School vision statement

At Henty Public School we strive to provide innovative teaching and learning programs that will engage and challenge students to achieve excellence. Students will become responsible, creative and successful lifelong learners.

School context

Henty Public School (enrolment 127 students, including 10% Aboriginal students) is located midway between Albury and Wagga Wagga in the southern Riverina. The school provides a safe and nurturing learning environment that develops respect, understanding and responsibility. The school is characterised by a high quality teaching and learning environment supported by experienced and committed staff. The school enjoys the support of an active Parent and Citizens’ Association and strong relationships with all groups in the community. There is an emphasis on achievement with strong literacy and numeracy programs, innovative information and communication technologies and music is a focus. The school is one of the 229 schools leading the Local Schools, Local Decisions education reform and implementing the Learning Management and Business Reform (LMBR) program. Henty Public School is a proud and active member of the Morgan Country Network of Schools.

School planning process

In 2014, the school sought the opinions of parents, carers, students and staff in relation to the future school planning process. Initial responses from the school community were limited which lead to renewed efforts in surveying and communication face to face with parents. The majority of parents surveyed were supportive of programs at the school including Reading Recovery, debating and public speaking, music and band, whole school values approach, sport and fitness and peer support. The transition programs of students from preschool to school, and primary school to high school, were practices parents strongly endorsed. 60% of parents surveyed expressed concern relating to the number of paid performances offered by the school. Suggested improvements by parents included feedback from teachers twice a term, dedicated whole school reading sessions and a clear and explicit school plan made available for parents and students. Parents indicated a need for more information sessions and opportunities for discussion on their child’s progress. Staff priorities comprised of uninterrupted literacy and numeracy sessions K-6, implementation of specific programs to support student learning needs and explicit use of data to support teacher programs including assessment for learning. The evaluation process resulted in a review of our strengths, opportunities and further areas for development. This coincides with a time of reform within the department including updated and realigned syllabus documents, the implementation of the Local Management Business Reform, Local Schools, Local Decisions and the need for increased proactive community involvement. As a result, three key strategic directions were identified as the basis for a shared commitment to future development across the school community.
Purpose:
To develop and maintain meaningful and differentiated learning that engages students and promotes success and enhances the learning outcomes, by using systematic policies, programs and processes to identify and address students’ learning needs.

Purpose:
To provide consistent high quality teaching, with a particular emphasis on improved teaching methods. Professional learning activities focused on building teachers’ understanding of effective teaching strategies.

Purpose:
To develop collaborative and supportive engagement, enhancing whole community involvement and participation; resulting in a collective responsibility for student learning and success with higher levels of student, staff and community engagement.
Strategic Direction 1: Student Learning and Opportunities
To build a learning environment where high expectations of student performance results in enhanced learning outcomes for all.

**Purpose**
To develop and maintain meaningful and differentiated learning that engages students and promotes success and enhances the learning outcomes leading to improved performance for all students.

**People**

- **Students:**
  - Students develop an understanding of and contribute toward their learning to ensure their success

- **Staff:**
  - Develop the mindset and capabilities of staff to analyse the data, incorporate it and use it for assessment and learning.

- **Parents/Carers:**
  - Actively engaged in their child’s learning and work collaboratively with teaching staff to support their child’s progress
  - Parents promote and support home and school learning partnerships

- **Leader:**
  - Provide opportunities for staff to access and engage in appropriate professional development.

- **Community:**
  - Specialised community groups support and provide access to improve student social and emotional success

**Processes**

- Research and develop explicit processes to collect, analyse and report on data, support by timetabled milestones and review of specialised plans.
- Provide all students with information on their progress on the literacy and numeracy continuum.
- Consultation and regular feedback between teaching staff, coordinators of specialist programs and parents to support student learning.
- To review and update school wellbeing policy and processes incorporating elements that recognise student success, acknowledging diversity.

**Products and Practices**

**Products**

- All staff incorporates internal and external data into teacher programs including assessment for learning.

**Practices**

- Teachers collect, analyse and use formal and informal student data to direct and support teaching and learning.

**Products**

- 100% of students are provided with opportunities to connect, succeed and thrive resulting in improved social, emotional and academic success.

**Practices**

- Students will be recognised for their individual achievements, allowing them to be successful and engaged learners.

**Products**

- All staff differentiates the curriculum and implement specific programs to meet the needs of individual students and support their learning opportunities.

**Practices**

- Opportunities are provided to support individual student needs resulting in the modification of learning content and the introduction of specific programs.

