

# School plan 2015 – 2017

Hunters Hill Public School

2189



## STRATEGIC DIRECTION 1

Creating Academic  
Excellence in a Dynamic  
Environment

## STRATEGIC DIRECTION 2

Strengthen Individual and  
Collective Physical and  
Emotional Wellbeing

## STRATEGIC DIRECTION 3

Strengthening  
Community Engagement  
and Participation Locally  
and Globally





## School vision statement

At Hunters Hill Public School (HHPS) we believe that excellence in education lays the foundation for students to lead a successful life and take an active role in life in the 21<sup>st</sup> Century.

‘Creating the future together’, we believe an environment that fosters individual strengths, where students and teachers are challenged, extended and nurtured, coupled with emotional intellectual skills will form a strong community.

As a community we believe that through positive ‘learning conversations’ we are able to ‘Create Academic Excellence in a Dynamic Environment’, Strengthen Individual and Collective Physical and Emotional Wellbeing’ and ‘Strengthen Community Engagement Locally and Globally’.

## School context

Hunters Hill Public School’s professional and highly qualified staff, supportive and involved community places an emphasis on providing students with the highest quality education.

The only public primary school located on the Hunters Hill Peninsula. The school has an enrolment of 380 students accommodated in 15 classes, K-6. The school has an outstanding reputation for providing a rich learning environment where students are constantly challenged, extended and nurtured.

High academic standards are achieved through the provision of quality educational programs in Literacy and Numeracy. Outstanding Science, HSIE, Performing and Visual Arts, Sport and Personal Development programs also exist. Innovative technologies are used to enhance student learning.

There are specialist French, Sport, Music, Enrichment and Learning Support teachers. The school is rich in extra-curricular activities provided for students. Band, Choir, Recorder Ensemble, Drama and Dance groups and debating teams provide for skill and talent development.

At HHPS we value ‘Respect and Responsibility’. These core values forms a comprehensive Wellbeing Policy for students and staff.

The school community is welcoming, vibrant and caring. Staff and parents work together to provide every opportunity for the children and encourage them in all endeavours. After school activities such as cooking, jazz, hip-hop, art, fencing, ceramics and Taekwondo are provided by the P & C. After School Care is available for busy parents, with children cared for in a positive, active and nurturing environment. The whole school community is united by our pride in the school, its traditions and motto **‘AMITY’**.

## School planning process

The school was extremely fortunate to be involved in the initial 5P planning process as part of the LMBR reform.

Executives gather information from staff regarding current programs, examining its overall impact on students learning outcome. SMART data and other data was to use aid discussion at grade, stage and whole school meetings.

Parents and students were surveyed about the directions of the school and about the various programs.

The school executive undertook two days of planning to analyse, develop and draft the three strategic directions and our purpose as a school.

A formal consultation with parents was completed. The school executives discussed the draft strategies with parents. Parents were given the opportunity to detail their ideas and opinions which was later used to refine the strategic directions. The refined strategic directions were communicated to all parents at the parent teacher information night.

Our strategic directions articulate the school’s priorities over the next three years. The directions are high level and future focused and will drive a whole school culture of educational and organisational excellence.



## STRATEGIC DIRECTION 1

Creating Academic Excellence in a Dynamic Environment

### Purpose:

To support all learners to become competent and creative through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

## STRATEGIC DIRECTION 2

Strengthen Individual and Collective Physical and Emotional Wellbeing

### Purpose:

To build leadership skills to improve student engagement in a positive school environment and to improve social and emotional well being of the students, teachers and wider community.

## STRATEGIC DIRECTION 3

Strengthening Community Engagement and Participation Locally and Globally

### Purpose:

To strengthen effective partnerships with families, locally and globally and to work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.

