**Huskisson Public School 2199**



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| **School vision statement** |  | **School context** |  | **School planning process** |
| To position the school as the ‘hub’ of a learning community that is built on strong community links and genuine partnerships with parents. Students will interact with and in the community and the community will be welcomed into the school.  As a learning community our focus will be to provide a rich, comprehensive and inclusive curriculum that inspires students to become confident, connected, actively involved life-long learners, empowered to think and act locally and globally as socially responsible citizens.  Huskisson Public School will be known as a school where everybody is welcomed and supported through broad reaching programs that celebrate difference and are inclusive in nature.  In all aspects of the school’s culture high expectations will be fundamental to students achieving their best and staff continually enhancing their professional capacity to provide a rich learning environment characterised by quality teaching and learning. |  | Huskisson Public School is in the heart of the idyllic coastal village of Huskisson. The school has expansive well-grassed grounds with air-conditioned classrooms that provide a safe and nurturing learning environment  Huskisson Public School is a small school with a big heart that provides a warm welcome to all our visitors. The school and community pride itself on being very family orientated and involved. The P&C Committee is highly committed to working closely with staff to promote the unique qualities of the school.  Our caring, dedicated and professional staff is committed to providing a positive, safe and stimulating learning environment where each child is supported to succeed and achieve their personal best.  The school provides an integrated comprehensive curriculum that recognises the need for each student to be highly literate and numerate. It embraces the importance of technology in student learning and the need to ensure students gain the skills and capacity to be active and informed citizens in a rapidly changing world.  Our school values the ‘The Husky Stars’ – Be Safe, Be Tolerant, Be Active and Be Respectful learners promote excellence in student behaviour and academic achievement. |  | In developing the School Plan broad consultation with all key stakeholders was conducted.  Students   * At an SRC Meeting that included both staff and P&C representatives students tabled their ideas on what directions the school should take and what programs they’d like to see introduced.   Parents   * A survey was available electronically as well as in hard copy. Parents were asked to respond to a set of 11 questions. 35 families representing 70 students responded. This represented 67% of students/families. The school’s P&C was presented with copies of all completed surveys. They met as an executive to discuss the priorities expressed by parents in the survey. The outcomes of the surveys were presented at a P&C Meeting for open discussion.   Staff   * Staff completed a survey that contained corresponding questions to the parent survey. These were analysed/ compared to establish common priorities. Professional discussions at staff meetings using quantitative and qualitative evidence also shaped staff priorities. |
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| **Purpose:**  Empowering students to engage successfully in the rapidly shifting world of the 21st century is essential. As a school we need to build the capacity of our students to think and act locally and globally as socially responsible, engaged citizens and learners. To do this we need to develop in every student :  *Ways of thinking* – creativity, critical thinking, problem solving and decision making.  *Ways of working* – communication and collaboration - working together to solve challenges and reach a goal through sharing of ideas, knowledge or resource.  *Tools for working* – Information and communication technology - Learning through digital means such as social networking and information literacy.  *Skills for engaging in the world* – Citizenship, personal and social responsibility. |  | **Purpose:**  Mental health and wellbeing is vital for learning and life. Children who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers. Good mental health in childhood also provides a solid foundation for   * Engaging successfully in education * Making a meaningful contribution to society   The school has joined KidsMatter. As a KidsMatter school we will undertake a three year cyclical process that will build on existing good practice to promote a positive school community, one that is founded on respectful relationships and a sense of belonging and inclusion. As a school we will be known as an exemplar in promoting positive mental health and wellbeing. |  | **Purpose:**  Quality leadership and quality teachers are fundamental to a quality school. Four broad and interdependent fundamentals underpin student achievement and thus a successful school   * A central focus on students both as learners and people * Quality teaching * Professional learning * Educational leadership   “Leadership is seen as central and essential to delivering changes, improvement and performance in schools” – Steve Dinham. Enhanced staff leadership skills, density and succession to lead and manage a school will build the capacity to drive the strategic directions of the School Plan. |

