## School background 2015 - 2017

### School vision statement

Hill Top Public School strives to empower all students to acquire, demonstrate, articulate and value knowledge and skills that will support them as lifelong learners, who participate and contribute to the whole school community and practice our core values of respect, responsibility and cooperation.

### School context

Hill Top Public School is a comprehensive primary school with an enrolment of 200 students. The school focus is on Positive Behaviours for Success (PBS) with emphasis on welfare and resilience. Achieving a balance between targeted learning support and high standards of teaching underpins all aspects of our school. Our staff is comprised of both experienced and early career teachers.

### School planning process

The consultation process used in the creation of this school plan included online surveying of the school community, staff and students. Alongside this, focus groups were used with the wider school community and staff to gain an understanding of the communities’ perspective of the school’s role and position in the community.

Key stakeholders were invited to comment during the data gathering stages of the report in 2014 and have since been invited to participate each year in annual reviews as well.

In the development of the 5P planning, the school used the expertise of staff for the drafting of the document and tabled the working drafts with the P&C in the first semester 2015.

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### Legend

- DEC – Department of education and Training
- FOR – Focus on Reading
- GTIL – Great Teaching and Inspired Learning
- KLA – Key Learning Area
- LST – Learning and Support Team
- P&C - Parents and Citizens
- PBS – Positive Behaviours for Success
School Strategic Directions 2015 - 2017

1: Creating a socially responsible and empathetic school community.

Purpose:
To work across the school and community to embed a positive school culture and set of values. With the implementation of PBS and quality pedagogy a culture of academia and success is valued and social conscience is developed.

2: Staff leading innovative and reflective practices

Purpose:
Provide quality teaching and learning programs, reflective of NSW curriculum, across all key learning areas, with an emphasis on the individual needs of every learner. Teaching programs are driven by data collected from rigorous, planned assessment and reporting.

3: Inclusivity For a Stronger School Community

Purpose:
To build stronger links in Hill Top Public School Community so that all members can learn and contribute to the educational outcomes of individual students and the entire school community.
## Strategic Direction 1: Creating a socially responsible and empathetic school community.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td>To work across the school and community to embed a positive school culture and set of values. With the implementation of PBS and quality pedagogy a culture of academia and success is valued and social conscience is developed</td>
<td>Students Develop a comprehensive understanding of Hill Tops PBS core values through instruction and experiences.</td>
<td>PBS Clarify and develop the PBS framework using professional development and process so that it remains relevant and purposeful in generating a positive school culture.</td>
<td>Positive School Culture</td>
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<td></td>
<td>Staff Demonstrate an understanding of and commitment to PBS values across all aspects of student learning whilst delivering a consistent approach to management and communication.</td>
<td>Systems Review, develop and implement whole school management systems to promote a positive school culture by supporting and guiding all stakeholders at Hill Top Public School.</td>
<td>Improved Learning Outcomes for all</td>
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<td></td>
<td>Parents/Carers Continue to support and reinforce the values promoted through the implementation of the PBS initiative across the school community.</td>
<td>Programs Identify students with significant needs through the processes of the Learning Support Team and provide meaningful interventions with available resources.</td>
<td>Product: A comprehensive PBS framework that is easily communicated and embedded across the school setting resulting in improved behaviour and fewer suspensions.</td>
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<td></td>
<td>Leaders Evaluate and refine aspects of the PBS framework to ensure relevancy; these include vocabulary, rules, awards, resources and playground practices.</td>
<td>Evaluation Plan PBS revision meetings to drive ongoing initiatives.</td>
<td>Product: A synthesised student welfare policy that embeds an agreed set of values across all aspects of school life to support a socially responsible student body and a positive school culture.</td>
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<td>Provide additional opportunities and respond to staff and student suggestions to implement meaningful PBS interventions that improve student welfare and engagement for all.</td>
<td>Revising welfare data and identifying trends to reflect on effectiveness of interventions and systems.</td>
<td>Product: The Hub - A practical and responsive LST Program that targets specific goals for identified students using expert interventions and observable outcomes for all students whilst upskilling all staff.</td>
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<tr>
<td>Improvement Measures</td>
<td></td>
<td>LST review meetings to analyse academic and behavioural data of students.</td>
<td>Practice: Teachers practice Hill Top PBS values and engage in a culture of Best Practice by maintaining an active interest in DEC initiatives and being reflective of student learning to best develop the academic potential of all students.</td>
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<td>❖ An increase in students demonstrating positive behaviours as evidenced by 50% fewer suspensions.</td>
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<td>Practice: Students demonstrate increased empathy and social conscience through their communications and actions.</td>
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<td>❖ 25% of students identified through LST and/or with diagnosed disabilities supported through PLPs with reasonable adjustments and support provided in line with NCCD and LST approved strategies.</td>
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<td>❖ 100% of staff are implementing PBS roles and responsibilities at school.</td>
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### Strategic Direction 2: Staff leading innovative and reflective practices