**Improvement Measures**

- All staff incorporates internal and external data into teacher programs including assessment for learning.
- 100% of students are provided with opportunities to connect, succeed and thrive resulting in improved social, emotional and academic success.
Strategic Direction 2: **Teacher Development and Reflection**
To create a stimulating and engaging learning environment where best pedagogical practice and the development of teachers ensuring high quality teaching

### Purpose
To provide consistent high quality teaching, with a particular emphasis on improved teaching methods in literacy and numeracy with professional learning activities focused on building teachers’ understanding of effective teaching strategies.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Processes:</th>
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</thead>
<tbody>
<tr>
<td>Understand strategies and practises to support and engage in their learning.</td>
<td>Establish a school based system to allow staff to participate in formal mentoring and coaching to reflect on and improve teaching practice.</td>
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<td>Staff:</td>
<td>Establish dedicated non-negotiable literacy and numeracy sessions across the school.</td>
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<td>Staff needs to be open to providing and receiving feedback to support teaching practice and to participate in a new teacher mentor program.</td>
<td>All staff and students are aware of where students are plotted on the continuums and what they need to achieve to move to the next cluster.</td>
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<td>Parents:</td>
<td>Morgan Country executive plan and coordinate targeted professional learning focused on improved student learning.</td>
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<td>Parental support of teacher development programs and specific professional development.</td>
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<tr>
<td>Community Partners:</td>
<td>Products and Practices:</td>
</tr>
<tr>
<td>Community volunteers supporting teachers within the school.</td>
<td>Products</td>
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<tr>
<td>Leaders:</td>
<td>Practices</td>
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<tr>
<td>School system and structures will be developed supporting all staff to meet student and staffs’ educational needs.</td>
<td>Practices</td>
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</tbody>
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### Improvement Measures
- 100% of teachers provide and receive planned constructive feedback resulting in improved teaching practice.
- All students achieving stage appropriate cluster outcomes in literacy and numeracy as a result of improved teaching methods in literacy and numeracy.

### Improvement Measures
- Teachers reflect on the achievement of students and their own teaching practices and mapping the progress of students against the literacy and numeracy continuums.
- All staff participate in targeted professional learning across the Morgan Country area of schools focused on teacher development and cross stage transition and knowledge.
- Targeted teacher professional learning and consultation with feeder high school focused on improved student learning outcomes.
**Strategic Direction 3: Community Engagement and Involvement**

To develop strong, sustainable, respectful and effective partnerships within the school community.

**Purpose**

To develop collaborative and supportive engagement enhancing whole community involvement and participation resulting in a collective responsibility for student learning and success with higher levels of student, staff and community engagement.

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<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td><strong>Students:</strong></td>
<td>• Develop forums and information sessions twice a term to support parent and carer understanding of student learning and improve participation in student education</td>
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<td>• Staff:</td>
<td>• Parent and community surveys to collect data reflecting parents/carers needs to allow them to assist with student learning</td>
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<td>• Parents and Community Partners:</td>
<td>• Develop a school app allowing parents and community members to be informed of school opportunities and student success</td>
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<td>• Collaborate with and provide to parent and community members a clear articulation of the curriculum focus of the school.</td>
<td>• Recognise and support student, family and community needs and provide knowledge and training as identified.</td>
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<tr>
<td>• Parents support, attend and participate in opportunities provided by the school to enhance student learning.</td>
<td><strong>Products</strong></td>
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<td><strong>Leaders:</strong></td>
<td><strong>Practices</strong></td>
<td></td>
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<tr>
<td>• The school plan aligns with identified school community needs</td>
<td>• 20% increase in parents attending forums at a regular time each term to provide explicit information to support parent engagement, student enrichment</td>
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<td>• Monitor and respond to data collected reflecting school community involvement</td>
<td>• Parents and community members are actively canvased with explicit information regarding content and expected outcomes of forums</td>
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<tr>
<td>• Team formed to manage and develop information sessions that directly relate to student progress.</td>
<td><strong>Products</strong></td>
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<tr>
<td><strong>Improvement Measures</strong></td>
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<td>• 20% increase in parents attending forums at a regular time each term to provide explicit information to support parent engagement, student enrichment</td>
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<td>• More than 60% of parents and community members feel they are receiving effective communication.</td>
<td><strong>Practices</strong></td>
<td></td>
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<tr>
<td>• Clear and meaningful communication frameworks are in place.</td>
<td>• Parents and carers engaged in and understand their child’s progress and are collectively responsible for the academic success of their children</td>
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<td>• Parents are explicitly informed of their child’s current academic status and strategies to support continued learning and success</td>
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