### School background 2015 - 2017

#### School vision statement

At Hillsborough Public School we are creating a culture of equity and excellence that ensures all students have the opportunity to realise their potential.

We encourage the active participation of all members of our school community in working collaboratively to establish a nurturing and engaging learning environment.

#### School context

At Hillsborough Public School our dedicated and enthusiastic staff work closely with our school community to offer high quality education to all students. We have a population of 293 students in 12 regular and stage-based classes. Five percent of our students are from Aboriginal Torres Strait Islander (ATSI) backgrounds. Our Family Occupation and Education Index (FOEI) indicates an overall low level of disadvantage in our school community.

Integral to our school environment are our community partnerships. Hillsborough Public is a proud member of the Cardiff Community of Schools, a local management group that includes 6 local schools. We are working closely with the Community of Schools to establish strong and supportive professional learning networks to enhance the quality of teaching and the opportunities available for our students. Our P&C is enthusiastic and highly supportive of school initiatives; through their efforts we have acquired many excellent resources to enhance student learning. Newcastle Junior School is an SSP that shares our site; our staffs collaborate to provide integration activities ranging from shared play times, to reciprocal reading or Creative Arts activities. These opportunities are highly valued by our students.

At Hillsborough Public School we foster a positive school culture focused on students as respectful, responsible learners. We work with our school community to provide all students with a quality education that emphasises student achievement, equity, wellbeing and welfare. We offer quality teaching and learning in literacy, numeracy, science and technology as well as a broad range of cultural, leadership, sporting, and environmental opportunities. Hillsborough Public implements L3 in our classrooms K-2, and the Focus on Reading program enhances our Literacy programs throughout the school. Staff work collegially in collaborative teams to support consistently high quality teaching and learning.

#### School planning process

In developing the 2015-17 school plan, evaluation was led by the school executive and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching staff and student learning support officers, administrative staff, students, parents, P&C and the Cardiff Community of Schools. Internal and external data was collected and evaluated, including:

- Open-ended surveys and feedback from staff, students and school community
- Evaluation of school programs, policies and procedures
- Evaluation of 2012-14 school plan
- Analysis of student achievement and growth in Yr. 3 and Yr. 5 NAPLAN SMART data
- Analysis of student achievement and growth K-6 in school based assessments and PLaN data
- Student welfare data, Learning Support Team minutes, NCCD data

The strategic priorities were developed out of this evaluation process; the products and practices were determined to best reflect these priorities. The Cardiff Community of School worked collaboratively on Strategic Direction 3.

Input, updates and consultation was provided and sought from parents and community via the school newsletter and in P&C meetings throughout the process. The school plan was presented to the AECG for endorsement.
Purpose:
To ensure learning for all students is based on quality educational delivery, consistent high standards and shared professional practice.

To develop and sustain respectful collaborative relationships whereby each member of staff is valued and recognised for their collective and personal responsibility for improving student learning and our teaching practices.

Purpose:
To create active and highly engaged learners.

To foster a positive school culture focused on students as respectful, responsible learners with an emphasis on student achievement, equity, wellbeing and welfare.

Purpose:
To improve and support the collegial practices across the 6 schools in the Cardiff Community of Schools.

To develop Learning Teams across the schools to support the professional development of all staff, to enhance outcomes for all students in Literacy, numeracy, social, and cultural outcomes.

To support executive teachers in the implementation of the Great Teaching Inspired Learning initiative

To build on the established learning groups for LASTs and SAMs within the 6 schools.
### Strategic Direction 1: Fostering Quality Teaching Practices

#### Purpose

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

To ensure learning for all students is based on quality educational delivery, consistent high standards and shared professional practise.

To develop and sustain respectful collaborative relationships whereby each member of staff is valued and recognised for their collective and personal responsibility for improving student learning and our teaching practices.

#### Improvement Measures

- *10% reduction in the percentage of students not achieving at or beyond grade appropriate benchmarks in both school based and external assessments*
- *10% reduction in the percentage of students not achieving at or beyond expected growth in both school based and external assessments with a particular focus on both the lowest and highest performing student groups – including disadvantaged students and students with an ATSI background*
- *School wide implementation of collaborative feedback and PDF processes*
- *Beginning teachers achieve teaching accreditation*

#### People

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

**Students:**
- *Engage as active learners in a range of high quality learning experiences.*
- *Develop capacity for improving performances based on explicit feedback and tailored learning goals.*

**Staff:**
- *Continue to build capacity to deliver effective, engaging and differentiated teaching programs.*
- *Understand the importance of establishing a strong professional learning culture of continuous improvement.*
- *Continue to develop and sustain respectful collaborative mentoring relationships.*

**Parents/Carers:**
- *Develop their relationship as educational partners, building an understanding of student learning goals and the capacity to support their child’s learning.*

**Community Partners:**
- *Continue to develop and sustain relationships, providing opportunities for wider collaboration, professional learning and mentoring.*

