School plan 2018-2020

Hamilton South Public School 3795

School background 2018–2020

School vision statement

'The School Community – Working Together for Children'

Hamilton South Public School encourages children to be life long learners by providing a quality education in a co–operative, caring and dynamic learning environment.

School context

Hamilton South Public School is an inner city school, consisting of 16 mainstream classes and 3 classes for students with disability. In February 2018 the school's enrolment was 427 students.

The students of Hamilton South Public School are hardworking members of our school community. Our students value a positive school experience where they can develop life long learning skills and strive for continual academic improvement. They actively seek opportunities to work towards their goals and are willing participants in the wide range of programs offered.

At Hamilton South Public school we have dedicated, highly effective teachers who strive to provide a range of quality learning opportunities for all students. We have a range of experiences and expertise across our staff team, which adds to the wide variety of opportunities provided to students.

A broad range of programs and initiatives are an embedded part of our school practice. Program Achieve is implemented across the school, assisting the development of children's social and emotional capabilities. We have a diverse range of creative arts programs include training band, concert band, string group and Star Struck. We offer a range of extra curricular activities including PSSA sporting opportunities, Robotics programs, debating and public speaking. Our student welfare programs are well developed and an integral part of student support and improvement.

The parents and community are supportive and enthusiastic contributors to our thriving school.
They value ongoing opportunities to be involved with many areas of school life, both academic and social, which fosters a sense of inclusiveness and community. We are supported by an active P&C, with various sub committees making valuable contributions to the overall accomplishments of our school. Hamilton South Public School enjoys strong ties with Newcastle University and works closely with Newcastle High School to facilitate successful transition opportunities for students.
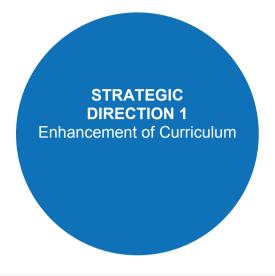
School planning process

An inclusive process of consultation, data collection and analysis has helped in the development of our School Plan.

In developing the 2018 – 2020 School Plan, the following internal and external data was collected for information analysis through the following processes:

- Staff and stage meetings focusing on collaboration with staff to evaluate targets, identify future directions and determine end goals.

- Staff and stage meetings involving in depth discussions on key features of the school plan.

- Use of External Validation evidence, data and reflection against the School Excellence Framework (SEF).

- Parent surveys were conducted, including Tell Them From Me (TTFM) and school program evaluations.

- Consultation with key stakehoilder groups has occurred throughout the year, including the P&C. We will strengthen our relationships with the AECG to inform our directions to support students.

- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications and other documents as seen by the school as informing the school self–evaluation.

- Analysis of student achievement data in Year 3 and Year 5, including detailed NAPLAN SMART analysis.

- Key DoE reforms and academic research also considered in shaping our plan were: Great Teaching Inspired Learning, Local Schools Local Decisions, Every School Every Student, Literacy/Numeracy and the School Leadership Strategy.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Enhancement of Curriculum

STRATEGIC DIRECTION 2
Enrich Quality Learning

STRATEGIC DIRECTION 3
Build school capacity for continuous growth

Purpose:

To cater for individual, diverse and complex learners by developing streamlined teaching structures.

Purpose:

To engage students in dynamic learning opportunities using evidenced based practice.

Purpose:

To equip our students, parents and staff with the knowledge and skills essential for growth in a future focused world.

Strategic Direction 1: Enhancement of Curriculum

Purpose

To cater for individual, diverse and complex learners by developing streamlined teaching structures.

Improvement Measures

At the completion of Year 2, 90% of students can fluently read and comprehend an age appropriate text at an instructional level.

Increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 8%.

100% of teaching and learning programs incorporate Aboriginal and Torres Strait Islander perspectives.

People

Students

Recognise, understand and use the learning progressions as a guide for their individual learning goals.

Staff

Use whole school program structures and data analysis as a tool to implement their teaching planning, differentiation, assessment and evaluative practice incorporating their style and dynamic teaching strategies into daily practice.

Leaders

Monitor the use of whole school teaching and learning cycles and how they align to NSW Education Standards Authority (NESA) requirements.

Parents/Carers

Engage with and have a clear understanding of student achievement and growth through well informed reporting processes.

Recognise learning intentions as a guide for students individual development in literacy and numeracy.

Processes

Programming

Create and implement whole school Key Learning Areas (KLA) programming using common layout and addressing all new and mandatory requirements of the teaching and learning cycles, including assessment and indigenous perspective.

Data Analysis

Implement a whole school collaborative integrated approach to effectively use data and formative assessment as tools to guide individualised student progress.

Learning Progressions

Develop an in–depth understanding of the *Literacy and Numeracy Learning Progressions* and embed effective, well established implementation practices.

