

School plan 2018-2020

Hunters Hill Public School 2189



School background 2018–2020

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 the 21st 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. In 2018 the school has an enrolment of 356 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. The whole school community is united by our pride in the school, its traditions and motto **'AMITY'**.

School planning process

Executives gather information from staff regarding current programs, examining its overall impact on students learning outcome. SMART data and other data was used to 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 schools 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.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Creating Academic Excellence
in a Dynamic Environment

Purpose:

To engage and support students to become future focused learners through the development of whole school initiatives, increasing teacher competency through meaningful programs.

STRATEGIC DIRECTION 2

Strengthen Individual and
Collective Physical and
Emotional Wellbeing

Purpose:

To strengthen and support the social and emotional well being of students, teachers and the community.

STRATEGIC DIRECTION 3

Strengthening Community
Engagement and Participation
Locally and Globally

Purpose:

To strengthen positive partnerships with families, to promote collaborative practices which provides students with knowledge, skills and experiences to achieve personal success.

Strategic Direction 1: Creating Academic Excellence in a Dynamic Environment

Purpose

To engage and support students to become future focused learners through the development of whole school initiatives, increasing teacher competency through meaningful programs.

Improvement Measures

NAPLAN data for Writing reflects an average of 24% of Year 5 students proficient at Bands 7 and 8 over 2018–2020..

100% of classroom teacher knowledge and understanding in differentiating the teaching of writing through the Seven Steps Writing Program. Base line data matched to the Literacy continuum, evidenced through work samples and Writing Bump it Up walls.

By 2020, 80% of student growth from NAPLAN in Numeracy.

Evidenced based practice of STEM integrated lessons across all KLAs throughout the school.

People

Students

Build student knowledge to improve Writing techniques and strategies through structured rubrics, guidelines and self assessments.

Students are able to clearly articulate their personal learning goals which are in line with teacher expectations.

Staff

Staff continue to develop their skills to implement new writing strategies through ongoing professional development and collegial sharing of teaching techniques.

Leaders

Work collaboratively to continuously improve processes around TPL, assessment and data collection

Parents/Carers

Engage in a variety of activities and information sessions in Literacy and Numeracy to gain an understanding of 'high expectations' and the importance of learning goals.,

Processes

Implement a whole school, structured TPL program using the 'Seven Steps Writing' across all KLAs, building a framework of daily practice which enables quality experiences and differentiated learning for all students.

Implement various strategies in STEM across areas of Literacy, Numeracy, Geography and Science to equip students with skills to become future focused learners.

Implement a whole school approach through iMaths investigations for problem solving and investigation in Stage 2 and Stage 3.

Evaluation Plan

Evaluation Quality: Use of Performance and Development Framework to identify and measure the implementation of planned strategies.

Evaluation Impact: Teachers are aware of the learning needs of their students via teaching and learning programs.

Practices and Products

Practices

Literacy Continuum Bump It Up walls for Aspects of Writing across the whole school. Mapping students as baseline data and evaluating bi-annually.

A culture of collaboration exists as teachers utilise rubrics and assessment guidelines to ensure learning aligns with individual learning needs of students..

A structured and consistent teacher professional learning program designed and implemented for Writing, Mathematics and STEM to ensure collaborative planning and create cultural change.

Products

Seven Steps Writing Program strategies embedded into Writing programs and all KLAs.

All teachers implanting Mathematics scope and sequence throughout the school demonstrating problem solving and investigations with mathematical computations.

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

Purpose

To strengthen and support the social and emotional well being of students, teachers and the community.

Improvement Measures

Analysis of the Tell Them From Me Survey which outlines the wellbeing of students and their understanding of the Values Code and the whole school guidelines for behaviour.

Collection of data including valid and reliable student surveys and feedback from discussion and forums.

Teachers and parents using the School Values Code consistently in different contexts evidenced through the playground behaviour book..

People

Students

Provide students with the skills and capacity to make safe and considered decisions both at school and in the community.

Staff

Collaborative approach to implementing programs which are informed by holistic information about each students' wellbeing.

Parents/Carers

Educate and support parents through the provision of programs and forums to assist with the emotional and physical well being of students.