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| Strategic Direction 1: Empowering students to be socially responsible engaged citizens & learners. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Why do we need this particular strategic direction and why is it important?  Empowering students to engage successfully in the rapidly shifting world of the 21st century is essential. As a school we need to build the capacity of our students to think and act locally and globally as socially responsible, engaged citizens and learners. To do this we need to develop in every student :  *Ways of thinking* – creativity, critical thinking, problem solving and decision making.  *Ways of working* – communication and collaboration - working together to solve challenges and reach a goal through sharing of ideas, knowledge or resource.  *Tools for working* – Information and communication technology (Learning through digital means such as social networking and information literacy.  *Skills for engaging in the world* – Citizenship, personal and social responsibility. |  | How do we develop the capabilities of our people to bring about transformation?  Students:  Students will be immersed in IBL. This will include explicit teaching of IBL skills and capacities to become a lifelong learning.    Staff**:**  All classroom teachers will be considered leaders in implementing Inquiry Based Learning (IBL) into their classroom and across the school.  Professional learning will build teacher capacity and expertise to engage students in IBL. IBL will be in the context of the Australian Curriculum  Parents/Carers:  Parents will continually be informed and invited to participate in IBL including presentations and open days at the school.  School Networks:  School networks will be important for sharing IBL practices, programs, pedagogy and professional dialogue including instructional rounds   * IBL Network (Gerringong) * Tomerong PS & Huskisson PS alliance * Daniel Birch Hobsonville Pt School NZ * Parklea PS   Leaders:  The Principal and Assistant Principal will empower staff to successfully implement IBL by being a critical friend, by facilitating resourcing and providing ongoing professional support. |  | How do we do it and how will we know?  Teachers will engage in professional learning that builds their capacity to engage students in Inquiry Based Learning (IBL) by   * Performance Development Framework as an action research project. Staff to adopt a preferred model of IBL – Guided Kath Murdoch * Professional discussion/ readings regularly in staff meetings to build knowledge and capacity for IBL within the context of the Australian Curriculum. * Joint professional learning / networking with Tomerong PS. This will include sharing costs keynote speaker - Daniel Birch Daniel@hobsonvillepoint.school.nz for SDD on IBL during 2016. Invite Daniel Birch to be school mentor or critical friend. * Visits to schools at various stages of implementing IBL including Gerringong PS & Parklea PS. * Instructional rounds – Teachers ‘Buddy up’ to present an IBL lesson/s. Observer is the critical friend. * IBL Schools Network - Staff actively engage in the IBL schools network to share ideas, professional learning, IBL units and pedagogy – Kath Murdoch T. 2 Wk.3 8th May * Teachers develop the pedagogy to utilise BYOD in the classroom as a tool for supporting IBL. * Staff, students and parents will develop policies and practices to support BYOD being used in classrooms. Visit to Ulladulla HS to view BYOD in action.   Evaluation Plan  A review cycle aligned with the key milestones that monitor and track the delivery of outcomes will be established. The review team will consist of both parents (P&C members) and staff. |  | What is achieved and how do we measure?  100% of teachers have the professional expertise to embed Inquiry based learning in their classroom. Evident by class programs, Performance & Development Framework (Action research), scope & sequences, assessments and reports.  100% of teachers engaging students in Inquiry Based Learning. Evident by class programs observations in classrooms, student work samples and dialogue.  Strong professional learning culture and network across school. Evident by teacher engagement in professional discussions, action research, sharing of resources and programs.  Students demonstrate capacity, ownership and ability to articulate their learning. Evident in student teacher discussions, presentations and projects.  Product  Teachers   * Inquiry Based Learning (IBL) is the preferred pedagogy in all classrooms across the school. * Culture of professional networking and sharing IBL is evident and demonstrated by teaching resources that are consistent with IBL. * Teachers demonstrate expertise and confidence to design and model KLA scope & sequences, learning programs, tasks and assessments across the school on IBL.   