## School Background

### SCHOOL VISION STATEMENT

At Hallidays Point Public School it is our collective vision to provide a nurturing environment with a variety of opportunities for all students to become active, informed citizens with the skills needed to succeed in the 21st Century. We believe that happy and confident students are successful students.

### SCHOOL CONTEXT

Hallidays Point Public School is situated on the Mid North Coast of NSW in the township of Diamond Beach. The school services the surrounding area of Hallidays Point. There are approximately 250 students at the school coming from a wide variety of socio-economic groups.

At Hallidays Point Public School we:
- have a very dedicated staff with a mix of teachers with varying levels of experience and talents
- highlight and celebrate student success in all aspects of schooling at every opportunity
- create differentiated teaching and learning programs to cater for diverse learning needs
- creatively use technology as a tool to teach 21st Century students
- are a friendly schools and families school which embraces a caring and kind student body
- are strongly supported by a dedicated and hard working P&C

### SCHOOL PLANNING PROCESS

During the latter half of 2014 the school sought out the opinions of a wide variety of key stakeholders as to the direction the school needed to take for the foreseeable future. Surveys were conducted using a variety of methods including paper based questions using sticky notes, online surveys as well as focus groups with a number of parents from across the school. Staff were asked to contribute ideas through a number of staff meetings and ideas were formulated from a combination of all these proceedings.

The school also conducted a situational analysis of the current trends and developed ideas based on these results. The school made use of both internal data collected by staff here as well as external results from tests like NAPLAN.

The school plan was drafted towards the end of 2014 and at the beginning of the 2015 school year.
School Strategic Directions

A high quality education means that we ensure we cater to the diverse learning needs of all students. Students here are encouraged to think deeply and logically as well as being confident, creative, innovative and resourceful in order to maximise their learning potential.

A culture of collaboration and innovation with the teaching staff is linked through research with the best possible educational outcomes for all students. It enables them to teach in an environment which is supported by rich constructive feedback and customised professional development as well as regular professional dialogue leading to positive outcomes for students.

Partnerships with parents, carers and the wider community is known to have a positive effect on student outcomes. Parents and carers are active members of our school community through consultation on significant programs, making use of effective systems and practices and consistent dialogue through a variety of means.
### Strategic Direction 1: Building 21st Century Learners

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<tr>
<th>Purpose</th>
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<th>Processes</th>
<th>Products &amp; Practices</th>
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<td>A high quality education means that we ensure we cater to the diverse learning needs of all students. Students here are encouraged to think deeply and logically as well as being confident, creative, innovative and resourceful in order to maximise their learning potential.</td>
<td>How do we develop capabilities of our people to bring about transformation? Students: Students develop skills and capabilities in: thinking deeply and logically and working independently being confident and resilient working creatively through opportunities in music, dance and performance working collaboratively in team environments their ability to reflect on and monitor their own learning</td>
<td>How do we do it and how will we know? K-6 teachers engage in professional development around assessing, plotting and using PLAN data to differentiate Teaching and Learning in the classroom and making use of data to gain an understanding of big picture areas of need within the school Stage teams will engage in ongoing professional learning and collaborative planning to encourage students to work collaboratively and cooperatively whilst developing their 21st Century skills and capabilities Students participate in specialised music, dance and performance programs designed to promote creative flair Students are involved in well-being programs to encourage confidence and resilience (Peer Support, Friendly Schools and Families etc) K-6 teachers embed problem solving strategies into everyday practice to enable students to think deeply and logically with a focus on independence Aboriginal students will have a greater understanding of their capabilities</td>
<td>What is achieved and how do we know? Products: 90% of students will be at or above expected level on all aspects of literacy according to the continuum Achieving expected growth rates in NAPLAN from 61% to 70% (rolling three year average) Teaching and Learning programs show evidence of explicit teaching in Literacy and Numeracy where differentiation is embedded to cater for individual student needs Evidence of flexible grouping practices and collaborative learning opportunities to develop problem solving, critical thinking, curiosity and technology skills Students actively involved in learning opportunities provided by the Great Lakes Learning Community, specifically in the areas of problem solving and Aboriginal Numeracy Aboriginal students will participate in cultural lessons to heighten their awareness of their own Aboriginality</td>
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#### Improvement Measures