Community Partners

Working in collaboration with the Cool Kids Program and other social and health services on various student well being programs.

Leaders

Staff to work collaboratively to develop skills in fostering positive well being for students and the whole school.

Processes

To implement an integrated approach to student wellbeing that focuses on the development of resilient, confident and respectful citizens.

Resilience and mental health programs to include professional development for collective responsibility for all students. Information evenings for parents and caregivers to support student mental health.

To implement a program of professional learning that equips teachers with the skills and confidence to cater to the wellbeing needs of all students with the focus on 'Growth Mindset'.

Evaluation Plan

Collaborative data analysis of the Tell Them From Me Survey, the Playground Behaviour Book, Amity Awards register, parent forums, student feedback and surveys.

Practices and Products

Practices

Resilience and Growth Mindset language evidenced in classroom walls that teach and teaching and learning experiences which cater to the individual needs of each student.

Integration of whole school well being programs through the Cool Kids program to support student mental health and anxiety management.

Collaborative and consistent teacher expectations of social skills and behaviour on the playground to promote and foster a safe and supportive school environment for all students .

Products

Teaching stage appropriate weekly wellbeing lessons as per the school scope and sequence for wellbeing. The areas of wellbeing to be included are Bounce Back, Child Protection, Stepping Out – Road Safety, Peer Mediation and Peer Support.

Greater recognition of students' social behaviour on the playground evidenced by an increase in positive behaviour through the Amity Award system.

Integrating the Cool Kids program for students, staff and parents and caregivers to further integrate our current wellbeing programs.

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

Purpose

To strengthen positive partnerships with families, to promote collaborative practices which provides students with knowledge, skills and experiences to achieve personal success.

Improvement Measures

Tell Them From Me indicate an increase satisfaction from parents.

Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.

100% of teachers actively participate in a Communities of Practice group.

Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.

100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education.

People

Students

Students actively participate in learning experiences offered by the school. They demonstrate an increased understanding of social, cultural and religious diversity. Students develop greater empathy and a sense of the value of social cohesion. They understand the necessity of being able to learn and work in a global

Staff

Staff fully participate in initiatives to extend their intercultural understanding, and develop the capacity to integrate these new understandings into teaching /learning programs. Staff are aware of opportunities to participate in Communities of Practice groups. They are willing to contribute to groups and to share new knowledge and skills with colleagues.

Leaders

Leaders ensure that management practices support these partnership initiatives and that financial and human resources are in place to implement the strategies.

Parents/Carers

Parents value and support the partnership programs. They attend information sessions to gain an understanding of the importance of intercultural understanding and the way Communities of Practice groups enhance teachers' practice. Parents work with the school community to identify opportunities for input.

Community Partners

Processes

Utilise the Global Connections Committee to promote intercultural links with schools in NSW and overseas and identify opportunities for additional educational experiences to build intercultural understanding in students, staff and parents.

Engage expert academic partners to develop staff skills and knowledge in curriculum and pedagogy and collaborate with school executive to identify and initiate improved practices.

Develop Communities of Practice groups to facilitate quality collegial teaching, learning and leading opportunities in order to increase the knowledge, skills and understandings of staff members.

Evaluation Plan

Use of Performance and Development Framework to identify and measure the implementation of planned strategies.

Establishment, by school executive, of a feedback model to monitor and report term and mid-term milestone achievements.

Annual reporting of progress via the Annual School Report.

Tell Them From Me Survey and internal survey indicate strong support and parental engagement within the school.

Practices and Products

Practices

Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in:

The City / Country Alliance

The Intercultural Understanding Project

Links form for Japanese school and French Schools

100% of teachers actively participate in a Communities of Practice group.

100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.

100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal.

Products

All staff, students and parents actively support the partnership programs.

All teaching / learning programs reflect a greater understanding of equity and diversity as a result of teacher engagement in intercultural programs.

All teachers participate in Communities of Practice groups to gain additional skills and knowledge which they share with colleagues

Students demonstrate greater empathy and an increased understanding of social, cultural and religious diversity by working beyond local and national

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

People

Community Partners value these partnership initiatives and seek opportunities for involvement and input.