School plan 2015 – 2017

Hebersham Public School 4447

Strive to Make Real Connections

Engagement

Strive to Inspire Curriculum

Strive to Make a Difference
### School vision statement

At Hebersham the students, staff and community believe that all of the school community need to

**Be Brave and follow the Pride Guide:**

- Be a Learner
- Be Respectful
- Be Safe

The Pride Guide underpins everything that occurs at Hebersham Public School.

### School context

The school enrolment at Hebersham Public School (HPS) located in Mt Druitt Western Sydney region established in 1972 on the land of the Dharug people has not changed significantly in almost two decades. Enrolment is currently 610 students with 50% from non English speaking backgrounds and 21% from Aboriginal or Torres Strait Islander (ATSI) backgrounds. There are 23 mainstream classes and three support classes - two for students with autism and one for students with emotional disorders.

Literacy, numeracy and student engagement remain the key focus areas. The Positive Behaviour for Learning (PBL) philosophy continues to be embedded into the school culture. Other targeted programs include The Song Room Drumming program, KAGAN Cooperative Learning Structures, Visible Learning and Play Is The Way.

The learning support team (LST) remains a key committee. The PBL/LST framework supports teachers, parents and carers in ensuring students' engagement in learning. Accelerated Literacy; Spelling Mastery; Maths Mob and Connected Classrooms are key programs. The Stephanie Alexander Kitchen Garden Program is supported by the staff, students and community.

A key focus is the successful transition of preschoolers to school, especially Aboriginal students. An Aboriginal playgroup 'Koori Play and Chat' operates with the AEO a key person in the team.

HPS competes successfully in the district sport and public speaking competitions and performs in dance and choral festivals. The P&C Association strongly supports school programs.

### School planning process

In conducting this school planning process the following phases were followed to draw conclusions, make recommendations and refine strategies. Collection of data that included surveys across the whole school community; collection of Best Start and PLAN pre and post assessments, feedback on school initiatives from focus groups of staff, parents, carers and student voice; analysis of SMART data in literacy and numeracy; examination of PBL data; and staff professional learning.

The following was followed:

1. planning the process
2. collecting data
3. analysing data
4. communicating findings, recommendations and strategies.
Purpose:
Embedded into the strategic direction ‘Strive to Make a Difference’ is the welfare of our students. The positive behaviour for learning (PBL) philosophy is embedded into the school culture and is instrumental in navigating this direction.
As a school we strive to make a difference by creating an engaging and inclusive safe environment. The explicit teaching of positive behaviours and the implementation of innovative teaching practices builds positive relationships and develops a love of learning.
The whole community has embraced the Pride Guide (PBL): be a learner; be respectful; and be safe. The expectations identified in the Pride Guide (PBL) will continue to drive the strategic direction, ‘Strive to Make a Difference’ with an aim of supporting and improving the welfare of students.

Purpose:
Embedded within the strategic direction ‘Strive to Inspire’ is the curriculum. It encompasses all Key Learning Areas, assessment and reporting, extra curricula activities and professional learning. ‘Strive to Inspire’ in addition to ongoing professional learning, will ensure the development and direction of all syllabuses, the consolidation of existing and future school programs and the valued consistency of judgement within assessment and reporting.
The incorporating processes of ‘Strive to Inspire’ have been identified as a strategic direction with the aim of sustaining improvement in student learning.

