



Home Hill State School

School Strategic Plan

2012 – 2015



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

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 learners every day.

At Home Hill State School we encourage our learners to become

CRISP KIDS - LIFELONG LEARNERS

C Courteous R Responsible I Industrious S Safe P Proud

K Kind I Inclusive D Determined S Supportive

At Home Hill State School we enable our learners to become

Successful Learners, Responsible Citizens, Confident Individuals and

Effective Contributors

WHERE THE SCHOOL HAS BEEN

PERFORMANCE REVIEW - SCHOOL PLANNING OVERVIEW 2008 - 2011

| Goals | Strategies | Performance Indicators | Progress towards achieving Performance Indicators | | | |
|---|--|--|---|---|---|---|
| <p>Learning</p> <p>School adds value to each child through the implementation of curriculum programs which are developed around core essential learnings and focus on individual student needs</p> | <ul style="list-style-type: none"> • Improve Literacy and Numeracy through continued development of whole school programs and scope and sequence documents which focus on essential learnings • 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 range of achievement • HIPPO alignment with QCAR is evidenced through inclusion of essential learnings, standards and assessment and reporting data banks • Monitoring and tracking program influences individual student learning programs and outcomes | <p>Staff school percentage</p> <p>School mean</p> <p>State mean</p> <p><i>All equal to or above state</i></p> <p>See NAPLAN Results Table below</p> <p>HIPPO discontinued</p> | <p>2008</p> <p>96.9%</p> <p>3.44</p> <p>2.97</p> | <p>2009</p> <p>93.8%</p> <p>3.28</p> <p>2.98</p> | <p>2010</p> <p>89.2%</p> <p>3.16</p> <p>2.94</p> |

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| <p>Commendations</p> | <p>School's English, Maths and Science programs are aligned to QCAR and all planning is done on OneSchool Deputy Principal meets with class teachers each term to collaboratively develop unit plans and have professional conversations about curriculum and pedagogy NAPLAN data indicates that Year 7 results are consistently similar to or above like schools and in 2010 the mean score for Year 7 was statistically similar to the Nation in all strands except Writing All staff trained in <i>First Steps in Number</i> Year 2 Net data is consistently similar to or above the state Extension program established for identified students in Years 4-7 Special Education Program introduced School policy documents revised 2010</p> | | | | | |
| <p>Recommendations</p> | <p>NAPLAN data from Year 3 to Year 5 continues to be of concern – investigate additional literacy support in Year 4 and promote explicit teaching and purposeful tasks Continue to implement whole school comprehension strategy and adopt Spelling and Reading programs provided by DO Promote literacy teaching to school community through school newsletter Provide teachers with on-going feedback on their classroom practices and engage with staff members about effective literacy and numeracy teaching strategies Continue to monitor school-wide student results and engage in conversations with staff about effective teaching strategies and programs to address the school-wide improvement agenda Provide PD on using front-end assessment to develop assessment tasks, criteria sheets and guides to making judgements Refine the school 'Home Hill Monitoring, Responding and Reporting document to include specific year level targets/goals for the key school based assessment tools QCAT results indicate additional support required for boys in Year 6 Continue to include teaching strategies from <i>First Step in Number</i> in learning program Maintain extension program for identified students</p> | | | | | |
| <p>Information and Communication Technology (ICT)</p> <p>All staff and students use ICT knowledge and skills to enhance and facilitate learning</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>Enabling T&L Developing professionals Supporting/enabling learners Building infrastructure Overall</p> <p>Parents school Parents school mean State mean</p> | <p>2008 AAA AAA AAA A A</p> <p>94% 3.24 2.84</p> | <p>2009 AAA AAA AAA NA NA</p> <p>84.8% 3.06 2.83</p> | <p>2010 AAA A AAA NA -</p> <p>80.6% 3.06 2.84</p> |

