School background 2015 - 2017

SCHOOL VISION STATEMENT

Hamilton School Vision Statement
At Hamilton Public School we believe that to be successful learners our students need to be able to manage their emotional, mental, spiritual and physical wellbeing. Children need to feel good about themselves and experience success at school everyday.

We believe that the education of our students is a shared responsibility and as such, strive for genuine community engagement and open communication between students, parents and families.

Our school community values quality academic instruction as well as creative thinking, team work, honesty, resilience and empathy. When our students leave school we want them to be responsible members of a diverse society and have the skills necessary to equip them for lifelong learning in the 21st century.

To this end we aim to provide a well-rounded curriculum and support the development of the whole child.

SCHOOL CONTEXT

Hamilton Public School is an inner-city school situated in Hamilton, a busy, cosmopolitan suburb of Newcastle. Our school is close to the main street, well-known for its eateries and shopping.

In 2015, the school has an enrolment of 262 students in 11 classes. We have approximately 5% of students identifying as Aboriginal or Torres Strait Islander and 10% have a language background other than English. Our staff consists of the principal, 3 assistant principals, 8 classroom teachers, a Learning and Support Teacher 4 days per week, a Teacher-Librarian 3 days per week, a full time RFF teacher and a one day per week English as an Additional Dialect teacher.

The academic performance of this school is generally around State average. In 2014 our Year 3 cohort achieved well above state average in all areas of NAPLAN, our Year 5 cohort were at or above state average in all areas except Maths and our Year 7 cohort fell below state average in several areas.

Our community is very involved in the school with over 100 volunteers helping out annually. Surveys show that parents are very happy with the school and its current directions.

At Hamilton Public School we give students the opportunity to participate in all aspects of school life from academic to sporting pursuits. We have a very strong environmental and performing arts program.

Hamilton Public School offers students a caring and nurturing learning environment. Our dedicated and experienced teachers provide a positive and enriching program, appreciating the individual needs and interests of each child.

SCHOOL PLANNING PROCESS

To assist with the school evaluation a Planning Committee was formed consisting of the principal, the executive staff, 3 classroom teachers, 2 parent representatives and a local Aboriginal Education Consultative Group member. To help develop our 3 strategic directions the following data was collected:

- Parent, staff and student surveys on Literacy
- Parent, staff and student surveys on Numeracy
- Parent, staff and student surveys on the schools’ strengths and areas for improvement
- Parent and staff focus groups on the strengths and areas of improvement needed in the school.
- Parent, staff and student surveys on the importance of key capabilities for students
- Analysis of student achievement data from NAPLAN
- Analysis of student achievement data from PLAN

Key DEC reforms were also considered, in particular Great Teaching Inspired Learning and the new School Excellence Framework.
We believe that to be productive citizens in the 21st century our students need to have the essential skills in Literacy and Numeracy. In order to achieve this students need access to high quality, evidence-based pedagogies that will promote engagement, deep understanding and critical thinking.

We believe that to be productive citizens in the 21st century our students need to be confident and creative. They need to be able to manage their emotional wellbeing and develop personal attributes such as honesty, resilience, empathy and respect for others.

We believe that to be productive citizens in the 21st century our students need to have the skills to be adaptable, critical and safe users of technology. In this rapidly changing world of technology, both the dangers and the possibilities of the cyber world need to be constantly addressed through both student and community education.
Strategic direction 1: Teaching pedagogies ensure that all students reach their full potential in Literacy and Numeracy

**PURPOSE**

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

We believe that to be productive citizens in the 21st century our students need to have the essential skills in Literacy and Numeracy. In order to achieve this, students need access to high quality, evidence-based pedagogies that will promote engagement, deep understanding and critical thinking.

**PEOPLE**

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

**Students:**
Students will utilise new strategies to gain deeper engagement and improved outcomes.

**Staff:**
Teaching staff will engage in the various professional learning activities to improve their knowledge, skills and understandings to increase their capability to deliver the programs for improved outcomes for students.

**Parents:**
Parents as partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through participation in parent information sessions on literacy and numeracy learning.

**Leaders:**
School leaders will work closely with their stage team to ensure support and maintain implementation of new pedagogies and strategies. Demonstrating instructional leadership promoting and modelling effective evidence-based practice

**PROCESSSES**

How do we do it and how will we know?

**Project 1 TPL**
Teachers participate in professional learning targeted to school priorities and their professional needs.