Purpose:
Embedded into the strategic direction ‘Strive To Make Real Connections’ is the involvement of all stakeholders in our community. This partnership between all stakeholders supports management of our educational learning. This will be sustained in an inclusive culturally diverse environment that contributes to greater opportunities of learning for the whole community.
By reviewing and revitalising existing programs and activities we are providing increased opportunities for the whole community to establish meaningful collaborative partnerships with the school and fulfil the goals of ‘Strive To Make Real Connections’.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<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>
</tr>
</tbody>
</table>
| Embedded into the strategic direction ‘Strive to Make a Difference’ is the welfare of our students. The positive behaviour for learning (PBL) philosophy is embedded into the school culture and is instrumental in navigating this direction. As a school we strive to make a difference by creating an engaging and inclusive safe environment. The explicit teaching of positive behaviours and the implementation of innovative teaching practices builds positive relationships and develops a love of learning. The whole community has embraced the Pride Guide (PBL): be a learner; be respectful; and be safe. The expectations identified in the Pride Guide (PBL) will continue to drive the strategic direction, ‘Strive to Make a Difference’ with an aim of supporting and improving the welfare of students. | **Students:** Pride Guide  
Mandated Pride Guide lessons across all K-6 classes to specifically teach students the expectations of being safe, respectful, learners.  
**Pride Folders** used to track welfare progress. | **Collaborative Planning**  
PBL and Strategic Direction team work together to analyse school data and implement practices to support welfare and attendance of students. Review lesson plans to support the Pride Guide.  
**Buddy Classes**  
Establish Buddy Classes using targeted programs that promote team building activities, develop resilience and specifically teach social skills.  
**Professional Learning**  
Targeted Professional Learning aimed at creating safe, supportive learning environments. PBL, Play is the Way, Kagan Cooperative Learning and Visible Learning are embraced by all staff to ensure positive change.  
**Learning Support Team**  
In consultation with staff the Learning Support Team monitor the welfare and development of students. Support networks and targeted programs are identified and implemented into classrooms settings.  
**Visible Learning**  
Students and staff are involved in promoting the Pride Guide to the wider community through celebrations, workshops, assemblies, excursions and targeted programs that are made explicit and visible to all stakeholders. | **Hebersham ILP Format**  
HPS Individual Learning Program  
Students who have been identified in LST are working on an ILP that caters to their specific needs. Teachers are monitoring achievement and reviewing goals termly. ILP’s are used to support Nationally Consistent Collection of Data at a school level.  
**Product:** Pride Lessons and Matrix of Expectations  
Reduce in red level playground referrals due to students regulating their emotions safely. Staff and students work together to collaboratively identify PBL expectations for the buddy bench and calm down bench. Matrix is implemented into Pride Time Lessons.  
Review of playground data to monitor success of ‘safe areas’ in the school environment. PBL committee and Executive staff review ‘red level’ incidents weekly and refer to LST. |
| **Improvement Measures** | **Processes** | **Products and Practices** | **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  
**Practice:**  
|  |  |  | **Reflective Analysis of Sentral Data and Pride Folder Collection**  
Students monitor their own behaviours and reflect on their Pride Goals every three weeks. Students identify their emotions and ways to manage them safely. |
| **Improved Attendance Rates**  
Data collection from Sentral will indicate an improvement in attendance rates from K-6. | **Community Partners:** Community Partnerships  
Invite and encourage community members to attend celebrations of achievement, sharing their personal stories of achievement. Build connections with community business to support targeted programs. | **Ongoing data collection (whole school, classroom level and targeted systems)**  
**Review and monitor Sentral data to identify achievement of milestones**  
**Surveys of staff, students and parents/carers**  
Monitoring the participation of all key stake holders in school based events |  |
| **Universal Individual Learning Program**  
Program developed to support the learning and social needs of students ILP’s clearly identify needs of individual students and are used to support the Nationally Consistent Collection of Data. | **Leaders:** School Directions  
All leaders and aspiring leaders to engage staff in discussions identifying outcomes and decisions of the strategic directions to monitor key milestones of the school plan. |  |  |
| **Reduction in red level playground referrals**  
Students begin to regulate emotions safely. |  |  |  |
| **Product:** Targeted Attendance Program  
Improvement of Attendance rates in K-6. Data collection using Sentral to track and monitor the attendance of students identified in LST meetings. Collect data of students receiving attendance awards termly.  
**Product:** Hebersham ILP Format  
HPS Individual Learning Program  
Students who have been identified in LST are working on an ILP that caters to their specific needs. Teachers are monitoring achievement and reviewing goals termly. ILP’s are used to support Nationally Consistent Collection of Data at a school level.  
**Product:** Pride Lessons and Matrix of Expectations  
Reduce in red level playground referrals due to students regulating their emotions safely. Staff and students work together to collaboratively identify PBL expectations for the buddy bench and calm down bench. Matrix is implemented into Pride Time Lessons.  
Review of playground data to monitor success of ‘safe areas’ in the school environment. PBL committee and Executive staff review ‘red level’ incidents weekly and refer to LST. |
| **Product:** Hebersham ILP Format  
HPS Individual Learning Program  
Students who have been identified in LST are working on an ILP that caters to their specific needs. Teachers are monitoring achievement and reviewing goals termly. ILP’s are used to support Nationally Consistent Collection of Data at a school level.  
**Product:** Pride Lessons and Matrix of Expectations  
Reduce in red level playground referrals due to students regulating their emotions safely. Staff and students work together to collaboratively identify PBL expectations for the buddy bench and calm down bench. Matrix is implemented into Pride Time Lessons.  
Review of playground data to monitor success of ‘safe areas’ in the school environment. PBL committee and Executive staff review ‘red level’ incidents weekly and refer to LST. |  |  |  |
Strategic Direction 2: Strive To Inspire (Curriculum)