Students   * Students can articulate/ demonstrate deep knowledge, understanding and capacity for IBL through high quality work samples projects and presentations to peers, teachers, parents and the school community.   Practices  Teachers   * Teachers demonstrate expertise in designing units of learning that engage students in Inquiry Based Learning. * Teachers engage students in authentic learning experiences at both local and global level.   Students   * Students engage in learning that is inquiry based. They demonstrate ownership of their learning and the capacity to articulate the purpose and direction of their learning.   Students engage in projects that have local or global significance that challenge them to collaborate as a team to collectively develop and design solutions and take action. |
| **Improvement Measures** |  |
| 100% of teachers have the professional expertise to embed Inquiry based learning in their classroom. Evident by class programs, TARS (Action research), scope & sequences, assessments and reports.  100% of teachers engaging students in Inquiry Based Learning. Evident by observations in classrooms, student work samples and dialogue.  Strong professional learning culture and network across school. Evident by teacher engagement in professional discussions , action research, sharing of resources and programs  Students demonstrate capacity, ownership and ability to articulate their learning. Evident in student teacher discussions, presentations and projects |  |

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| Strategic Direction 2: Leading exemplary practice in promoting positive mental health & wellbeing. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Why do we need this particular strategic direction and why is it important?    Mental health and wellbeing is vital for learning and life. Children who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers. Good mental health in childhood also provides a solid foundation for   * Engaging successfully in education * Making a meaningful contribution to society   The school has joined KidsMatter. As a KidsMatter school we will undertake a three year cyclical process that will build on existing good practice to promote a positive school community, one that is founded on respectful relationships and a sense of belonging and inclusion. As a school we will be known as an exemplar in promoting positive mental health and wellbeing. |  | How do we develop the capabilities of our people to bring about transformation?  Students:  Students will be encouraged & supported by a Student Welfare Policy that promotes positive behaviours, attitudes & values. KidsMatters will provide a cohesive approach for students to learn about positive mental health & wellbeing.  Staff:  Staff will share & network in the implementation of KidsMatters and all major programs that support its outcomes gaining valuable learning & insight.  Parents/Carers/Community:  Parents & the wider community will be encouraged to be involved & to be genuine partners in KidsMatters, to share with staff in the learning & insight.  Leaders:  The ‘Action Team’ will monitor and review progress of KidsMatter & plan & share with staff, students & parents. |  | How do we do it and how will we know?   * Kidsmatters –The school will undertake a 3 year cyclical process to build on existing good practice in promoting mental health & wellbeing. KidsMatters will inform the process and provide the framework. The ‘Action Team’ (Steering Committee) will lead the process * The Student Welfare Policy - reviewed in 2014. Implementation of the new policy & reward system will be a focus 2015 - 2017 * “Strong & Smart” will be embedded in the culture of the school. Principal to attend Strong & Smart Leadership Program. Investigate linking with Jervis Bay School as a partner & mentor. * M Goals – Staff, students and parents trained in use of website to develop & maintain online PLPs for Aboriginal students. School to register & join BBLC - M Goals network * Live Life Well @ School – Whole School Plan of action developed in 2014. Implementation across 2015 -17. This will include Stephanie Alexander Kitchen Garden Program & developing a whole school approach to sustainability education. * Embedding new Student Leadership policy – ‘Student Parliament’ that takes an active role in school decision-making & culture. * Huskisson PS to be active in the Small Schools Student Leadership Programs incorporating IEEC & 5 small schools in leadership days   Evaluation Plan  KidsMatters includes a rigorous review cycle led by the ‘Action Team’  Review committees will be formed to track the progress of   * Student Welfare Policy * Student Leadership * Live Life Well@ School * M Goals * Strong & Smart |  | What is achieved and how do we measure?  A learning community where everyone is included and supported. Evident by the broad range of programs that promote mental health and wellbeing, the engagement and participation of staff, students and parents in the culture of the school, feedback regarding perceptions of the school via potential enrolments, parents, local businesses etc and qualitative data generated by surveys of staff, students and parents.  