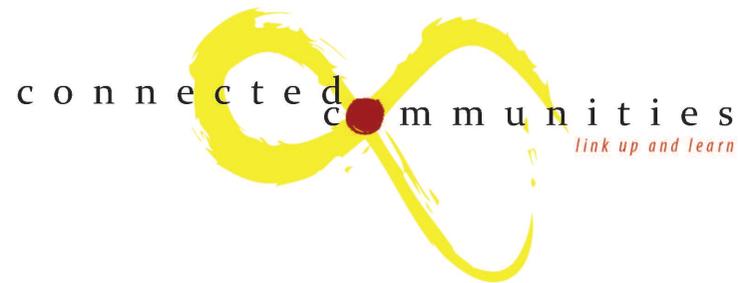


# School plan 2015-2017

## Hillvue Public School 4437



# School background 2015–2017

## School vision statement

*“Innovation, Opportunity, Success”*

It is our aim to further the development of each student by providing a happy and safe environment where everyone is encouraged to be the best person they can be. Innovation, Opportunity and Success are a key focus at Hillvue Public School.

Established core values such as personal pride, respect for self, family, school and community and a rigorous curriculum underpinned by strong welfare and aspirational programs support students with their learning journey.

We encourage our community to respect the past, value the present and aim high for the future.

Our mission statement is proudly displayed at the front of our school for all to see.

## School context

Hillvue Public School has an enrolment of 287 students, with 78% of students identifying as Aboriginal or Torres Strait Islander. The school, located in Tamworth has well maintained expansive grounds and is one of 15 Connected Communities Schools in New South Wales.

The Connected Communities strategy positions schools as community hubs. It broadens the influence of the community and school leadership, to play a role in the delivery of key services and in supporting children and young people from birth through school into further training, study and employment.

Hillvue Public School has a strong focus on student welfare, community engagement and quality teaching and learning.

Key initiatives such as Early Action for Success, Stephanie Alexander Kitchen Garden Program, Open Plan Learning, boys and girls groups and the teaching of the Gamilaroi Language are examples of the development and implementation of innovative programs that cater for the needs of students from Aboriginal and Torres Strait Islander and low socio-economic backgrounds.

This is also supported by our close links with the University of Newcastle Rural Health, the University of New England, the Opportunity Hub, Tamworth TAFE, Tamworth AECG and St Peters Anglican Church Volunteers.

Hillvue Public School has a genuine focus on children and the provision of a diverse and innovative curriculum supported by two Instructional Leaders and quality classroom teaching.

Our enthusiastic, approachable staff are highly trained; experienced professionals who provide the foundation for our motto of Innovation, Opportunity and Success.

We work together to ensure our teachers, students and families are supported and recognised as important members of our school community.

## School planning process

A number of focusgroup discussions with students, staff, parents and community have taken place to garner information in relation to school strengths, opportunities, weaknesses and barriers. Parent and community sessions were held both at school and at the Coledale Community Centre.

Feedback and discussion from our Parents and Citizens Association, School Reference Group and Tamworth Aboriginal Education Consultative Group (AECG) have also taken place on a regular basis.

As part of the Connected Communities Strategy we have been involved in many information gathering processes involving staff, students, parents and community. Sydney University Narrative Research Study, GRATTAN Institute school case study survey, Connected Communities Evaluation; including surveys and a site visit and Dare to Lead. This has provided us with varied and rich feedback to guide our improvement and direction.

Data relating to student learning outcomes including NAPLAN, Early Action for Success, behaviour, attendance and engagement have been reviewed and discussed in detail.

The National School Improvement Tool has also been used to assist with evaluation of key initiatives.

### Key Support Documents

Connected Communities Strategy

Great Teaching Inspired Learning

National School Improvement Tool

Early Action for Success – K–2 initiatives

Aboriginal & Torres Strait Islander Action Plan 2010–2014

Melbourne Declaration on Educational Goals for Young Australians

# School strategic directions 2015–2017



**STRATEGIC  
DIRECTION 1**  
Development of Stronger  
Partnerships

**Purpose:**

Stronger partnerships with community, universities, government and non-government agencies are crucial to the success of the Connected Communities Strategy. Without quality collaborative partners we will not achieve the ten key deliverables outlined in the Connected Communities Strategy. We should never consider education a luxury; it is a necessity, especially for children from Aboriginal and low socio economic communities, so they can enjoy a high quality of life. It may be their only chance at a better life. Strong partnerships will enhance our capacity to achieve this.



**STRATEGIC  
DIRECTION 2**  
Engagement through quality  
teaching

**Purpose:**

To ensure that teachers and the school leadership team consistently promotes, models and supports quality teaching and learning practices across the school to engage all students in learning and allow them to be the best they can be. We must set high expectations and engage our students if we want them to learn. We believe that will and skill must go hand in hand if we are to improve. As educators we must have the skill to teach and the will to improve.

# Strategic Direction 1: Development of Stronger Partnerships

## Purpose

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## Improvement Measures

### Improved communication with parents and community

90% of parents actively involved in Personalised Learning Pathways

All community events (weekly assemblies, Grandparents Day, NAIDOC Week, Harmony Day, Parent information sessions, sharing of student learning goals sessions) are now strongly supported with an average of 50% of parents and carers attending events.

Evidence of happy and engaged students with a 50% reduction of students in school referrals for disengaged and disruptive behaviour. (Sentral)

Attendance rates for Aboriginal students are equal to the state average.

Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.

## People

### Staff

Demonstrate commitment to building community partnerships that are ongoing and supportive of our school.