Purpose
Why do we need this particular strategic direction and why is it important?
Embedded within the strategic direction ‘Strive to Inspire’ is the curriculum. It encompasses all Key Learning Areas, assessment and reporting, extra curricula activities and professional learning. ‘Strive to Inspire’ in addition to ongoing professional learning, will ensure the development and direction of all syllabuses, the consolidation of existing and future school programs and the valued consistency of judgement within assessment and reporting.
The incorporating processes of ‘Strive to Inspire’ have been identified as a strategic direction with the aim of sustaining improvement in student learning.

People
How do we develop the capabilities of our people to bring about transformation?
Students: Engagement in all Key Learning Areas
Develop skills, knowledge and experiences in all Key Learning Areas including extra curricula activities and increase understanding of their own learning.
Staff: Professional Learning
All staff to be involved in ongoing learning regarding syllabuses, assessment and reporting including PLAN and school based programs.
Parents/Carers: Parent/Carer Partnerships
Invite and encourage parents/carers to attend information sessions regarding new syllabuses. PLAN, assessment and reporting including 3 way interviews and school based programs.
Community Partners: Community Partnerships
Invite and encourage community members to attend celebrations of achievement, sharing their personal stories of achievement.
Leaders: School Directions
All leaders and aspiring leaders to engage staff in discussions identifying outcomes and decisions of the strategic directions to monitor key milestones of the school plan.

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

- Collaborative Programming
  Stage collaborative programming across all KLA’s using current syllabuses.

- Professional Learning
  Targeted professional learning aimed at syllabus implementation, assessment and reporting, PLAN, TOWN, TEN, school based programs utilising expert staff including literacy and numeracy instructional leaders.

- Quality Teaching
  Supporting ECTs as they progress from graduate to professional competence and beyond through fortnightly Professional and Welfare Support (PAWS) meetings. Support is also given to expand CRTs and ECTs professional development.

- Extra Curricula
  Involvement by students in areas including public speaking, dance performances, dance performances and district and regional sporting competitions.

Evaluation Plan
- Ongoing data collection
- Surveys of staff, students and parents/carers
- Monitoring the participation of all key stake holders in school based events

Products and Practices
What is achieved and how do we measure?
- Significant improvement in cluster markers/clusters within all aspects of both the literacy and numeracy continuum
Improvement in clusters across all aspects, measured by ongoing data collection (TOWN, TEN, PLAN).
- Visible Learning
Students work towards achieving personally identified learning goals.
- Programming and Assessing based on new syllabuses
Working knowledge of all syllabuses, measured by programming, assessing and reporting against objectives, outcomes, and content descriptors.
- Partnerships
Attendance of parents/carers and community members at information sessions and school functions, measured by attendance patterns and feedback.
What are our newly embedded practices and how are they integrated and in sync with our purpose?
Practice: Reflective analysis of PLAN and other data
Ongoing data collection and analysis to identify learning goals and ensure improvement.
Practice: Working knowledge of all syllabuses to drive programming and assessment and reporting, increasing student engagement and achievement.
Ongoing professional learning to ensure consistency of teacher judgement.
### Strategic Direction 3: Strive to Make Real Connections (Community)

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

Through community involvement and education, this partnership between all stakeholders supports management of our educational learning. This will be sustained in an inclusive culturally diverse environment that contributes to greater opportunities of learning for the whole community.