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|--|--|---|--|---|---|---|
| | | | Students school Students school mean State mean Staff school Staff school mean State mean <i>All equal to or above state</i> | 92.4% 3.40 2.98 97% 3.36 2.69 | 93.7% 3.46 2.97 96.9% 3.34 2.73 | 97.8% 3.56 3.01 100% 3.41 2.78 |
| Commendations | Increasing knowledge and skill development through implementation of <i>Smart Classrooms Professional Development Framework</i> has enabled teachers to embed ICTs into learning programs All classrooms have interactive white boards and additional computers in classrooms and these are used to support learning programs Resource Centre has a range of ICT devices which enhance delivery of curriculum programs | | | | | |
| Recommendations | Continuing professional development in uses for the range of ICT devices Staff supported to gain Pedagogical Licence Staff need to keep informed of developing technologies to continue increasing student engagement Improved access to ICTs through effective planning and timetabling Education of school community in ethical use of ICTs School investigate appropriate ICT communication strategies | | | | | |
| Community Partnerships Productive and responsive community partnerships enhance learning opportunities for students and engage the community in the learning process | <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 | Community relations Parents school mean State mean School climate Parents school mean State mean Students school mean State mean <i>All equal to or above state</i> Referral Pathways Index not developed | 2008 3.19 2.93 3.04 2.86 3.08 2.85 | 2009 2.98 2.94 2.62 2.85 3.12 2.84 | 2010 3.35 2.95 3.07 2.88 3.17 2.90 |

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| <p>Commendations</p> | <p>Students have been afforded an opportunity to play an active and significant role in the governance of the school through the Student Council and HHELP and this has been supported through Local, State and Federal Government and community partnerships. Many local sporting associations make use of the school sporting facilities and have developed a good working relationship with the school Buddy system ensures Preps are confident learners and active school community members and the older students are provided with an opportunity to have a pastoral care experience mentoring younger students Special Needs Committee has provided timely support and referral services to identified students</p> | | | | | |
| <p>Recommendations</p> | <p>Continue to develop community partnerships which support our school programs Continue to develop the sustainability role of the Student Council Continue to resource and support Prep Buddy program Continue to use Special Needs Committee to lead process of identification, referral and student support</p> | | | | | |
| <p>Supportive School Environment</p> <p>The school community is able to engage 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> • 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 • Satisfaction with behaviour at this school • 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>Parents school mean State mean</p> <p>Disciplinary absences School State</p> <p>Parents school mean State mean <i>All equal to state</i></p> <p>Students school mean State mean <i>All above state</i></p> <p>Parents percentage Parents school mean State mean</p> <p>Students percentage Students school mean State mean</p> | <p>2008 3.13 2.90</p> <p>8.4 12.7</p> <p>2.64 2.48</p> <p>2.43 2.19</p> <p>87.9% 3.30 3.19</p> <p>92.5% 3.41 3.31</p> | <p>2009 2.98 2.89</p> <p>12.5 12.7</p> <p>2.22 2.46</p> <p>2.51 2.20</p> <p>71.9% 3.03 3.18</p> <p>88.6% 3.42 3.30</p> | <p>2010 3.21 2.91</p> <p>4.7 13.7</p> <p>2.56 2.51</p> <p>2.67 2.28</p> <p>91.7% 3.36 3.20</p> <p>92.5% 3.42 3.35</p> |

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| <p>Commendations</p> | <p>Appropriate pedagogies are used successfully for managing behaviour Peer mediation has provided students with a process to support fellow students School chaplain provides pastoral care and support for students, staff and school community ‘Godverts’ program has supported development of student values Flinders University evaluation has resulted in the <i>Kidsmatter</i> program being extended nationally in 2011/12 <i>Bounce Back</i> has resulted in the development of a more positive, supportive, pro-social school culture through engaging students in a social and emotional learning program and has provided parents with support material</p> | | | | | |
| <p>Recommendations</p> | <p>Continue proactive strategies to encourage CRISP KIDS e.g. badges and no-points party, happy grams, awards program Continue to support school chaplaincy program Maintain peer mediation program Continue to use proactive behaviour management strategies e.g. Rock and Water, You Can Do It, Stop, Think, Do, Student Leadership Program Investigate strategies for habitual inappropriate behaviours Revisit <i>Kidsmatter</i> with staff and school community</p> | | | | | |
| <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 • Staff satisfaction with access to PD | <p>School percentage State percentage School mean State mean</p> <p>School mean State mean</p> <p>School percentage State percentage</p> | <p>2008 100% 79.4% 3.59 2.99</p> <p>3.13 2.56</p> <p>97% 73.4%</p> | <p>2009 100% 79.1% 3.49 2.99</p> <p>3.06 2.58</p> <p>96.9% 74.2%</p> | <p>2010 100% 79.7% 3.50 3.03</p> <p>3.20 2.65</p> <p>97.3% 75.3%</p> |
| <p>Commendations</p> | <p>Release for collaborative planning has afforded teachers an opportunity to engage in professional dialogue around all curriculum issues Sharing and communication between staff is evident and valued Individual teachers take responsibility for various projects – shared leadership Staff meetings are open and opinions welcomed</p> | | | | | |

