>Staff: Plan systematic and explicit teaching and learning activities to support student literacy and numeracy progress across the curriculum</td>
<td>A three tiered model of intervention is utilised to determine students requiring extra support with their learning and appropriate interventions are formulated to address the need. These interventions include L3, Focus on Reading and How2Learn.</td>
<td>80% of students achieving expected cluster on the literacy/numeracy continuums.</td>
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<td>Engage in professional learning in literacy and numeracy to enhance their teaching practice (L3, TEN, How2learn) and deepen understanding of aspects of literacy and numeracy continuum, K-10</td>
<td>Implement programming and program monitoring and feedback processes focussing on improving student learning for higher achieving students</td>
<td>Successful introduction of BYOD and 21st century learning capabilities into the secondary school</td>
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<td>The EAfS instructional leader leads the professional learning around K-2 numeracy and the resourcing of the strategy and data driven teaching.</td>
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<td>Increased teaching collaboration, programing that caters for the full range of student abilities and lesson observation across K-10 and increased consistency of teaching and learning practices across classrooms in stages 3, 4 and 5.</td>
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<td>Improvement Measures</td>
<td>Parents/Carers: Build knowledge and awareness of skills essential to effective student learning through improved communication and feedback</td>
<td>Evaluation Plan</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>❖ 50% of learning experiences involve effective use of 21st century learning technologies</td>
<td>Community Partners: build awareness of skills required by students and parents to generate successful learning</td>
<td>Monitor and survey teaching and learning program registrations K-10 and assessment grades/marks to provide data for analysis of impact of 21st century teaching/learning practices</td>
<td>A majority of students and teaching staff familiar and skilled in use of new learning technologies</td>
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<td>❖ 80% of students achieving expected cluster on the literacy/numeracy continuums.</td>
<td>Leaders: implement professional learning to mentor and supervise the growth of teaching skills focussed on establishing collaboration and technology in everyday classroom practices</td>
<td>Map all students K-10 on literacy and numeracy continuums each term to provide data for analysis</td>
<td>Professional learning and supervision building skills in teaching collaboration, lesson observation and application of technology to student learning.</td>
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**Improvement Measures**

- 50% of learning experiences involve effective use of 21st century learning technologies
- 80% of students achieving expected cluster on the literacy/numeracy continuums.
Strategic Direction 3: Strengthening a sense of community

**Purpose**

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

To build positive perceptions of the school, increasing community engagement with the school, increasing pride in the school among the wider student population, increasing the valuing of service to the community and ensuring the community knows the high quality of the results and opportunities achieved by the school.

**People**

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

- **Students:** Establish high expectations for quality of individual student achievements
- **Staff:** Enhance communication and interpersonal skills of all staff for promotion of student learning achievements
- **Parents/Carers:** Generate increased awareness of achievements of students and school through communication from school
- **Leaders:** Implement professional learning to enhance skills of communication and developing quality interpersonal relationships with parents and community members

**Processes**

How do we do it and how will we know?

- Improve the quality of feedback to parents about students.
- Develop and implement school structures to improve and monitor feedback
- Increase participation by students and parents in high quality school based activities

**Products and Practices**

What is achieved and how do we measure?

- Regular and frequent contributions to “school to community” publications by all staff
- Increased numbers of parents and community members in school organised or coordinated activities

**Evaluation Plan**

Monitoring of school publications and attendance at school organised activities to generate data for analysis and future planning

**Improvement Measures**

- Regular and frequent contributions to “school to community” publications by all staff
- Increased numbers of parents and community members in school organised or coordinated activities

**Product:**

- High quality communication of student and school achievements and activities through school newsletter and other media

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

**Practice:**

- Promotion by all teachers of the quality teaching and learning that is occurring in their classrooms.

**Practice:**

- Inclusion of parents and community members in planning of school activities such as leadership and mentoring.