# Strategic Direction 1: Creating Academic Excellence in Learning in a Dynamic Environment

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p><b>To support all learners to become competent and creative through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.</b></p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p><b>Students</b> Engage students with the skills and with the capacity to use the varied strategies implemented across Literacy and Numeracy and other KLAs.</p> <p><b>Staff</b> Support staff to implement new strategies through on going professional development that is meaningful.</p> <p><b>Parents</b> Communicate the school strategic plan and provide forums for parental feedback in their child's learning and how the school can best meet students needs in Literacy and Numeracy.</p> <p>Support parents in their knowledge of these new practices that are being implemented through K-6.</p> <p><b>Community partners</b> Engaging surrounding schools to share and extend our knowledge and understanding of the new curriculum to build a stronger foundation.</p> <p><b>Leaders</b> Aspiring executive will be given opportunities to lead elements of the TOWN and Focus on Reading programs. where they will demonstrate best practice.</p>	<p>How do we do it and how will we know?</p> <p><b>Students</b> Students given writing rubrics in line with the English continuum to guide them to develop personal learning goals. Teachers develop quality assessments informed by the developmental needs of students to identify starting points for teaching, and plan innovative and integrated learning programs in stage teams.</p> <p><b>Staff</b> Learning and Support Team will have rigorous identification and monitoring processes to ensure high levels of support for identified students, and develop individualized learning plans for students in high needs. Strategic teams are established across Literacy and Numeracy, to lead improved student learning outcomes through quality teaching. K-6 staff will have intensive professional learning to support the explicit teaching of the key aspects of reading in the middle and upper primary years. Teachers given programming support to write quality multi-modal programs based on the Australian Curriculum.</p> <p><b>Leaders</b> Assistant Principals to work with stage teams towards their Performance and Development Plan to incorporate the Literacy and Numeracy goals</p> <p><b>Evaluation plan</b> Building teacher and leader capacity for best practice in teaching and learning with Literacy and Numeracy . Professional learning goals and PDPs will assist teachers to gain the necessary skills and capabilities so that they can become dynamic facilitators of student learning.</p>	<p><b>What is achieved and how do we know?</b></p> <p><b>Product</b> Student growth from Year 3 to Year 5 as evidenced by NAPLAN and standardised data improves in bands 6 and 7</p> <p><b>Practice</b> Teachers implementation of Focus on Reading K-6 strategies to strengthen understanding of multimodal text and comprehension strategies.</p> <p><b>Product:</b> Programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.</p> <p><b>Practices:</b> Students take ownership of their learning in line with the English continuum and set purposeful personal learning goals. Teaching staff are confident in using the new NSW syllabus on the Australian Curriculum in Literacy and Numeracy to develop purposeful assessment tasks.</p>
Improvement Measures			<p><b>What are our newly embedded practices and how are they integrated and in sync with our purpose?</b></p> <p><b>Practices</b> Streamlined rubrics across K-6 for all writing genres. Students driven personal learning goals in line with the English continuum. Focus on Reading K-6. Writing Rubrics K-6.</p>

## Strategic Direction 2: Strengthen Individual and Collective Physical and Emotional Wellbeing

Purpose	People	Processes	Products and Practices
<p><b>Why do we need this particular strategic direction and why is it important?</b></p> <p>To build leadership skills to improve student engagement in a positive school environment and to improve social and emotional well being of the students, teachers and wider community</p> <p>To promote and foster positive behaviour and relationships between student and student, teacher and teacher, teacher and student and teachers and the community.</p> <p>This will be implemented through whole school programs which address the social, emotional and physical well being of all students, staff and the wider community.</p> <p>This is important to enable students, teachers and community members to be socially, emotionally and physically active members of society.</p>	<p><b>How do we develop capabilities of our people to bring about transformation?</b></p> <p><b>Students:</b> Engage students with the skills and capacity to make safe and considered decision both at school and in the community.</p> <p><b>Staff</b> Continue to support staff to implement new strategies, as well as, updating current programs.</p> <p><b>Parents</b> Ensure parents are aware of our whole school approach to student well being that has clearly defined behavioural and social expectations.</p> <p><b>Community partners</b> Working in collaboration with local schools and businesses on various student well being programs.</p> <p><b>Leaders</b> Staff will continue to attend professional development sessions and impart their new knowledge with all colleagues.</p>	<p><b>How do we do it and how will we know?</b></p> <p><b>Students:</b> Programs will be explicitly taught to students and relate to a variety of school settings such as classroom, playground, canteen and assemblies. Parent and student surveys will be conducted prior and post teaching of programs.</p> <p><b>Staff</b> Each classroom teacher will have stage appropriate lessons to teach weekly.</p> <p><b>Leaders</b> During school assemblies the current social skills will be presented and discussed. In the weekly school newsletter skills will also be communicated to the wider community.</p> <p><b>Evaluation Plan</b> <u>Internal</u> School surveys Collecting evidence of student wellbeing Student anecdotal surveys</p> <p><u>External</u> Tell Them From Me survey</p>	<p><b>What is achieved and how do we know?</b></p> <p><b>Product</b> Less anti-social behaviour amongst the school community. Fewer incidents of playground or classroom behavioural issues and fewer pedestrian accidents. More Amity awards presented to the students. Learning Support Team referrals for behavioural intervention to decrease by January 2016. Less reported incidents in the behaviour book.</p> <p><b>What are our newly embedded practices and how are they integrated and in sync with our purpose?</b></p> <p><b>Practices</b> Kids Matter</p> <ul style="list-style-type: none"> <li>● Bounce Back</li> <li>● Skill Streaming</li> <li>● Road Safety/ Stepping Out</li> <li>● Peer Support</li> <li>● Peer Mediation (5-6)</li> <li>● Playground games</li> <li>● SRC</li> <li>● Friendship room (K-2)</li> <li>● Social Club (3- 6)</li> <li>● School Values Code</li> <li>● Buddy Classes</li> </ul>
Improvement Measures			
<ul style="list-style-type: none"> <li>❖ Students, teachers, and parents report improvements in student engagement.</li> <li>❖ Anecdotal evidence from students, parents and teachers interactions.</li> <li>❖ Student participation in the friendship room and social clubs.</li> <li>❖ Teachers and parents using the School Value Code consistently in different contexts.</li> </ul>			