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<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<tr>
<td>Provide quality teaching and learning programs, reflective of NSW curriculum, across all key learning areas, with an emphasis on the individual needs of every learner. Teaching programs are driven by data collected from rigorous, planned assessment and reporting</td>
<td><strong>Students</strong> Actively participate in lessons that provide intellectual quality and significance in supportive and stimulating environment. <strong>Staff</strong> Develop curriculum implementation capabilities across Numeracy and Literacy in accordance with Great Teaching, Inspired Learning and current syllabus documents. Develop scope and sequences for all KLAs across K-6 that are reflective of the learning environment and school organisation of Hill Top. Build critical planning, understanding and reflective practice in teaching programs with the implementation of PLAN data boards.</td>
<td><strong>Professional Learning</strong> Teachers will be involved in collegial self-evaluation, lesson observations and participation in teacher lead Each teacher will be competent in the delivery of Literacy and Numeracy. <strong>Literacy and Numeracy</strong> Whole school plotting of PLAN data onto the school data wall at 5 week intervals. Use of data from current school programs and Focus on Reading to inform teachers of improved student performance. Use of technology embedded into curriculum areas to support current programs such as Mathletics and Lexile.</td>
<td><strong>Product:</strong> 100% teacher engagement in reflective and continuous self-assessment in accordance with the Professional Development Framework. <strong>Product:</strong> 10% increase of students performing at proficiency standard from Year 3 to Year 5 in SMART data. <strong>Product:</strong> 10% increase of Year 7 transitioning literacy and numeracy demonstrated by student movement on the school PLAN Data site.</td>
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<td><strong>Parents/Carers</strong> Develop awareness of how positive and respectful relationships across the school community will strengthen every student’s access to a productive learning environment.</td>
<td><strong>Leaders</strong> Leadership opportunities to be encouraged through collaborative sharing and guidance in areas of increasing expertise. <strong>Transition</strong> Entrance to primary grades from infants and exiting students moving to high school will be monitored and the a data wall and NAPLAN will show an improvement of 1.5% each year for Year 3 and 5 data. <strong>Evaluation Plan</strong> Growth for transition will be monitored each 5 weeks over the next 3 years on PLAN data.</td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong> <strong>Practice:</strong> 100% teacher involvement in innovative teaching practices with all teachers engaged in professional upskilling in curriculum areas with literacy lessons based on FOR. <strong>Practice:</strong> Students are active learners who are demonstrating continued improvement and greater engagement in all learning activities.</td>
<td><strong>Accountability is maintained by staff cross referencing student progress from Data Wall, NAPLAN, and class programs including reasonable adjustments made when necessary.</strong></td>
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### Improvement Measures
- 100% teacher engagement in reflective and continuous self-assessment in accordance with the Professional Development Framework
- 10% increase of students performing at proficiency standard from Year 3 to Year 5 in SMART data.
- 10% increase of Year 7 transitioning literacy and numeracy demonstrated by student movement on the school PLAN Data site.
Strategic Direction 3: Inclusivity For a Stronger School Community

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

To build stronger links in Hill Top Public School Community so that all members can learn and contribute to the educational outcomes of individual students and the entire school community.

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

**Students:**
Develop an understanding that members within the community can contribute and enhance to the educational experiences provided by our school.

**Staff:**
Collaborate and plan with the community areas of opportunities where they can contribute to Hill Top Public School.

Plan and work collaboratively with external institutions to support the educational outcomes of our students.

**Parents/Carers:**
Participate and support the school to assist in the development of learning experiences that promotes a culture of inclusivity and connectedness with the community.

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

**Communication**
Creation of defined roles and expectations of staff and wider school community resulting in a communication strategy.

Develop a network of communication channels where members of the communities are consulted and informed of initiatives and future directions within the school.

**Inclusion**
Encourage support and positive partnerships between school and parents by providing opportunities for community members to contribute to curricula activities, including para professionals and external agencies.

Develop open communication with Outreach Program and Meeting Room to assist in smooth transitions to and from Hill Top Public School.

Review effective implementation through surveys, community interest and involvement.

**Evaluation Plan:**
Conduct a rigorous cycle of annual surveys and data gathering from social media usage.

Allocate time to conduct ongoing situational analysis of programs.

Use qualitative and quantitative methods to obtain data.

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

**Product:**
Increased involvement and communication between the school and the community to bring about a progressive and positive school culture.

**Product:**
A greater level of inclusion across the wider school community where individuals and groups contribute to making Hill Top Public School current and progressive.

**Product:**
The creation of a multipurpose venue where effective communication and engagement is practised. The Scratching Post

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

**Practices:**
Students and staff liaise & communicate with community members within the ‘parent meeting room’ and school to provide teaching and learning opportunities and to conference about school transitioning, initiatives, educational goals and future directions.

**Practices:**
High quality teaching and learning practices demonstrated and supported through specialised programs utilising members of community with specific expertise.

**Practices:**
Communication through social media to provide opportunities promoting Hill Top Public School.

**Practices:**
The inclusion of staff, students and community to reflect and evaluate the effectiveness of communication and engagement practiced.

**Improvement Measures**
10% annual increase in communication using social media between the school and the community to bring about a progressive and positive school culture.

70% community groups contribute to feedback resulting in reflective practice achieved through focus groups and survey.

30% parents and carers in school community regularly use multipurpose venue where effective communication and engagement is practised.