

Hillman Primary School Business Plan 2016-2018

Our Vision

A vibrant community where everyone achieves success.

The Hillman Primary School 2016 – 2018 Business Plan explores innovative and flexible approaches to providing a strong and sustainable Independent Public School that best caters for the cosmopolitan nature of our clientele in a manner that is confident, optimistic and proactive.

This plan has been a collaborative effort involving the students, staff, parents and School Board. Together, we have developed the strategic directions for the future that will support our students to be successful learners who have pride in themselves and their community. The plan forms part of a suite of documents including operational plans, the Workforce Plan and the Delivery and Performance Agreement.

Our Business Plan will ensure that we strive for excellence in all aspects of our school operations, allowing our students to achieve to the best of their ability and develop skills and values that will enable them to transition successfully into further education. It will determine the nature and delivery of educational programs and the deployment of resources to meet the current and emerging needs of our students.

Our plan provides a sustainable vision for the direction of Hillman Primary School during the next three years which will see our school undergo change and development. The targets and milestones contained in this plan indicate the level of progress towards achieving our three priority areas:

1. Teaching and learning;
2. Partnerships; and
3. Environment.

Cathy Harris
Chair, School Board

Aaron Young
Principal

4 March 2016

School Context

Situated near the Lake Coo loongup Flora and Fauna Reserve at the eastern end of Rockingham, Hillman Primary School is servicing a community that has a history of generations of families attending. The school site is appealing and large with a well-maintained oval and gardens and playing areas that are attractive and welcoming, providing a safe nurturing environment for all students.

Hillman Primary School offers a range of programs designed to meet the varying needs of its students, allowing them to experience success and build self-esteem. As a school, we seek out and only introduce those programs that require explicit teaching, are research based and are fundamental in improving the educational, emotional and social outcomes for all students.

Staff are keen to be part of a team striving to provide quality education opportunities for the children of Hillman. The School Community holds our school in high regard and we continue to develop and enhance this relationship. Being a small school, enables us to provide a very personalised approach to the learning of all students where all staff, both teaching and non-teaching, take on the responsibility of educating every child. Student's well-being is a priority. Our pastoral care of students involves keeping parents well informed. Parents/carers are encouraged to take an active role in the education of their children and to work closely with the school.

The Parents & Citizens Association and the School Board are active and strong in supporting the school to meet the educational outcomes for all students. Both committees have been revitalised with new parents coming through, all keen to make a significant contribution to our school. The School Board has five parent members and, as the main School Decision Making Group, is very active in shaping the future direction of the school.

There is a strong sense of pride in the school community in relation to the school and the achievements of its students in the classroom, on the sporting field and in the community. Visitors often comment the school has a great "feel" about it, very similar to a small rural school. We value this feedback and we will continue to work hard in further developing a sense of community and a sense of belonging with real pride.

Our Core Beliefs

At Hillman Primary School, we believe:

- That by valuing and nurturing positive partnerships, between staff, students, parents and the wider community in working together, will build a sustainable future
- Respectful, supportive relationships between staff and students are paramount in promoting an inclusive learning environment.
- By Fostering an innovative and collaborative learning community characterised by high quality teaching in every classroom, will challenge students to achieve high standards and their personal best.
- That every child can learn and be successful through collaboratively planned learning experiences that utilise current teaching best practises.
- That nurturing the whole child through a focus on positive social and emotional development can develop confident and optimistic individuals who set ambitious goals to achieve their potential.

Self-Reflection and Improvement

Successful students are the centre of our school improvement. Everything we do is evaluated in relation to the impact on student learning. Our school improvement cycle has three elements; we assess data and other evidence related to student achievement and school operations; we plan improvement strategies; and we action them.

Teaching & Learning

Providing quality learning opportunities where students are fully engaged and reach their potential

By 2018, we will aspire to:

- 100% of Year 3 and 5 students achieving 'at or above' the National Minimum Standard in NAPLAN reading, writing and numeracy;
- A school mean that is 'at or above' like schools' mean in all NAPLAN areas;
- All students engaged in self-reflection and goal setting to identify their strengths and areas of focus;
- All students with documented plans demonstrating progress;
- Implement the Western Australian Curriculum as per system requirements; and
- Implement the National Quality Standard as per system requirements.

We will achieve these through (but not limited to):

- Implementing and reviewing whole school plans for teaching English and Mathematics;
- Providing explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting;
- Investigating and implementing contextually appropriate practices that have a positive influence on engaging students in their learning and raising expectations;
- Maintaining and reviewing a whole school assessment and reporting plan;
- Using student achievement information to evaluate and adjust teaching and learning practices and confidently report to parents;
- Implementing a performance management process for all staff. Teaching staff's process will be aligned with the Australian Institute for Teaching and School Leadership (AITSL) Standards and supports teacher development and student achievement;
- Developing paraprofessionals to implement intervention programs for students at risk as part of the educational team;
- Refining a distributed organisational leadership structure across the school; and
- Demonstrating a shared responsibility approach through Phase of Schooling Teams to support quality innovative curriculum delivery, assessment and reporting practices.