**Project 2 SYSTEMS**
The school will embed 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.

**Project 3 ASSESSMENT & REPORTING**
Regular assessment practices will inform teaching and planning as well as assist teachers to monitor and report on student learning.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**
- Substantial chunks of uninterrupted learning time every day.
- 90% of students will achieve stage appropriate outcomes in literacy in school based assessments
- 90% of students will achieve stage appropriate outcomes in numeracy in school based assessments
- The percentage of students in the top 2 bands of NAPLAN for Year 3, 5 and 7, is equivalent to, or above, the state average in both Literacy and Numeracy

**Practices:**
- Literacy and Numeracy lessons are engaging for all students
- School places equal emphasis on numeracy and literacy
- Parents, staff, students recognise the importance of Numeracy, and rate it equally as important as Literacy.
- Staff PDPs and professional learning align with school plan and strategic directions.

**IMPROVEMENT MEASURE/S**

- The percentage of students in the top 2 bands of NAPLAN for Year 3,5 and 7, is equivalent to, or above, the state average in both Literacy and Numeracy
- 90% of students will achieve stage appropriate outcomes in literacy in school based assessments
- 90% of students will achieve stage appropriate outcomes in numeracy in school based assessments

Evaluation plan:
- Regular reporting against milestones by the executive team
- Teacher/class programs will be evaluated/supervised every term
- Naplan results will be analysed.
- Whole school data will be analysed by staff
- Students/Staff will be surveyed on student engagement
Strategic direction 2: Students have strong personal and social competencies

### PURPOSE

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

We believe that to be productive citizens in the 21st century our students need to be confident and creative. They need to be able to manage their emotional wellbeing and develop personal attributes such as honesty, resilience, empathy and respect for others.

### PEOPLE

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

**Students:** Students practise using social skills taught in class.

**Staff:** Teaching staff will engage in the various professional learning activities to improve their knowledge, skills and understandings to increase their capability to deliver the programs for improved outcomes for students.

**Parents:** Parents as partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through participation in parent information sessions. They will be consulted and informed at all steps along the way.

**Leaders:** Support staff in sustaining the program through stage meetings, assemblies and modelling.

### PROCESSES

How do we do it and how will we know?

**PROJECT 1 Whole school wellbeing program**

Through a whole school approach to wellbeing, students are taught to accept responsibility for their own behaviours. Positive, respectful relationships are evident among students and staff.

**PROJECT 2 Whole school culture**

Through a collective vision and language, staff create a whole school culture based on improvement and personal best.

**PROJECT 3 Aboriginal Cultural Program**

Through programmed Aboriginal Cultural groups and Aboriginal Education for all students, the school will teach students to recognise and respect cultural identity and diversity.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**
- Hamilton has a whole school approach to student wellbeing
- Hamilton students are confident, resilient and curious learners
- Hamilton students have effective friendship groups
- Positive social interactions for equity groups is comparable to the interactions of all students.

**Practices:**
- A wellbeing program is embedded across all classes to develop confidence, resilience, self-worth and responsibility.
- Students care for themselves and contribute to the wellbeing of others

### IMPROVEMENT MEASURE/S

- 100% of teachers using essential elements of student wellbeing program
- 100% of students showing improvement on “Tell them from Me” survey
- 95% of students feel that they have a positive friendship groups.

**Evaluation plan:**
- Regular reporting against milestones by the executive team
- Pre and post data collected from teacher designed friendship survey.
- “Tell them from Me” staff and student surveys
## Strategic direction 3: Students are creative and productive users of technology

### Purpose

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

We believe that to be productive citizens in the 21st century our students need to have the skills to be adaptable, critical and safe users of technology. In this rapidly changing world of technology, both the dangers and the possibilities of the cyber world need to be constantly addressed through both student and community education.

### People

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

**Students:** Students are given daily opportunities to use technology to enhance their learning

**Staff:** Through sustained and supported TPL and mentoring, staff will better understand and effectively use technology in their daily teaching practice

**Parents:** Parents as partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through participation in parent information sessions

**Leaders:** Through stage meetings and lesson observations, leaders ensure that staff are implementing new strategies in their teaching practice

### Processes

How do we do it and how will we know?

**PROJECT 1 TPL**

Teachers participate in professional learning targeted to school priorities and their professional needs.

**PROJECT 2 Resourcing**

Purchase more iPads and notebooks

**PROJECT 3 Community**

Provide parents and students with cyber safety workshops

Put systems in place for staff to share expertise in technology

### Products and Practices

What is achieved and how do we know?

**Products:**

- Sufficient hardware is purchased to allow each class to embed technology daily.
- Students and parents are informed digital citizens
- Scope and Sequence K-6 for technology including cyber safety is current
- BYOD is used in senior classes

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

**Practices:**

- Technology is integrated into daily classroom practice.
- Staff consistently attend TPL re: technology
- Staff mentor and share good practice with other staff

### Improvement Measure(s)

100% of classes have reliable wi-fi access

100% of teachers confidently utilising learning technologies to maximise 21st century learning opportunities for students.

100% of students utilising web2 tools and/or apps for projects/tasks