Product  Kidsmatters underpins the culture & tone of the school  The Student Welfare Policy is implemented and promotes high academic & behaviour expectations    The pedagogy and philosophy of Strong & Smart is widely used in all classrooms.  M Goals is used to complete all PLPs. HPS actively engages in BBLC network  Student Parliament provides an opportunity for students to contribute to the quality of school life.  Live Life Well@School is a feature of the school driven by an active Kitchen Garden Program, PSSA, Leisure Sports, and CAPA Groups.  Practice  **Staff**  All staff embraces KidsMatters promoting positive mental health and wellbeing as a focus in their classroom and across the school.  All staff promotes academic achievement and strong cultural identity consistent with the philosophy of Strong & Smart.  M Goals is used by all staff, students & parents to develop & continually review PLPs for Aboriginal students.  **Students**  Students demonstrate regular attendance, high levels of engagement in school life, leadership & quality work general wellbeing & happiness  **Parents/ Community:**  Parents engage in the school’s culture. Nominating for committees, parent networks, support in classrooms, fundraising and project participation |
| **Improvement Measures** |  |
| A learning community where everyone is included and supported. Evident by the broad range of programs that promote mental health and wellbeing, the engagement of parents, community participation in the culture of the school, feedback regarding perceptions of the school via potential enrolments, parents, local businesses etc and quantitative/qualitative data generated by surveys, focus groups of staff, students and parents. |  |
| Strategic Direction 3: Maximising potential through positive & engaging leadership. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Why do we need this particular strategic direction and why is it important?  Quality leadership and quality teachers are fundamental to a quality school. Four broad and interdependent fundamentals underpin student achievement and thus a successful school   * A central focus on students both as learners and people * Quality teaching * Professional learning * Educational leadership   “Leadership is seen as central and essential to delivering changes, improvement and performance in schools” – Steve Dinham  Enhanced staff leadership skills, density and succession to lead and manage a school will build the capacity to drive the strategic directions of the School Plan. |  | How do we develop the capabilities of our people to bring about transformation?  Staff/Leaders:  Staff through the Performance & Development Framework will identify leadership goals & aspirations. A Professional learning plan will be negotiated & developed. A mentor/coach /buddy will support their professional learning plan.  Principal will develop in consultation with staff a professional learning schedule that supports leadership growth. |  | How do we do it and how will we know?  Staff will engage in leadership programs/experiences to build capacity to lead initiatives and programs that contribute to the strategic directions by   * Small Schools Aspiring Leadership Program –   Relieving Assistant Principal   * Art of Leadership – Judy Hatswell & Rob Stone (NSWPPA) – Principal * Strong & Smart Leadership Program – Principal * PEX – Accredited staff supervise pre-service teachers * IBL – All staff are leaders & leading learners (P&DF). * Performance & Development Framework – Principal & Federation Representative to attend information workshop 30/4. Staff to be familiarised with PD&F and encouraged to seek HAT or Lead Teacher levels.   Evaluation Plan  Evaluation will be ongoing. The current executive (Principal & AP) will each term look at the engagement of staff in leadership roles. This will include discussion during P&DF meetings with teachers asking “How they see themselves as leaders” |  | What is achieved and how do we measure?  Enhanced staff leadership capacity, density and succession to lead and manage. Evident by the engagement of staff in   * leading committees/projects * initiating change & innovation in policy, procedures or programs * seeking HAT or Lead teacher accreditation * seeking merit selection * leading or role modelling curriculum change   Product  Enhanced leadership capacity to   * Create the vision & strategies for innovation & complex change * deliver quality educational outcomes for indigenous * provide quality experiences and role modelling to pre-service teachers. * Lead/ role model curriculum   Practice  Staff confidently takes on leadership roles both formal & informal that lead to school improvement. |
| **Improvement Measures** |  |
| Enhanced staff leadership capacity, density and succession to lead and manage. Evident by the engagement of staff in   * leading committees/projects * initiating change & innovation in policy, procedures or programs * seeking HAT or Lead teacher accreditation * seeking merit selection * leading or role modelling curriculum change |  |