**Leaders:**
- *Lead the development of sustainable supportive collaborative relationships that support the continual improvement of quality teaching practices.*
- *Build capacity by modelling and facilitating opportunities for collaboration, mentoring and professional learning.*
- *Monitor student outcomes and encourage continual growth.*

#### Processes

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

**QUALITY TEACHING PRACTICE**

- *Undertake professional learning and implementation of high quality teaching programs L3 Kindergarten, L3 Stage One, Focus on Reading, TEN*
- *Continue professional learning around the effective use of PLaN and SMART resources to drive quality differentiated teaching*

**CULTURE OF IMPROVEMENT**

- *Continue to develop professional trust and collaborative staff relationships working towards coaching relationships with a culture of shared feedback and best practise objectives*
- *Sustain and develop effective mentoring for beginning teachers*
- *School leaders model and guide the implementation of differentiated teaching and learning programs that show evidence of PLaN data driving personalised learning goals for students*

**Evaluation Plan**

- *Closely monitor NAPLAN, PLaN data and school assessment data in regards to student achievement and growth*
- *Collaborative Stage teams meet regularly to reflect on Professional Learning and collaborative coaching practices*
- *Executive staff meet each term to evaluate and work to improve the initiatives to develop quality teaching practice*

#### Products and Practices

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

**Products:**
- *10% reduction in the percentage of students not achieving at or beyond grade appropriate continuum milestones*
- *10% reduction in the percentage of students not achieving at or beyond grade appropriate continuum milestones*
- *10% reduction in the percentage of students not achieving at or beyond grade appropriate continuum milestones*
- *10% reduction in the percentage of students not achieving at or beyond grade appropriate continuum milestones*

**Practices:**
- *Teachers effectively implementing L3, Focus on Reading, TEN and high quality, evidence based teaching programs*
- *All students plotted on PLaN continuums and regularly updated*
- *All teachers effectively using continuums to drive differentiated teaching and reporting*
- *Executive effectively using coaching methods to guide their Stage teams*
- *Teachers evaluate teaching practices work towards continual improvement through collaborative feedback and new PDF processes*
- *Effective beginning teacher - mentor relationships leading to improved practices and student outcomes*
Strategic Direction 2: Creating Active and Highly Engaged Learners

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

To create active and highly engaged learners.

To foster a positive school culture focused on students as respectful, responsible learners with an emphasis on student achievement, equity, wellbeing and welfare.

**Improvement Measures**

- Effective collection of NCCD data across the school
- LST performing at level 3 as described by ESES LST planning matrix
- Students, staff and parents/carers indicate they understand and feel supported by school student welfare procedures.
- Closing the gap through effective PLPs contributing to 10% reduction in the percentage of ATSI students not achieving at or beyond expected benchmarks and growth in both school based and external assessments
- Improved opportunities for the development of cultural outcomes and identity for students from ATSI background

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| **How do we develop the capabilities of our people to bring about transformation?**<br>**Students:** Engage actively in high quality creative and innovative learning experiences<br>feeling safe and supported by visible and consistent student welfare approach<br>Enjoy connectedness, benefitting from authentic educational partnerships between school and community<br>**Staff:** Continue to develop the capacity to provide effective differentiated teaching programs to cater for every student in their care<br>Understand the ESES learning and support framework and work collaboratively with the Learning and Support Team to support students<br>Understand and implement collaboratively produced student welfare procedures<br>**Parents/Carers:** Engage actively in opportunities for authentic educational partnerships<br>**Community Partners:** Continue to develop sustainable networks to support student learning<br>**Leaders:** Lead the evaluation, improvement and school wide implementation of effective Learning and Support processes<br>Develop, model and maintain consistent, fair and visible student welfare practices<br>Build the capacity and confidence of staff to provide authentic opportunities for school-home partnerships for enhanced communication and connectedness | **How do we do it and how will we know?**

**STUDENT LEARNING**
- Evaluate and develop Learning Support Team using the ESES Learning and Support training modules
- Develop and implement more effective individual learning plans [ILPs, IEPs, PLPs] for targeted students
- Focus on creative opportunities for all students to complement academic learning programs
- Evaluate and develop opportunities for ATSI students

**STUDENT WELLBEING**
- Continue to develop and implement collaboratively produced student welfare practices and processes

**COMMUNITY CONNECTIONS**
- Increase opportunities for informed and authentic parent and community participation
- Increased engagement and development of strong partnerships with ATSI community through improved approach to PLPs and encouraging participation in aboriginal education initiatives

**Evaluation Plan**
- Closely monitor internal and external student assessment data
- Evaluate LST using the ESES matrix and impact of their approach
- GaTs committee evaluate the variety of and equitable access to creative learning opportunities
- Structured feedback from the whole school community regarding success of student welfare initiative
- Analysis of student referrals through Sentral Wellbeing
- Structured feedback sought from our ATSI community regarding PLPs and school partnership opportunities | **What is achieved and how do we measure?**