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| Recommendations | Development of staff mentoring opportunities Continue to support class visits to share practice and critique each other's work |
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NAPLAN Results

| | Strand | 2008 School mean | 2008 State mean | 2009 School mean | 2009 State mean | 2010 School mean | 2010 State mean | School ROI 08-10 | NROI 08-10 | School U2B 08 | Nat U2B 08 | School U2B 09 | Nat U2B 09 | School U2B 10 | Nat U2B 10 | School NMS 08 | Nat NMS 08 | School NMS 09 | Nat NMS 09 | School NMS 10 | Nat NMS 10 |
|---|----------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| 3 | Reading | 352 | 364 | 378 | 380 | 374 | 385 | 22 | 14 | 17 | 39 | 22 | 42 | 25 | 44 | 96 | 92 | 97 | 94 | 100 | 94 |
| 3 | Writing | 392 | 386 | 414 | 390 | 384 | 394 | -8 | 4 | 33 | 45 | 46 | 44 | 27 | 47 | 87 | 95 | 98 | 96 | 89 | 96 |
| 3 | Spelling | 363 | 361 | 389 | 372 | 340 | 366 | -23 | -0.3 | 13 | 38 | 29 | 39 | 22 | 39 | 85 | 92 | 98 | 92 | 76 | 91 |
| 3 | G&P | 373 | 363 | 393 | 384 | 373 | 389 | 0.6 | 14 | 9 | 40 | 27 | 48 | 24 | 47 | 85 | 92 | 98 | 92 | 86 | 92 |
| 3 | Numeracy | 359 | 362 | 384 | 369 | 380 | 374 | 22 | -2 | 11 | 33 | 18 | 32 | 24 | 32 | 89 | 95 | 95 | 94 | 95 | 94 |
| 5 | Reading | 448 | 458 | 460 | 470 | 424 | 461 | -23 | 3 | 13 | 27 | 16 | 33 | 7 | 29 | 84 | 91 | 84 | 92 | 72 | 91 |
| 5 | Writing | 458 | 462 | 458 | 461 | 449 | 464 | -9 | -1 | 13 | 26 | 21 | 24 | 17 | 24 | 87 | 93 | 91 | 93 | 79 | 93 |
| 5 | Spelling | 449 | 457 | 457 | 461 | 444 | 462 | -5 | 3 | 13 | 26 | 18 | 27 | 12 | 28 | 84 | 92 | 89 | 92 | 76 | 92 |
| 5 | G&P | 461 | 469 | 467 | 475 | 436 | 475 | -25 | 3 | 15 | 33 | 20 | 35 | 14 | 35 | 80 | 92 | 86 | 92 | 67 | 92 |
| 5 | Numeracy | 446 | 452 | 457 | 466 | 442 | 468 | -3 | 13 | 10 | 21 | 7 | 25 | 7 | 26 | 86 | 93 | 98 | 94 | 82 | 94 |
| 7 | Reading | 521 | 521 | 511 | 525 | 529 | 529 | 8 | 9 | 19 | 25 | 17 | 28 | 22 | 29 | 92 | 94 | 94 | 94 | 89 | 95 |
| 7 | Writing | 500 | 515 | 521 | 519 | 504 | 524 | 4 | -0.3 | 10 | 25 | 15 | 23 | 18 | 23 | 86 | 92 | 98 | 92 | 84 | 93 |
| 7 | Spelling | 511 | 522 | 522 | 527 | 534 | 529 | 23 | 6 | 16 | 27 | 19 | 27 | 29 | 30 | 88 | 92 | 94 | 93 | 93 | 93 |
| 7 | G&P | 525 | 511 | 506 | 524 | 524 | 522 | -1 | 6 | 25 | 22 | 8 | 28 | 11 | 26 | 90 | 92 | 94 | 92 | 89 | 91 |
| 7 | Numeracy | 528 | 532 | 521 | 534 | 552 | 540 | 23 | 3 | 18 | 29 | 21 | 28 | 31 | 30 | 98 | 95 | 92 | 95 | 98 | 95 |