## Strategic Direction 3: Strengthening Community Engagement and Participation Locally and Globally

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To strengthen effective partnerships with families, locally and globally and to work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Students participate and engage with other schools as part of the City Country Alliance (CCA) to enhance their understanding of the Indigenous Culture and other Australians.</li> <li>• Students communicate and build relationships with the wider community.</li> </ul> <p>Staff:</p> <ul style="list-style-type: none"> <li>• Staff will have the opportunity to engage with colleagues for professional learning.</li> <li>• Professional learning on initiating and sustaining positive parent partnerships.</li> <li>• Staff actively seeks community support for events and activities within the school.</li> <li>• Teachers utilise Community of Schools (CoS) professional relationships and seek to form a wide network of learning partners.</li> <li>• Teachers present parent workshops.</li> <li>• Collegial sharing and peer mentoring in focus areas or areas of strength.</li> <li>• Staff will engage with researchers from UWS - Prof. Dunn on effective strategies to promote cultural understanding.</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>• Parents contribute to school planning &amp; decision making in informal &amp; formal ways.</li> <li>• Broadening of opportunities to further engage parents in supporting teaching &amp; learning programs.</li> <li>• Parents will engage with researchers from UWS - Prof. Dunn on effective strategies to promote cultural understanding.</li> </ul> <p>Community Partners:</p> <ul style="list-style-type: none"> <li>• Continued development of special projects that involve local community partners.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Leaders facilitate and engage in the wider network of schools.</li> </ul>	<p>How do we do it and how will we know?</p> <p>Students</p> <p>Students will be actively engaged in activities as part of the CCA.</p> <p>Students will engage in connecting with a sister school in France and later in China.</p> <p>Parents:</p> <p>Participation in a variety of formal and informal initiatives such as leadership programs, curriculum networks</p> <p>Parents engaged in learning activities to support their children.</p> <p>Evaluation plan: <u>Internal:</u> School and Community Engagement Matrix</p> <p>Tell Them From Me Parent surveys</p> <p><u>External:</u> Our self-assessments will be measured against the School Excellence Framework domains &amp; elements</p>	<p>What is achieved and how do we know?</p> <p>Products:</p> <p>Visible parent involvement in a variety of school initiatives</p> <p>Parents are active participants in the P&amp;C.</p> <p>Positive reflection of parent/school partnership through the Tell Them From Me Parent Survey.</p> <p>Practises and processes are responsive to school community feedback</p> <p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practices:</p> <p>Parent workshop program embedded into school calendar.</p> <p>Staff developing a network of support from outside the school.</p>
Improvement Measures			
<ul style="list-style-type: none"> <li>❖ Our school is rated as 'building' or 'sustaining' on all seven dimensions of the <a href="#">School Assessment Tool-Reflection Matrix</a></li> <li>❖ Evidence of collaborative – demonstrated through programing and Assistant Principal feedback.</li> <li>❖ Practises and processes are responsive to school community feedback</li> </ul>			