Staff value and promote close and collaborative relationships with parents and community.

Involvement in the development of parenting workshops to increase level of understanding amongst community about the Australian Curriculum

### Parents/Carers

Communicate the school plan and provide forums for parental feedback.

Increased levels of effective communication processes with community to enhance levels of engagement

### Leaders

Improve school perception within the community

## Processes

### Improved communication with parents and community

Develop strategies to improve school communication with parents and community utilising a range of technologies.

Develop and promote the role of the school reference group as a voice for parents and community.

Promotion of the school through electronic sign, newspapers and public appearances.

Development and implementation of literacy and numeracy workshops to support and enhance parent's understanding to enable them to support their children.

### Enhancing Partnerships for improved outcomes

Development of stronger partnerships with Peel High School to support transition of students from stage three to stage four and preschool to kindergarten

Develop and promote the role of the school reference group as a voice for parents and community.

Explore additional avenues for strengthened partnerships with University of NewEngland, University of Newcastle Rural Health, Opportunity Hub, Tamworth AECG and Tamworth TAFE.

Development and implementation of literacy and numeracy workshops to support and enhance parent's understanding to enable them to support

## Practices and Products

### Practices

#### Improved communication with parents and community

Significantly increased parent involvement resulting from frequent consultation processes and a range of communication and information mechanisms.

Aboriginal families and community members are actively engaged in the school.

#### Enhancing Partnerships for improved outcomes

Parent and community collaborations enhance student learning.

Stronger transitions links with secondary feeder schools prepare students for success in high school.

Strong links with University of Newcastle Rural Health increase students and community awareness of the importance of healthy lifestyles, wellbeing and life long learning.

Strong links with Opportunity Hub, Tamworth Aboriginal Lands Council and Tamworth AECG improves student cultural awareness and sense of belonging.

The Gamilaraay language lessons are an embedded aspect of Hillvue curriculum K-6.

Aboriginal children are increasingly developmentally ready to benefit from schooling- in their physical health, social competence, emotional maturity, language

# Strategic Direction 1: Development of Stronger Partnerships

## Improvement Measures

### Enhancing Partnerships for improved outcomes

Feedback from parents, feeder highs and through AECG indicate a greater percentage of students maintain attendance and engagement in year 7 and beyond.

Evidence of happy and engaged students with a 50% reduction of students in school referrals for disengaged and disruptive behaviour. (Sentral)

An increase from 2 students to 45 students demonstrating pride in culture through participation in CAPERS indigenous dance program.

25% of staff complete certificate 1 and 2 in Gamilaraay Language with ongoing lessons achieving high levels of students and community engagement.

Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.

Staff report that professional learning opportunities build their cultural awareness and connections with community.

## People

## Processes

their children.

Expand Aboriginal language program to work with parents and community in teaching of language.

## Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

## Practices and Products

and cognitive skills and communication.

## Products

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# Strategic Direction 1: Development of Stronger Partnerships

## Improvement Measures

## People

## Processes

## Practices and Products

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# Strategic Direction 2: Engagement through quality teaching

## Purpose

To ensure that teachers and the school leadership team consistently promotes, models and supports quality teaching and learning practices across the school to engage all students in learning and allow them to be the best they can be. We must set high expectations and engage our students if we want them to learn. We believe that will and skill must go hand in hand if we are to improve. As educators we must have the skill to teach and the will to improve.

## Improvement Measures

### Professional Learning

All staff have developed PDPs that align with school priorities.

All staff trained in TEN, TOWN and Accelerated Literacy pedagogies. As a result students are accurately mapped on PLAN with results demonstrating student growth at or above like school groups in all areas of literacy and numeracy.

Aboriginal students are increasingly achieving at or above national minimum standards and overall levels of literacy and numeracy achievement are improving.

Staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class

## People

### Students

Will be provided with current best practice learning opportunities to develop their skills in: creativity, diversity and critical thinking.

### Staff

Know and understand the impact they have on learning .

Develop a shared understanding of good teaching practice using the professional teaching standards.

Strengthen commitment to the continuous improvement of teaching and the improvement of student learning.

Negotiate personalised professional learning for all teaching staff through a range of strategies that focus on reflection, feedback, sharing and professional practice.

### Parents/Carers

Build parent awareness of school expectations, teaching strategies and assessment and reporting.

### Community Partners

Build community awareness of school standards and expectations and the achievements of students

### Leaders

Increase the capacity of the school leadership team to mentor and coach

## Processes

### Professional Learning

Provide planned support to beginning teachers and teachers new to the school to support quality teaching.

Engage all staff in professional learning to develop a shared understanding of effective teaching practice based on ATSIL standards and support its implementation in the classroom.

Implement Performance and Development Framework for all teaching staff.

Provide coaching and mentoring by two Instructional Leaders to support teachers in planning and quality teaching practices.

Develop a deeper understanding of program requirements to support quality teaching.

Further develop a culture of collaboration, sharing, reflection and support in pursuit of effective teaching and learning.

### Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

## Practices and Products

### Practices

#### Professional Learning

Each grade receives weekly professional learning with Instructional Leaders to evaluate, reflect and collaborate on best teaching practice. As a result all classroom teachers demonstrate deep syllabus knowledge, shared and consistent student assessment and increased student engagement through the use of visible learning practices and training in TOWN, TEN, L3 and Accelerated Literacy.

### Products

#### Professional Learning

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# Strategic Direction 2: Engagement through quality teaching

## Improvement Measures

### People

teachers in the development of relevant and effective teaching practices with high expectations.

### Processes

### Practices and Products