School plan 2015 – 2017

STRATEGIC DIRECTION 1
Highly Motivated and Reflective 21st Century Learners

STRATEGIC DIRECTION 2
Proactive & Engaged School Community

STRATEGIC DIRECTION 3
Resilient Global Citizens
### School background 2015 - 2017

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<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
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<td>Hampden Park Public School strives for excellence and equity. We aim to empower students with the knowledge and skills necessary to thrive, be productive citizens and achieve their full potential. We recognise children as individuals, catering for their needs and talents and fostering tolerance, integrity and inter-racial harmony in our culturally diverse community. We provide a happy, secure and stimulating environment which welcomes the interaction of teachers, parents and the community.</td>
<td>Hampden Park Public School, established 1979, is a large primary school of approximately 714 students. Our student cohort represents over 40 nationalities with 98% of students coming from non-English speaking backgrounds. The school provides excellent education for the 'whole child' from Kindergarten to Year 6. We also have four multi-categorical classes on site. Our dedicated and enthusiastic staff focus on improved professional development, engage in leadership practices and contribute to a culture of high expectations to ensure the best education for each student.</td>
<td>Staff, students and parents have been widely consulted and three strategic directions have been chosen from this broad consultation. Consultation included workshops, forums, training and development sessions, interviews and surveys. Data will be collected on an ongoing basis and this coupled with the five-week learning cycle will ensure that we are best informed on the progress of our students we can meet the needs of our students as they progress through the grades.</td>
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School strategic directions 2015 - 2017

At Hampden Park Public school we will;
- Define the key improvements for the school to achieve excellence.
- Ensure that our evidence is data informed.
- Keep the students at the centre of what drives us to succeed.
- Strive to provide opportunities for all staff to lead at all levels sustaining a leadership culture within the school.

STRATEGIC DIRECTION 1
Highly Motivated and Reflective 21st Century Learners

To create a whole school culture where all members see themselves as active learners.

To provide challenging and student-centred curriculum that promotes creativity, innovation and engagement as 21st Century learners.

STRATEGIC DIRECTION 2
Proactive and Engaged School Community

To foster positive and respectful relationships that increase levels of student, staff and community engagement and promote collective responsibility for student learning and success.

STRATEGIC DIRECTION 3
Resilient Global Citizens

To foster an environment that builds resilience, respect, empathy, reflection and self-efficacy.

To empower students with essential skills and attributes to connect, succeed and thrive as global citizens.
## Strategic direction 1: Highly Motivated and Reflective 21st Century Learners

### PURPOSE
To create a whole school culture where all members see themselves as active learners.

To provide challenging and student-centred curriculum that promotes creativity, innovation and engagement as 21st Century learners.

### PEOPLE
All learners take responsibility for their learning through goal-setting, feedback and reflection

**Students:** Will set personal learning goals and monitor their own progress. Students will demonstrate creativity, innovation and engagement in their learning across the curriculum.

**Teachers:** Will participate in professional learning to effectively develop and embed innovative teaching and learning practices to create challenging student centred learning environments.

**Parents:** Will participate in learning opportunities to deepen their knowledge of the curriculum and the teaching and learning cycle in order to support the students at home.

**Leaders:** Will be visible learners who participate in professional learning programs and collaborate to build a culture of continuous improvement within the school and with strategic partners.

**Community:** Will enrich student learning outcomes by providing resources, expertise and opportunities for showcasing the teaching and learning.

### PROCESSES
Upskilling teachers on evidence-based best practice in through Professional Learning

- Visible Learning
- Effective Feedback
- Growth Mindset

Teaching and learning practices embed general capabilities from the Australian syllabuses across an integrated curriculum, and explicit teaching of collaborative problem-solving, creativity, critical thinking “practice” through

- STEAM
- SOLE
- Project Based Learning
- Makerspace

Collaboratively planning for differentiation and best practice through LSSS

- TEN, TOWN
- L3
- OT & Speech Programs

Parent understanding of pedagogy and 21st century earning developed through

- Workshops
- Parent surveys
- Three-way teacher/parent interviews

Teachers are guided through structured, scaffolded self-reflection and self-assessment process through implementation of PDPs and accreditation processes using coaching model

- Goal setting
- Accreditation

Leaders are professionally developed through

- Mentoring
- Aspiring leaders program
- Collaborating with our professional learning communities

### PRODUCTS AND PRACTICES
**Products:**
Students have personal learning goals

Learning Programs are differentiated and informed by student learning goals

Teachers have personal and professional learning goals in PDP’s

Best practice is shared and celebrated with the school community.

Opportunities are provided for parents to engage in learning based on parent feedback

Aspiring leaders network established

Strategic Partnerships exist

**Practices:**
Students engaged in collaborative learning processes informed by ongoing reflection within the teaching and learning cycle

School Planning Evaluation Process utilising the School Excellence Framework

Teachers are using evidence informed teaching practices.

Parents are engaged and understand their child’s learning progress and strategies to support them in their learning.

### IMPROVEMENT MEASURE/S
Improvement in students’ PLAN, NAPLAN data with 80% students achieving grade and school interim targets

All students participate in discussions about their learning with teachers and parents

100% of staff have Professional Development Plans and engage in regular observation, peer feedback, reflection and goal setting

All teachers’ programs include collaborative and reflective teaching and learning practices

An aspiring leaders network is established with members leading programs within the school / community

### Evaluation plan:
- PLAN & NAPLAN data
- Parent/Teacher Interview data
- PDPs
- Tell them from Me survey
- Accreditation Progression Data
- Calendar of Events

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Strategic direction 2: Proactive and engaged school community.

