



Home Hill State School

School Strategic Plan

2008 – 2011



The vision for Home Hill State School is to empower our students to become resilient life-long learners as active participants in a changing world.

Our purpose is to create a safe, caring, tolerant and disciplined environment where children, staff and parents communicate effectively to provide purposeful learning through excellent teaching adding value to all students every day.

At Home Hill State School we encourage our students to become

CRISP KIDS - LIFELONG LEARNERS

C Courteous **R** Responsible **I** Industrious **S** Safe **P** Proud

K Kind **I** Inclusive **D** Determined **S** Supportive

We acknowledge that a lifelong learner is:

A knowledgeable person with deep understanding
A complex thinker
A creative person
A participant of an independent world

An active investigator
An effective communicator
A reflective and self-directed learner.

WHERE THE SCHOOL HAS BEEN

PERFORMANCE REVIEW - SCHOOL PLANNING OVERVIEW 2005 - 2007

LEARNING	Intent – Key Strategies 2005 – 2007	Achievements	Considerations
	<ul style="list-style-type: none"> • Improve learning in all aspects of Literacy through the continuation of metalinguistics program P-3, THRASS, Guided Reading, Jolly Phonics and LTLTR • Improve learning in literacy through the development and implementation of a whole school reading program • Improve learning in all aspects of Numeracy with a particular focus on Data • Ensure individual learning needs are met through the refinement of the cluster system and streaming in Maths and Language and through review of acceleration • Ensure students remain engaged in learning through the identification and adoption of strategies which focus on the middle phase of learning • Ensure ICTs are embedded in all KLAs • Ensure focus on active students through implementation of P-3 sports program • Improve student learning through fine/perceptual motor school program across the school • Engage whole school community in preparation for Preparatory Year and Middle Phase of Learning • Maintain intervention program with a review of the delivery of support programs for students either appraised or identified with specific learning difficulties 	<p>All programs successful – P-3</p> <p>Have been achieving state average or better in overall Literacy</p> <p>Student improvement in the Data component of Numeracy but decrease in the Number strand</p> <p>Data from Year 5 and Year 7 tests do not indicate improved results across all students – good students seem to be plateauing and there would appear to be a sizeable tail of students performing poorly</p> <p>PD for middle schooling in place</p> <p>Homework Grid implemented</p> <p>Planning Days have resulted in integrated units which encourage student engagement and include multi-cultural understanding/acceptance themes</p> <p>All teachers received PD from Ian Lillico re Boys in Education</p> <p>Computer program delivered by dedicated teacher to all classes P-7</p>	<p>Existing programs to continue – and be implemented across whole school</p> <p>PD needs to be continuous and timely in all valued programs</p> <p>Teacher-Aide training – are we making the most of recent training</p> <p>Develop and implement Whole of School Reading Program</p> <p>Review of Cluster System and streaming and rotations– focus on implicit teaching across whole school</p> <p>Consideration must be given to individual student needs – taking into account changing socio-economic demographics</p> <p>How effective is Learning support programs</p> <p>Refocus on number strand of Numeracy</p> <p>Middle Schooling - focus needs to filter down to 4 and 5</p> <p>Teachers need to consider the anomalies of performance data for boys and girls</p> <p>Introduce sports rotation program weekly in P-3</p> <p>Whole school fitness program – does not mean everyone doing the same program</p> <p>Review effectiveness of Homework Grid</p>