WHERE THE SCHOOL IS NOW

SCHOOL CONTEXT

Community

Home Hill State School is a Band 8 school with thirteen (13) primary classes from Prep to Year 7. It is the largest state school in the Home Hill District. The school effective enrolment has declined from 403 in December 2008 to 308 in February 2011. This decline appears to relate more to families leaving Home Hill than parents choosing other schools within the district. This decline will eventually mean the loss of banding and the Deputy Principal position. A significant portion of the student body is transient and we experience frequent transfers, enrolments and re-enrolments.

The Index of Community Socio-Educational Advantage (ICSEA), as defined by Australian Curriculum, Assessment and Reporting Authority (ACARA) on the Myschool website, is 955/1000 and the school distribution of students is 51% in the Bottom quarter, 23% and 17% in the Middle quarter and 9% in the top quarter. 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, AIMS, Home Hill Chamber of Commerce, Burdekin Newspapers, Burdekin Library and the local Art Society. Community use of the school's facilities is encouraged with local soccer, cricket and other sporting clubs as well as dance groups using them on a regular basis.

Staff

The staff demonstrate 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 minimal staff turnover. In 2011 the majority of the staff is female with one classroom teacher, one part-time specialist and the janitor-groundsman being the only permanent male staff member. One of our teacher aides has an Indigenous background.

Curriculum

Home Hill State School is committed to providing quality teaching and learning programs which empower students to become resilient life-long learners as active participants in a changing world. During the Teaching and Learning Audit conducted in November 2010, the school received an outstanding for 'A Culture that Promotes Learning', highs for 'An Explicit Improvement Agenda', 'Analysis and Discussion of Data', 'Targeted Use of School Resources', 'Systemic Curriculum Delivery', 'Differentiated Classroom Learning' and 'Effective Teaching Practice' and medium for 'An Expert Teaching Team'. The school's intention is to add value to each child every day in every classroom through sharply focussed teacher pedagogy, identification and adoption of best practice and the implementation of learning programs developed around essential learnings. A rich curriculum is provided for students in order to develop students who actively seek to understand complex issues and critically evaluate ideas and information. Through the 8 Key Learning Areas, students learn how to develop their knowledge and skills, creatively apply their know-how situations and design solutions. In order to create space in an overcrowded curriculum, there will be a focus on English, Maths and Science over the next two years.

The ELs (Essential Learnings), Standards, Scope and Sequence for all KLAs and Literacy and Numeracy Indicators are the core of learning programs for all students Years P – 7 and have shaped the Home Hill State School English, Maths and Science Programs. ELs are embedded in all units through the inclusion of knowledge and understanding and ways of working. Units of work are designed to provide real-life relevance to our learning programs. Literacy, Numeracy and ICTs are embedded in all parts of the curriculum. Individual student needs are met through the Individual Education Plans (IEPs) and modified programs.

Students are encouraged to be CRISP KIDS (Courteous, Responsible, Industrious, Safe and Proud and Kind, Inclusive, Determined and Supportive). The school's priorities include social and emotional learning and sustainable citizenship. HHELP (Home Hill Environmental Leadership Program) and Bright Sparks (sustainable environmental education) are unique programs supporting student development as active, informed and environmentally aware citizens. The Student Council operates a school radio station in order to communicate our environmental message to the student body. The student council, based on the Australian Westminster System, affords students the opportunity to actively engage in the governance of the school. Kidsmatter, Bounce Back and a school chaplain all support mental health promotion, prevention and early intervention.

Home Hill State School recognises that optimum student learning occurs when learning is connected to the real world, is intellectually challenging, recognises differences in individuals and groups of students, is negotiated with students and is delivered in a supportive classroom environment. There is an emphasis on explicit teaching, the teaching and learning cycle, productive pedagogies, Gardner's Multiple Intelligences and De Bono's Six Thinking Hats. Within the climate of a strong school-based professional learning community teachers are encouraged to reflect critically on their work.