- Professional Learning Matrix indicates 80% of teachers at wisdom or above with their understanding of PLAN
- 90% of students will be at or above expected level on all aspects of literacy according to the continuum
- Achieving expected growth rates in NAPLAN numeracy will increase from 61% to 70%
- Aboriginal students will indicate they have a good or strong understanding of their Aboriginal heritage as evidenced by surveys

**Parents:**
Parents participate in opportunities to engage in their understanding of how their children learn in the 21st Century

**Community Partners:**

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Maximise their learning potential.

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

**Practices:**

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**Hallidays Point Public School**

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To work with the GLLC to broaden and enhance learning and engagement opportunities for all students

Leaders:
School Leaders engage in ongoing professional learning to develop skills and understanding of:
- quality feedback
- mentoring
- educational innovation and change
- best practice in the areas of literacy and numeracy

Evaluation Plan:
Executive to closely monitor and evaluate this plan to ensure effectiveness and modify as necessary
- Literacy Continuum
- NAPLAN
- Teaching and Learning Programs (Differentiation and grouping strategies)
- GLLC attendance
- Participation in Aboriginal cultural lessons

- Teaching and Learning programs are data driven to explicitly meet the needs of students. Differentiation and reasonable accommodations are evident
- Stage meetings focus on collection and analysis of data from a variety of sources to ensure consistency of teacher judgement
- Stage leaders drive lesson study model to ensure best practice
## Strategic Direction 2: Empowering our 21st Century Educators

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<td>Research tells us that a culture of collaboration and innovation with the teaching staff enables them to teach in an environment which is supported by rich constructive feedback and customised professional development as well as regular professional dialogue leading to positive outcomes for students.</td>
<td><strong>How do we develop capabilities of our people to bring about transformation?</strong>&lt;br&gt;<strong>Staff:</strong> Staff will develop a deep understanding and knowledge of&lt;br&gt;· The Australian Professional Standards for Teachers&lt;br&gt;· timely and reciprocal feedback&lt;br&gt;· how their professional learning needs tie in with the school plan&lt;br&gt;· differentiation strategies&lt;br&gt;· the characteristics and needs of the 21st Century learner</td>
<td><strong>How do we do it and how will we know?</strong>&lt;br&gt;· Teachers will engage in ongoing professional development to continuously reflect on practice and pedagogy (Professional Learning Circles)&lt;br&gt;· Teachers will review Professional Learning Matrixes each term as a part of the Performance and Development Framework process&lt;br&gt;· Teachers are supported and mentored through the accreditation process&lt;br&gt;· Executive create and monitor events in MyPL&lt;br&gt;· Executive engage in professional learning to strengthen their capacity to deliver quality feedback and innovate change</td>
<td><strong>What is achieved and how do we know?</strong>&lt;br&gt;<strong>Products</strong>&lt;br&gt;· 100% of staff will have an agreed and documented professional learning plan&lt;br&gt;· All teaching and learning programs will have evidence of dynamic grouping strategies, balanced numeracy sessions and high quality literature designed to enrich vocabulary and language use&lt;br&gt;· All teachers show growth in the Professional Learning Matrixes&lt;br&gt;· 100% of staff will be actively involved in the Quality Teaching Rounds&lt;br&gt;<strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong>&lt;br&gt;<strong>Practices:</strong>&lt;br&gt;· Teachers collaboratively plan teaching and learning programs&lt;br&gt;· Feedback for teachers is done in a timely manner to ensure it improves classroom practice&lt;br&gt;· Professional Development Framework process will include a face to face meeting with supervisors to discuss progress with professional learning goals, as well as regularly revisiting the Professional Learning Matrix</td>
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### Improvement Measures