SCHOOLS	<ul style="list-style-type: none"> • Develop student leadership, environmental awareness and citizenship through the continued implementation of HHELP • Maintain ICT skills program P-7 • Ensure productive partnerships with the broader community through the continued implementation of HHELP and other school based initiatives • Support positive student behaviours through the Peer Mentoring Program and Peer Support Program • Review Supportive School Environment Policy • Maintain Values Education Program with a focus on integration with units of work • Continue to promote the school in the wider community • Implement the Early Years of Learning Guidelines • Implement the Middle Phase of Learning • Maintain open and collaborative communication within and outside the school community • Ensure facilities and resources meet WPHS standards • Extend transition program from Year 7 through to High School 	<p>HELP extremely effective as is Parliament House and Student Council CRISP student concept working well ICT program delivered to all students Productive partnerships developed with range of community organisations Culminating Days provide opportunity for parental and community involvement Mediation effective Parents satisfied – above state levels- that school is providing a safe environment Implementation of Bounce Back School events well publicised in local paper and school newsletter Early Year of Learning Guidelines Implemented in Prep Programs implemented in Year 6/7 to support Middle Phase of Learning Cluster Manager Meetings/Staff meetings/ Newsletters/ Parent Partnership meetings all effective means of communication</p> <p>WPHS Officer and External safety audit</p> <p>Transition Days/ Collaborative approach to curriculum particularly in Science</p>	<p>HHELP teacher/manager role – need to maintain</p> <p>Need more computers – need to keep in mind funding available to both purchase and maintain computers</p> <p>Continue to promote community involvement with school</p> <p>Continue HHELP and Peer Mediation</p> <p>Look at tolerance for physical and verbal violence – ensure standards remain in place while taking into account individual circumstances</p> <p>Need to ensure implementation of Early Years of Learning Guidelines follows through to 1-3 Middle Schooling need to be inclusive of 4/5</p>
WORKFORCE	<ul style="list-style-type: none"> • Establish Professional Development Committee to identify and collate PD needs • Continue the development of a Professional Learning Community to implement the systemic, school and community priorities. • Develop a set of guidelines for pre-service teachers • Communicate PD undertaken by staff and implications of this PD for student learning 	<p>Established – staff have opportunity to participate in PD 80% of staff participated in PD Mandated curriculum initiatives covered Planning cycle and staff meetings Cluster meetings PD completed Understanding of procedures within school accomplished Document developed to record PD undertaken – onus on staff to complete</p>	<p>Professional Development Committee could operate more effectively</p> <p>Set aside time during each staff meeting to discuss PD and what is being offered</p> <p>Teachers suffered information overload – needed to be broken down into workable component</p> <p>Need to develop set of guidelines for pre-service teachers - Use JCU information as basis</p> <p>Implications for learning from PD not well articulated to rest of staff or school community</p>

WHERE THE SCHOOL IS NOW

SCHOOL CONTEXT

Community

Home Hill State School has recently been rebanded to a Band 8 school with sixteen (16) primary classes from Prep to Year 7. It is the largest state school in the Home Hill District. The school population in June 2007 was 383 students. The school effective enrolment has gradually increased over the last 9 years though a significant portion of the student body is now transient and we experience frequent transfers, enrolments and re-enrolments.

The student and community profile indicates that the majority of families are from average or low income families. An increasing number of students come from single parent families. The majority of students come from English speaking backgrounds. Within the district there are a large number of families of European descent while a smaller number of Asian and Aboriginal and Islander families add to Home Hill's diversity.

Over 90% of Year 7 students continue their schooling at Home Hill High School.

An active P & C is supportive of all school initiatives and participation in decision-making processes is good. Parents are also encouraged to become involved in their children's education through Parent Partnership Meetings, Culminating Activity Days and as voluntary aides or parent supervisors in a range of school activities.

The school has forged productive partnerships with other schools in the district and a range of community organizations, including James Cook University, C.S.R Burdekin Sugar Mills, Home Hill Chamber of Commerce and the local Art Society. Community use of the school's facilities is encouraged with local soccer, cricket and other sporting clubs using them on a regular basis.

Staff

As a whole, the staff demonstrates a strong sense of pride in the school and they are enthusiastic and committed to their work. Representative amongst the teaching staff is a wide range of experience and expertise with the sharing of these facilitated by the cluster management / planning arrangement in the school. Over the period of the past five (5) years there has been a large staff turnover. In 2007 the majority of the staff are female with two classroom teachers and the janitor-groundsman being the only permanent male staff members. Two of our teacher aides are from indigenous backgrounds.

Curriculum

HIPPO (Home Hill Integrated Program Planning for Outcomes) has formed the basis for our curriculum since 2002. The curriculum related to a range of identified outcomes delivered through integrated outcomes based units of work. Generally, Years P-3 worked towards Level 2 Outcomes, Year 4/5 towards Level 3 Outcomes and Year 6/7 towards Level 4 Outcomes. Individual student needs were met through the Individual Education Plans (IEPs) and modified programs. The expectation was that the majority of students would progress on to High School having demonstrated CLOs at Level 4. The clusters – P, 1, 2, 3, 4-5 and 6-7 had a teacher/manager and through the clusters all units were provided with adequate and timely resourcing. Units of work were designed with the flexibility to provide for the uniqueness of the student and where necessary individual programs and flexible timetabling were provided. Streaming occurred in Maths and English across Year 4-5 and Year 6-7.

