School plan 2015 – 2017

Hume Public School 4407
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<th>School vision statement</th>
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| At Hume Public School we strive to provide:  
  - Every Child, Every Chance, Every Day  
  - Opportunities in an inspiring and progressive learning community that equips students to achieve personal growth, emerging as confident, respectful and responsible citizens. | Hume Public School provides for students with a diverse range of needs and backgrounds. Hume Public School has K-6 mainstream classes, a Preschool and a Special Education Unit incorporating Early Intervention and students from K – 6 with Moderate and Severe Intellectual delay. The school has a student population consisting of 30% Aboriginal students and 8% ESL students. Hume Public is made up of a dedicated staff, committed to creating a student-centred educational environment that stresses high expectations and addressed physical, social and emotional needs of children with a variety of ability levels and learning styles. Staff engages in ongoing professional learning and training to ensure our teaching and learning programs are engaging, innovative, and challenging. Students are well supported through significant in-class support and specialist teachers who are able to support individual needs.  
  Our school celebrates and encourages whole-school participation and pursuit of excellence in academic, cultural, performing arts, technology and sporting activities. We encourage and celebrate individuality and achievement. Our student welfare programs ensure the promotion of respect, responsibility and achievement.  
  We are an active and committed member of the Northern Spirit Learning Community, made up of neighbouring public schools, our local high school, James Fallon, and Charles Sturt University. | The writing of the school plan commenced in 2014 with the executive attending a one day workshop. Following the workshop the Hume Public School staff took part in two whole staff workshops to formulated three strategic directions and purpose of each. The Hume P&C were invited to attend these workshops. In addition the outcomes of the meetings were discussed at P&C meetings and communicated through the school newsletter. Once the draft was complete the school plan was presented to the Hume P&C and at a termly meeting for Aboriginal families to discuss the content and ask for feedback.  
  To guide planning evaluation of the 2012 – 2014 plan was conducted, along with analysis of data from Early Action for Success, BestStart, PLAN, NAPLAN, attendance, welfare and parent attendance at school events.  
  The three strategic directions articulate the school’s priorities over the next three years for high expectations, teacher quality and quality leadership. The directions are future-focused and will drive a whole school culture of educational and organisational excellence. The directions are:  
  1. Learning  
  2. Teaching and Leading.  
  3. Connecting.  
  The strategic directions show how Hume Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school’s commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding. |
Purpose:
Every student is engaged in personalised, meaningful and future focused learning experiences. Students strive to become successful and confident learners, creative individuals and achieve their full potential as a learner, a leader and a responsible and productive citizen.

Purpose:
Build workforce capacity through focused and supported professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice to address individual student needs and strengths. Enable all staff to demonstrate systems leadership and innovation within a committed culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

Purpose:
To establish an accessible and inclusive community of learners in which student learning and wellbeing are the responsibility of all members of our school community.
### Strategic Direction 1: Learning

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

Every student is engaged in personalised, meaningful and future focused learning experiences. Students strive to become successful and confident learners, creative individuals and achieve their full potential as a learner, a leader and a responsible and productive citizen.

#### Improvement Measures

- 100% of teachers use PLAN data to differentiate the curriculum.
- 100% of students at risk have specific early intervention strategies in place at the point of need.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**

Students demonstrate the capacity to self-reflect.

**Staff:**

School-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

**Parents/Carers:**

Involved in learning partnerships that inform and involved parents in the shared vision of their child’s learning needs.

**Leaders:**

Staff have purposeful leadership roles based on professional expertise. Staff demonstrate instructional leadership, promoting and modelling effective, evidence based practice.

#### Processes

**How do we do it and how will we know?**

Build a systemic organisational culture that is creative and innovative to promote achievement for every student.

Expectations and targets for student learning are clearly communicated and individual student progress is monitored and assessed against literacy and numeracy continuums.

All students have access to a rigorous dignified and meaningful curriculum through personalised learning and support, tiered intervention and high expectations for attendance and behaviour.

**Evaluation Plan**

- Data collection and analysis – five week blocks
- PLAN data reporting to parents twice yearly
- Student attendance
- Parent/carer attendance to school events

#### Products and Practices

**What is achieved and how do we measure?**

**Product:**

- PLAN data used to demonstrate the increase in students achieving expected progress on literacy and numeracy continuums.

**Product:**

- 100% of teachers use PLAN data to differentiate the curriculum.