Evaluation Plan

- Teaching and learning program analysis.
- School processes and procedure data.
- Formative assessment data
- Learning progression progress data.
- Personalised Learning Support Plan (PLSP), Review meetings and Learning Support Team Meetings (LSTM) meetings reflecting on student achievement.
- School Excellence Framework (SEF) analysis
- NAPLAN data analysis
- Parent and student surveys

Practices and Products

Practices

Every teacher uses data to inform their teaching, assessment and reporting by using a range of tools including tracking on the learning progressions.

Whole school, consistent programming guidelines used as the foundation for all KLA planning by all staff.

Students regularly reflect on their learning progress and use reflection as a tool to form goals.

The Aboriginal education and training reflection process is reviewed, with findings implemented on a cyclical basis.

Products

Learning progressions, for all students, are guided by data and are used as a tool for reporting.

100% of teaching and learning programs reflect all NESA requirements and evidence of compliance.

All students are meeting outcomes that are reflective of their individualised growth.

Aboriginal and Torres Strait Islander perspective are embedded across all KLAs as a part of whole school learning.

Strategic Direction 2: Enrich Quality Learning

Purpose

To engage students in dynamic learning opportunities using evidenced based practice.

Improvement Measures

All students can communicate classroom learning intentions and their progress towards achievement.

All teachers use formative assessment and feedback to improve learning.

People

Students

Engage with feedback to guide their improvement.

Staff

Use current research and resources to enhance student engagement and educational improvement through the use of evidence based teaching strategies.

Leaders

Embed a coordinated approach to ensure evidence based practices are implemented and communicated across the school.

Demonstrate and model evidence based teaching strategies.

Parents/Carers

Develop an understanding of evidence based practice and how it is being used in the classroom.

Processes

Evidence Based Pedagogy

Utilise current research on evidence based practice, and implement key aspects into our school.

Evidence Based Systems

Further develop effective collaborative opportunities and systems to embed best practice.

Evaluation Plan

- School based student, staff and parent surveys
- Tell Them From Me (TTFM) surveys
- Classroom observations
- Staff and stage meeting collaborations
- Parent and teacher communications
- Gathering of data for analysis and reflection.
- Focus group collaboration
- SEF analysis

Practices and Products

Practices

All staff use evidence based learning strategies to support whole class and individualised learning progress.

The metalanguage associated with evidence based practice is used fluently by students and staff showing depth of understanding.

Teachers and students regularly seek feedback to improve performance.

All teachers collaborate to improve teaching and learning.

Products

Evidence based practices are evident in all learning environments and are embedded into everyday teaching practice.

Students are empowered in their learning, motivated and committed to personal improvement.

Feedback drives performance and improvement.

Co–planning and co–analysing is embedded across the school.

Strategic Direction 3: Build school capacity for continuous growth

Purpose

To equip our students, parents and staff with the knowledge and skills essential for growth in a future focused world.

Improvement Measures

All teachers develop authentic performance goals and can provide evidence to demonstrate growth.

All students utilise technology responsibly and as an embedded practice to enhance learning.

People

Students

Adopt e–smart strategies that assist them in being respectful, sensible and engaged digital citizens.

Use technology to support authentic future focused learning.

Staff

Develop thorough understanding of required practices for maintaining and developing teacher accreditation, including using self reflection skills as a guide to future development.

Understand key components of digital technologies, including smart e–safety practices and communication systems.

Leaders

Work collaboratively with teams to support accreditation maintenance, future development and diversification of professional learning.

Parents/Carers

Develop an understanding of digital technologies and the safe practices that support their use.

Processes

Digital Technology

Build school capacity to effectively implement digital technology practices (including e–smart) underpinned by future focused learning strategies.

Performance Development

Undertake targeted professional learning structured around Performance and Development Plans (PDP) and accreditation.

Evaluation Plan

- TTFM surveys
- Parent, staff and student surveys.
- Student feedback
- Collaborative discussions
- Staff and stage meetings
- PDP analysis and feedback
- SEF analysis
- Responsible technology tool
- Observations
- Welfare data
- Program Analysis

Practices and Products

Practices

Staff regularly monitor, maintain, document and update professional learning, including accessing MyPL features and ETams.

Teachers and students develop an understanding of e–safety and various aspects of digital technology.

Every student engages with a broad range of digital technologies and choose appropriate tools for the purpose of learning.

Conduct well embedded communication practices that educate parents on up to date aspects of technology and cyber safety.

Products

All staff understand *Australian Professional Standard Descriptors* and have linked meaningful evidence to show their learning journey each year.

E–smart practices are evident throughout the school, with welfare related incidences reduced.

Students are responsibly engaging with digital technologies to enhance their learning.

Parents are confident utilising technology that supports student learning and know strategies that help children to be future responsible citizens.