The TSR process has identified a number of concerns regarding the clustering of classes in 4-5 and 6-7, particularly around the inflexibility of curriculum delivery through time constraints around the rotations and the perceived loss of ‘ownership’ of a particular group of students that is uniquely primary. The implementation of QCAR and the development of a suite of syllabus documents organised around essential learnings, standards and a bank of assessment items has also resulted in a need to review our curriculum delivery. Our challenge will lie in developing a curriculum delivery mode which maintains the significant benefits of the cluster system whilst embracing these systemic and school based reforms.

WHERE THE SCHOOL IS GOING

Goals	Strategies	Performance Indicators
<p>Learning</p> <p>School adds value to each child each day in each classroom</p>	<ul style="list-style-type: none"> • Improve Literacy and Numeracy through: <ul style="list-style-type: none"> ▪ continued development of whole school programs and scope and sequence documents which focus on essential learnings ▪ sharply focused teacher pedagogy and best practice • Refine learning programs to ensure capacity for all students to successfully reach full potential • Use the Early Years Curriculum Guide as a framework for developing programs across P-3 • Review Home Hill Integrated Program Planning for Outcomes (HIPPO) to align with QCAR • Review monitoring and tracking programs to ensure individual student needs are identified and met and value addedness is measurable • Reorganise curriculum delivery model – away from clusters and streaming rotations to straight classes delivering individual programs 	<ul style="list-style-type: none"> • Staff indicate that they are satisfied with their knowledge and skills relating to curriculum and pedagogy • School and external student achievement data reflects individual student value addedness • School and external student achievement data indicates a decreasing spread of results • Monitoring and tracking program influences individual student learning programs and outcomes
<p>Information and Communication Technology (ICT)</p> <p>All staff and students use ICT knowledge and skills effectively</p>	<ul style="list-style-type: none"> ▪ Ensure teachers are able to engage with technology through implementation of <i>Smart Classrooms Professional Development Framework</i> ▪ Ensure ICTs are effectively integrated into teaching and learning ▪ Improve access to ICT through the provision of well maintained modern equipment 	<ul style="list-style-type: none"> • Improved ICTs Index rating • Staff, student and parent opinion data relating to ICTs is equal to or above the state mean

<p>Community Partnerships</p> <p>Partnerships with the community respond appropriately to students needs</p>	<ul style="list-style-type: none"> • Maintain and develop community partnerships to support student learning and well-being – particularly to support the continued implementation of Home Hill Environmental Leadership Program (HHELP) • Identify and document referral pathways for students identified with special needs 	<ul style="list-style-type: none"> • Student and parent opinion data related to school-community relations and school climate is equal to or above the state mean • Extent to which student needs are met through Referral Pathways Index
<p>Supportive School Environment</p> <p>The school community engages in the teaching and learning process in a safe and supportive environment</p>	<ul style="list-style-type: none"> • Continue to develop, maintain and enhance notions of equity, diversity, tolerance and inclusion through delivery of <i>Bounce Back</i> and Supportive School Environment Policy • Proactively target social and emotional learning through the continued implementation of <i>Bounce Back</i> • Proactively teach resilience through the <i>Friends</i> program • Manage student behaviour by employing transparent processes in a consistent manner • Manage student behaviours proactively through the identification and development of appropriate pedagogies • Promote prevention and early intervention of mental health of students through the implementation of <i>KidsMatter</i> • Develop chaplaincy program to provide school community with pastoral care and values based support 	<ul style="list-style-type: none"> • Overall parent satisfaction is equal to or above the state mean • School data reflects improved student behaviour both in class and in the playground • Student and parent satisfaction that this is a good school is equal to or above the state mean • Positive changes in student mental health outcomes, positive school climate and early intervention strategies as measured by Flinders University evaluation of <i>KidsMatter</i>
<p>Communities of Practice</p> <p>Staff are supported in their work through a positive, flexible and professional learning environment</p>	<ul style="list-style-type: none"> • Continue to support shared leadership through Cluster Manager structure • Develop mentoring partnerships • Collaboratively develop an annual school based professional development plan responsive to school and systemic requirements • Encourage staff to develop personal professional development plans which are directly linked to the school plan • Staff are strategically positioned to implement syllabus documents through School and Personal Professional Development Plans 	<ul style="list-style-type: none"> • Staff satisfaction relating to morale meets or exceeds the state average • Staff satisfaction with the support provided within the school meets or exceeds the state average

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