- 100% of staff will have a professional learning plan which has been discussed with their supervisor
- Teaching and Learning programs will have grouping strategies, balanced numeracy sessions and high quality literature embedded in them as evidenced by program checklists
- Professional Learning Matrixes will show growth for all staff in their understanding of the Australian Teaching Standards
- All staff will be actively involved in the Quality Teaching Rounds

### Community Partners

Assistant Principals will engage in professional development activities with schools in the Great Lakes Learning Community through the Collegial Leadership Network (CLN) School Leaders will continue to enhance relationships with local schools through active involvement in the Great Lakes Learning Community

### Leaders will:

- monitor and evaluate teaching and learning programs in collaboration with staff<br>- lead innovative change<br>- provide continuous, constructive and timely feedback<br>- be the leaders of professional learning

### Evaluation Plan:

Continual monitoring and discussion around Professional Learning Plans Ongoing mentoring of teacher engagement in Professional Learning experiences<br>- Professional Learning Plans<br>- Teaching and Learning Programs (Grouping strategies, balanced numeracy, high quality literature)<br>- Professional Learning Matrixes<br>- Professional Learning Circles
**Strategic Direction 3: Engaging with our 21st Century Parents and Carers**

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| Partnerships with parents, carers and the wider community are linked through research with the best possible educational outcomes for all students. Through consultation on significant programs, making use of effective systems and practices and consistent dialogue through a variety of means, parents and carers are active members of the school community. | How do we develop capabilities of our people to bring about transformation?  
Staff:  
Staff will engage with parents and carers by:  
- communicating effectively through a variety of means including Parent/Teacher conferences, written reports and notes, class meetings, phone calls and social media  
- encourage in-class participation for parents (eg Maths/Reading Groups)  
- value and utilise the skills and expertise of parents and community members | How do we do it and how will we know?  
- Engage with parents and community members as the diversity of views, skills and experience is beneficial in school decision making  
- Communicate about current resources available in order for parents to be able to reinforce what their children are learning at school, particularly in areas such as literacy and numeracy  
- Communicate effectively with parents and carers by exchanging and sharing information as well as providing opportunities to learn about each other in a positive manner | What is achieved and how do we know?  
Products:  
- Effective communication with parents and community partners to enable cooperation in the functioning of the school community as measured through the satisfaction survey distributed to all stakeholders  
- Parents informed and able to support student learning at home  
- Links with feeder pre-schools strengthened  
- Parents informed of upcoming school events through a range of media |
| Improvement Measures | | | What are our newly embedded practices and how are they integrated and in sync with our purpose?  
Practices:  
- Parents develop a greater understanding about the content, processes and practices in 21st Century education  
- Parents and staff making collaborative decisions to improve student outcomes  
- Collaboration between parents, carers and staff to design events, programs or experiences to deeply engage students |

- Parents see value in workshops as evidenced by attendance rates  
- Parents feel empowered to help their children with their school studies as evidenced by survey data collected during Term 4  
- Parents feel well informed about events occurring at the school as shown by survey data collected during Term 4  
- Parent communication is effectively shared through SENTRAL to ensure all key stakeholders are aware of any communication between school and homes  

- Staff:  
- attending assemblies and other events  
- offering skills and expertise to support the staff and students  
- actively being involved in the learning process of their child and attending any workshops/meetings provided by staff  
- communicating effectively and appropriately with staff  
- actively engaging in fundraising activities  

- Parents will engage with the school by:  
- providing information about school events to parents (eg Maths/Reading Groups)  
- offering skills and expertise to support the staff and students  
- actively being involved in the learning process of their child and attending any workshops/meetings provided by staff  
- communicating effectively and appropriately with staff  
- actively engaging in fundraising activities  

- Community Partners  
School leaders will continue to enhance relationships with the local pre-schools  

**Hallidays Point Public School**
● School Media Officer will inform the community about initiatives and events through publishing photos, articles and events in local and online media.

Leaders
School leaders will engage with parents and carers by:
● leading focus groups and forums in order to make informed and well-consulted decisions about the school community
● providing information workshops on the current methods in education
● developing positive relationships and opportunities for the community to learn about each other in a positive manner