**Products**
- Effective and visible Learning Support Team procedures
- Effective collection of NCCD data
- Appropriate additional support and appropriate plans in place for targeted students
- Visible and consistent expectations and procedures for student behaviour and welfare that are well understood by all members of the school community
- Combined CCoS PLP format, endorsed by AECG

**Practice:**
- Students regularly referred to and monitored by Learning Support Team
- School Welfare policy and practices are visible and consistent
- Introduction of regular formal opportunities for parent communication
- Effective and visible student learning plans [ILPs, IEPs, PLPs] used to inform student learning programs
- Improved opportunities for ATSI community [students and parents] to develop and engage in cultural education opportunities
- Greater parent/community collaboration in PLPs

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## Strategic Direction 3: Building Community Learning Networks

### Purpose

Why do we need this particular strategic direction and why is it important? To improve and support the collegial practices across the 6 schools in the Cardiff Community of Schools [CCoS].

To develop Learning Teams across the schools to support the professional development of staff and improved student achievement in Literacy, Numeracy, social, and cultural outcomes.

To support executive teachers in the implementation of the Great Teaching Inspired Learning initiative

To build on the established learning groups for LASTs and SAMs within the 6 schools.

### Improvement Measures

* Collegial CCoS networks work collaboratively to support staff and students.
  
  * All schools using PLAN to track student achievement.

* Quality teaching programs and practices trained and supported by network groups

* All teachers completing tasks in relation to the new teacher accreditation process.
  
  * A new assessment and reporting procedure implemented across all schools.

### People

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

**Students:**
  
  * Engage all students in a range of curricular and extra-curricular opportunities to experience a supported and effective transition process from K-12 in KLAS, Literacy, Numeracy, sport, music, targeted high school learning programs, gifted and talented, and Aboriginal Education.
  
  * Engage in high quality learning programs targeted to meet student learning needs

**Staff:**
  
  * Establish strong professional learning culture built around collaborative CCoS networks.
  
  * Develop professional learning and leadership capabilities and capacity for staff with the support of collegial networks.
  
  * Engage in personalised professional development focused on the NSW Teaching Standards and the Performance and Development Framework

**Parents/Carers:**
  
  * Build an awareness of CHS as a positive educational choice for students
  
  * Develop awareness and understanding of the CCoS relationship in regards to shared practices, improved transition processes and leadership development.

**Community Partners:**
  
  * Encourage the sharing of school and community resources across the CCoS.

**Leaders:**
  
  * Foster and promote a collegial group of teams across the CCoS.
  
  * Support and mentor current and aspirant school leaders providing structured support to identify opportunities and manage and lead joint programs.

### Processes

How do we do it and how will we know?

**LEARNING NETWORKS**
  
  * Development of CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs. Continued support for existing successful networks for LASTs and SAMs.
  
  * Facilitation of joint Teacher Professional Learning opportunities including after school sessions and annual School Development Day presentations.

**STUDENT LEARNING**
  
  * Development of CCoS Learning Plans to support student individual learning needs.
  
  * Tracking of student performance and growth through EMSAD, PLAN and SMART data.
  
  * Development of a ‘Middle Years’ program of support to assist and support student transition Years 5-9.

**TEACHER ACCREDITATION**
  
  * Support for teachers and executive through all levels of accreditation process

**Evaluation Plan**
  
  * School Principals to review and discuss milestones twice per term at CoS meetings incorporating feedback from network teams and staff.
  
  * The six member schools to individually review and evaluate progress at Learning Support Team, Faculty, Staff and Executive Meetings.
  
  * School Principals to collectively review common data including SMART and EMSAD.

### Products and Practices

What is achieved and how do we measure?

**Product:**
  
  * Development of collegial networks for Principals, Executive, Teachers, LASTs and SAMs.
  
  * Joint teacher professional learning activities held throughout each year
  
  * Improved Literacy and Numeracy activities including achievement of expected growth and National benchmarks as evidenced through SMART, PLAN and EMSAD data.
  
  * CCoS Learning Plans implemented across the six schools.
  
  * Increased number of teachers accessing higher levels of teacher accreditation.
  
  * Increased percentage of students transitioning from Year 6 to Year 7 at Cardiff High School.
  
  * CCoS Learning Plans developed and implemented across all school.
  
  * Joint teacher professional learning activities. *Middle Years 5-9 transition and support program.

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

**Practice:**
  
  * Staff from CCoS work collegially to support one another, and the CoS, in improving professional practice and student outcomes.
  
  * Transition to high school supports all students inclusive of Aboriginality, special needs, gifted and talented and multicultural students.
  
  * All schools use PLAN to monitor student development.
  
  * A common understanding of a consistent approach to assessment and reporting is developed across the schools.
  
  * Staff from all schools are supported through all levels of the Accreditation process.