**Product:**

- 100% of students at risk have specific early intervention strategies in place at the point of need.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

Personalised learning and support are provided through a differentiated curriculum.

**Practice:**

Every student is actively and consistently engaged in learning that is meaningful and developmental and demonstrate behaviour that is of a high standard.

**Practice**

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
# Strategic Direction 2: Teaching and Leading

## Purpose

Why do we need this particular strategic direction and why is it important?

**Build workforce capacity** through focused and supported professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice to address individual student needs and strengths. **Enable all staff to demonstrate systems leadership and innovation** within a committed culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

## Improvement Measures

- 100% of teachers provide and receive planned and constructive feedback from peers, school leaders and students to improve teaching practice.
- All staff members participate in strategically planned professional learning activities linked to school plan and the literacy and numeracy targets.

## People

*How do we develop the capabilities of our people to bring about transformation?*

**Students:**
Students develop effective habits of learning and have access to quality learning through aspirational learning pathways.

**Staff:**
Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

**Parents/Carers:**
School community are informed and understand a shared vision to plan and build pride in the school and its achievements.

**Leaders:**
High quality instructional leader, literacy and numeracy is appointed. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

## Processes

*How do we do it and how will we know?*

Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

School-wide and/or inter-school relationships provide mentoring and coaching support to ensure ongoing development.

## Products and Practices

*What is achieved and how do we measure?*

**Product:**
- 100% of teachers provide and receive planned and constructive feedback from peers, school leaders and students to improve teaching practice.

**Product:**
- All staff members participate in strategically planned professional learning activities linked to school plan and the literacy and numeracy targets.

*What are our newly embedded practices and how are they integrated and in sync with our purpose?*

**Practice:**
Embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

**Practice:**
The school uses collaborative feedback and reflection to promote and generate learning and innovation.

## Evaluation Plan

- Professional Learning Plans
- Staff survey
- Monitoring of individual PL
- Involvement
- Formal feedback
### Strategic Direction 3: Connecting

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<td>How do we develop the capabilities of our people to bring about transformation?</td>
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| To establish an accessible and inclusive community of learners in which student learning and wellbeing are the responsibility of all members of our school community. | Students: | Culturally responsive and rigorous curriculum is engaging and relevant. | Product:  
| | Students develop the capacity to care for self, and contribute to the well-being of others and the wider community. | Innovative programs to ensure the positive development of the whole child. | 20% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school. |
| | Staff: | School planning will incorporate strategies to enhance wellbeing, learning and engagement. | Product:  
| | Develop an understanding of strategies to enhance wellbeing, learning and engagement and undertake professional learning to increase their knowledge of Aboriginal students and how they learn. | All staff plan for and implement effective teaching, learning and assessment for Aboriginal students through an increased knowledge of Aboriginal students and how they learn, an understanding Aboriginal cultural and in partnership with their local Aboriginal community. | 20% increase of students showing positive behaviours for effective learning. |
| | Parents/Carers: | Increased knowledge and understanding of local Aboriginal community and culture developed in partnership with Aboriginal parents and the local Aboriginal community. | Product:  
| | Collaborative planning with parents and carers to work with the school to accurately identify skills, strengths and needs for all students. | Evaluation Plan |  
| | Community Partners: | Monitoring of Attendance  
| | Strong communication networks within and across government and non-government partners as contributors to individual and collective wellbeing. | Welfare PBL survey  
| | Leaders: | Engagement of parents in Learning and Behaviour Adjustment Plans  
| | Principals lead planning, people and processes to achieve collaborative decision making between the school and families. | Attendance of parents to Learning Journeys and formal Interviews.  

#### Improvement Measures
- 20% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school
- 20% increase of students showing positive behaviours for effective learning

#### Evaluation Plan
- Monitoring of Attendance
- Welfare PBL survey
- Engagement of parents in Learning and Behaviour Adjustment Plans
- Attendance of parents to Learning Journeys and formal Interviews.

#### What is achieved and how do we measure?
- Product:
  - 20% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school.
- Product:
  - 20% increase of students showing positive behaviours for effective learning.
- Product:
  - Students are self-aware, build positive relationships, leadership skills and actively contribute to the school, the community and the society in which they live.

#### What are our newly embedded practices and how are they integrated and in sync with our purpose?
- Practice:
  - The school systematically monitors data relating to student attendance, behavioural data and engagement and uses information to inform school-level decisions, interventions and initiatives.
- Practice:
  - The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.