We will know we've achieved our targets when:

1. Whole school plans for English and Mathematics are in place by 2016; reviewed each year; and four meetings a year occur within the Phase of Schooling Teams to discuss and document progress and implementation.
2. All students are engaged in self-reflection and goal setting by 2016.
3. School staff action research 2 influences related to student achievement that stems from John Hattie's meta research each year with the intent of staff adopting those practices that fit our current need.
4. A whole school assessment and reporting plan is in place by 2016 and reviewed each year.
5. The School Advisory Team's purpose and intent is realigned by Term 1, 2016 in order to discuss and document student achievement and progress analysis. Phase of Schooling Teams to meet once a fortnight in order to discuss and document teaching and learning adjustments based on student achievement and progress by Term 1, 2016 and reviewed each year.
6. Each staff member completes a performance management process, as per the Public Sector Management Act's requirements yearly.
7. Education Assistants have been trained to implement intervention programs by 2016.

Environment

Providing vibrant and motivating spaces and opportunities for student learning and well-being.

By 2018, we will aspire to:

- 100% of students achieving regular attendance;
- 100% of students demonstrating Good Standing;
- Improve the resilience, attitudes, coping skills, social skills, work management and engagement skills of students in Years 3 to 6 as measured by the ACER Social-Emotional Wellbeing Survey; and
- Improve the school environment and grounds as measured by the completion of planned and documented enhancements.

We will achieve these through (but not limited to):

- Ensuring existing data sources of student outcomes are used to plan for attendance improvement and monitor the effectiveness of the strategies we adopt for students at risk of not attending regularly;
- Continue the implementation of a whole school approach to Social and Emotional Health & Wellbeing within our Pastoral Care Framework;
- Developing consistent approaches across the school with Pastoral Care and Behaviour Management and Education, with an emphasis on the positive;
- Maintaining the involvement of pastoral care personnel, eg. Chaplain, School Psychologist;
- Establishing a Pastoral Care Room that will house a Nurture Group;
- Implementing and reviewing a whole school plan that provides an environment and climate that values and enhances play both within the classrooms, and outside in the playground;
- Ensuring environmental sustainable practices and curriculum is in place; and
- Ensure our buildings and facilities are maintained and/or improved to meet the current and future needs of our school.

We will know we've achieved our targets when:

1. A whole school attendance strategy is developed and in place by 2016, reviewed yearly; and two meetings a year occur within the Pastoral Care Team to discuss and document progress and implementation.
2. An active KidsMatter Team and You-Can-Do-It coordinator present to staff once a term; establish a whole school scope and sequence document; and disseminate information to staff and parents twice a term.
3. A Pastoral Care Team reviews student behaviour, attendance and policy key performance indicators on a yearly basis.
4. \$48 000 budget allocation is made for pastoral care support staff per year.
5. A Nurture Room coordinating committee is established and operational early Term 1, 2016 in order to facilitate the opening of the Nurture Room by Semester 1, 2016.
6. The Outdoor Play and Learning (OPAL) committee and subcommittees meet once a semester starting in semester 1, 2016.
7. Budget and staffing allocation for coordination of the school's environmental sustainability practices is in place start of 2016 and reviewed yearly.
8. A school grounds, building and infrastructure plan developed by 2016 and reviewed yearly. \$20 000 placed in the reserve accounts on an annual basis.

Partnerships

Positive involvement, connection and collaboration with our school community

By 2018, we will aspire to:

- Enhance teaching and learning through the development of new and maintaining existing partnerships with other institutions, organisations, academics and universities; and
- Employ our partner's expertise to support collaborative opportunities and activities.

We will achieve these through (but not limited to):

- Identifying, creating and sustaining community partnerships that contribute to improved student achievement and well-being;
- Raising community and staff awareness of the School Board's functions and responsibilities;
- Implementing a planned and documented communications plan that promotes consistency of key messages and utilises a range of relevant and contemporary mediums to communicate to all stakeholders;
- Implementing a community based Career Week with the aim of engaging students with a purpose for learning;
- Establishing a sustainable Early Intervention Centre that provides services and support for our students and their families in the areas of child health services, early learning programs, child support activities and parenting and family support; and
- Identifying opportunities to enhance student learning through extracurricular activities, external programs and partnerships.

We will know we've achieved our targets when:

1. We have established one new partnership each year.
2. The school website, notice board, newsletters and annual report reflect information and the actions of the School Board.
3. A school communications plan is developed and in place by 2016, reviewed yearly.
4. A Career Week is successfully held each year starting in 2017.
5. An Early Intervention Centre strategic plan is in place by semester 2, 2016 and fully operational by 2018.
6. Two new activities and/or partnerships are established each year.