#### Improvement Measures
<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<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>
</tr>
<tr>
<td>Through community involvement and education, this partnership between all stakeholders supports management of our educational learning. This will be sustained in an inclusive culturally diverse environment that contributes to greater opportunities of learning for the whole community.</td>
<td><strong>Students:</strong> Develop students understanding of a range of cultures and enhance student ownership of learning goals, positive behaviour and collaboratively sharing their culture with peers.</td>
<td><strong>Community Involvement:</strong> Inform all stakeholders through regular school assemblies, Facebook and the school website. Source community support and resources to establish new initiatives such as the Bush Tucker Garden and Aboriginal Yarn Up. Encourage Aboriginal and wider school community members to become active participants in the school’s P&amp;C and other relevant committees. Commemorate past Australian history and acknowledge local service men and women. Refresh current Aboriginal programs to increase community engagement and develop rapport with the Aboriginal community members. <strong>Education:</strong> Implement effective culturally engaging programs and significant events to expose and increase understanding of all cultures. Review and update PLP’s on a semester basis in consultation with the Aboriginal Education Officer and parents/carers. Facilitate and deliver further professional development in 8-ways of Learning and the implementation of the Aboriginal Education Action Plan to all staff. Provide opportunities for parents and cares and community partners.</td>
<td><strong>Special Events:</strong> Increase community engagement and mutual respect within the school and the classroom by fostering a collaborative environment. Enhance cultural awareness and acceptance in the community through increased parent participation in special events and school activities. Create opportunities for parents to participate in special events through open communications. Include representatives from the local community at school assemblies to inspire student pride and promote school and cultural values. Increase parent participation in our home school partnerships to support student learning and engagement at school. <strong>Education of Aboriginal and Torres Strait Islander Students:</strong> Achieve 100% of ATSI students to have a stage specific PLP completed and reviewed by the end of each school year. Increase by two ATSI families per term to attend Koori Play and Chat. Increase involvement by Aboriginal community members in special events at Hebersham Public. Achieve 60% of Stage 2 and Stage 3 participation in cultural specific activities in Koori Club. Engage every student in learning that is meaningful and encompasses Aboriginal perspectives.</td>
</tr>
<tr>
<td><strong>To increase community engagement by 20% in special events and school activities each school year.</strong></td>
<td><strong>Staff:</strong> Develop highly skilled staff that connects with parents and the broader school community to provide learning which is engaging, authentic and valued by all students. Use reflection, monitoring and collaboration to facilitate improvement and inform future directions at the school wide and classroom level. Develop and maintain a culture that recognises individual differences and fosters belonging within the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To achieve 100% of ATSI students to have a stage specific PLP completed and reviewed by the end of each school year.</strong></td>
<td><strong>Parents/Carers:</strong> Develop the capacity of the school community to reflect on current practices and investigate how community involvement can strengthen the education of all students. Enable the school community to participate in effective and collaborative communication to develop a shared vision, which builds pride in our school. <strong>Community Partners:</strong> Strengthen connections between the school and community partners through communication and participation in engaging programs which enhance the</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To increase community partners in food and garden education by 20% each school year.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To participate in one community based project involving all stakeholders each school year.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Hebersham Public School 4447
Page 6

Planning template – V2.0
Learning of all students and stakeholders.

**Leaders:**

Develop the leadership teams’ capacity to lead the school in working alongside the Hebersham School Community.

Engage all staff in professional development that is relevant and build upon their capabilities to deliver pedagogy that is authentic and valued by all stakeholders in our community.

- To participate in food and garden education during and out of school hours.
- Implement holistic and conceptual learning to connect syllabus content knowledge and skill with sustainable environmental education.
- Increase the Aboriginal Community’s involvement in Koori Club to share knowledge and cultural experiences with the students of Hebersham Public School.
- Establish a Bush Tucker Garden that can be incorporated into the SAKG for students and community access.
- Establish and maintain a representative from the ATSI community to be involved in the Aboriginal Education Committee and the Parent and Citizens Committee.

**Stephanie Alexander Kitchen Garden:**

- Engage parents/carers and community partners in food and garden education.
- Educate students about sustainable garden issues (water, soil and pest management)
- Engage different multicultural communities in celebrating and using different areas of the garden

**School Environmental Management Plan:**

- Engage parents/carers and community partners in community based projects with the school.
- Educate students about sustainable environmental issues (water and energy)