**PURPOSE**

To foster positive and respectful relationships that increase levels of student, staff and community engagement and promote collective responsibility for student learning and success.

**PEOPLE**

Students: Will encourage their family members to be involved in school events and groups.

Staff: Will identify and acknowledge the skills and strengths parents and carers bring to our school community and engage with parents regarding their

Parents: Will be actively involved in school events and groups and will contribute to school decision making. Parents will actively engage with learning opportunities to support their child’s learning at home and school.

Community partners: Police visits, local politicians, sports heroes, vision and speech therapists and community service providers with provide support and resources and promote our school in the wider community.

Leaders: Will actively seek opportunities to host interagency forums at our school.

**IMPROVEMENT MEASURE/S**

A database is established through the findings of parent feedback surveys, participation data and from other school information to guide future school planning.

Increased number of participation of parents in a range of school programs, events, workshops, classroom activities, P&C, fund-raising and parent led activities.

Establishment of stronger business and community ties within the Lakemba area.

**PROCESSSES**

Parent communications overhaul including 2-way, multi-lingual, and technology relevant, culturally sensitive and up-to-date:

- Overhaul of newsletter informed by evidence-based principals in design and communication
- Regular updating of website
- More staff accessing and using Facebook to celebrate and promote student learning, parent events, etc.

The establishment of a parent café

Establishment of an independent P&C and other groups who drive parent workshops

**PRODUCTS AND PRACTICES**

Products:

A school community actively engaged in governance and management of the school

A learning community who assume shared vision, responsibility and knowledge between themselves with the teachers and students and beyond the classroom.

Parent Café established

Parent café timetable and volunteer roster established

Practices:

Parents regularly leading workshops

Parents helping in the classroom
## Strategic Direction 3: Resilient Global Citizens

### PURPOSE

To foster an environment that builds resilience, respect, empathy, reflection and self-efficacy.

To empower students with essential skills and attributes to connect, succeed and thrive as global citizens.

### PEOPLE

**Students:** Will be active participants in the development, implementation and evaluation of the wellbeing framework and wellbeing programs

**Staff:** Will be active participants in the development, implementation and evaluation of the wellbeing framework and wellbeing programs

**Parents:** Will be active participants in the development, implementation and evaluation of the wellbeing framework and wellbeing programs

**Community partners:** Will provide resources, expertise and support towards development, implementation and evaluation of the wellbeing framework and wellbeing programs

**Leaders:** Will lead and engage all stakeholders in the development, implementation and evaluation of the wellbeing framework and wellbeing programs

**Evaluation plan:**
- Tell the From Me Surveys
- TPL feedback data
- LST student data
- Student participation data (Out of The Box and other programs)

### PROCESSES

Development of a wellbeing framework which supports cognitive, emotional, social, physical and spiritual wellbeing with input from all stakeholders.

Development and implementation of wellbeing programs across the school to build students' capacity to build and sustain positive relationships.

Teacher capacity and understanding developed through whole-school professional learning:
- Sue Larkey TPL (Autism Spectrum)
- KidsMatter
- Growth Mindset
- Visible learning
- Non-Violent Crisis Intervention (NVCI)
- Child Protection / Keep Them Safe
- Code of Conduct

Student leadership and voice amplified through strengthening student leadership programs:
- SRC & Prefects
- Out of the Box programs
- Journalist team

Staff wellbeing programs developed and implemented across the school to build teacher professional capacity and sustain positive relationships.

Parent leadership and voice ensured through executive representation at P&C:
- Parent focus groups and workshops conducted with identified key change agents from each cultural/linguistic group
  - Growth Mindset
  - KidsMatter
  - Parenting

Building Community Partnerships through building and maintaining strategic relationships:
- Family referral caseworker
- Canterbury Health
- SACC; Parent Café
- Koorana
- Toy Library
- CCFI and other interagency forums

### PRODUCTS AND PRACTICES

**Products:**
- Consistent wellbeing framework which supports the cognitive, emotional, social, physical and spiritual wellbeing of all members of the school community implemented throughout the school.
- Wellbeing programs for target groups such as refugees, new arrivals, student leadership, LST, peer support/buddy classes

**Practices:**
- A proactive SRC leads student identified initiatives in the school / wider community
- Students will build and sustain positive relationships so that they can actively contribute to the wellbeing of themselves, others and the wider community
- Staff deliver effective programs which build relationships with and between students, parents and staff which support all stakeholders in connecting, succeeding and thriving
- Parents participate in learning that enhances parent and student wellbeing
- Community partners enhance the delivery of programs through ongoing communication, involvement and collaboration.

### IMPROVEMENT MEASURE/S

A written wellbeing framework developed and evaluated through consultation with the school community

Data collected through internal sources indicates a reduced need for LST interventions for resilience programs

Increased % of students participating in wellbeing programs

Increased % of programs initiated by SRC / student leaders

Increased % of parents participating in learning about wellbeing programs

Tell Them From Me data indicates positive growth for connection to school and other wellbeing measures

V1. [14 November 2016]