A focus on effective teaching strategies is ensured through collaborative planning sessions, year level meetings, staff meetings, planned professional dialogue in sectors, networking including establishing links with other schools and professionals, professional development opportunities and mentoring and moderation.

Our school year consists of a series of curriculum cycles. The curriculum cycle involves collaborative and collegial planning, a Parent Partnership Meeting, a period of implementation, a Culminating Activity, moderation, reporting and reflection. A curriculum cycle is defined by the period of learning time a complete unit of work takes to unfold. Four curriculum cycles usually unfold each year for every class. Reporting to parents occurs at the end of each semester. The Parent Partnership meetings and the Culminating Activity Days provide parents with an excellent opportunity to become involved in, and be aware of, the unit of work their students are engaging in.

The school is managed through clusters. The clusters have a teacher/manager and through the clusters all units have been provided with adequate and timely resourcing. Units of work are designed with the flexibility to provide for the uniqueness of the student and where necessary individual programs and flexible timetabling have been provided. Those children identified as requiring additional assistance because of learning difficulties or disabilities are also catered for and successfully integrated, with appropriate program support, into classrooms.

All units of work are developed through a collaborative process involving teachers and the Head of Curriculum. Planning days are allocated to each teacher each term to support this process. The Four Resource Model, Productive Pedagogies Chart, the Functional Model of Language and the Teaching and Learning Cycle are all tools used in the planning process.

Prep continues to recognise the importance of play in foundation learning and the value of Parent/Teacher Partnerships. There is a shared P-3 philosophy and the close association between these classes has resulted in strong P-1 and 2-3 clusters where sharing of equipment, resources and ideas has positively impacted on student outcomes.

Guided Reading, THRASS (Teaching Handwriting, Reading and Spelling Strategies), Jolly Phonics, LTLTR (Learning to Learn Through Reading), QAR (Question, Answer, Relationships), a rigorous Intervention Program and a Gifted and Talented program all continue to be effective learning and teaching strategies.

Teachers use assessment to promote, assist and inform programs of teaching and learning, improve student outcomes and to provide data that can be communicated with a range of people about progress (distance travelled) and achievements of individual students or groups of students. A range of assessment techniques, instruments and devices, both internal and external, across all year levels are used. These include Focused Analysis (assignments, tests, art work, work samples, performances and diagnostic tasks), Consultation (interviews, discussions and learning logs) and Observations (group work, oral presentation, checklists, skills tests, anecdotal records and student reflection). Tasks are aligned with the ELs and have a real world application and intellectual rigor. Multiple opportunities are provided for students to demonstrate what they know and can do. Teachers are encouraged and supported to critically reflect on assessment and reporting and to avail themselves of professional development opportunities.

External assessment includes the Developmental Continua for Number, Reading and Writing for Years 1-3, NAPLAN testing Year 3, 5 and 7 in Reading and Viewing, Writing, Language Conventions and Numeracy. QCATs in English, Maths and Science for Years 4 and 6 and the Early Learning Record for Prep. Internal assessments currently include PM Benchmark, BURT, Single Word Spelling Test, Probe, PAT –R and PAT-M.

Teachers make judgements about student achievement by matching evidence in student work to the Standards. Moderation is a process whereby teachers develop common interpretations of the qualities associated with the Standards by sharing how they apply them to student work. Moderation occurs at a school level through Clusters and year level drafts and at a district level through QCATs, interschool staff meetings, networks and systemic moderation events.

Written progress reports generated on One School are provided for parents/carers twice a year at the end of each Semester. There is also face-to-face reporting that occurs at the end of Semester One for all students from Prep through to year 7. Teachers report on student progress in the Essential Learnings of all KLAs using a five-point scale. The reports also include information on student attendance, the social development of the student and achievements of students and appropriate behaviours.

WHERE THE SCHOOL IS GOING

| Goals | Strategies | Performance Indicators |
|---|--|---|
| <p>Teaching and Learning</p> <p>School develops successful learners by recognising that every child can learn and achieve and that quality teaching equals improved student outcomes</p> | <ul style="list-style-type: none"> • Use OneSchool to develop curriculum plans that ensure consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels through the implementation of the Australian Curriculum • Ensure that all learners are appropriately engaged, challenged and extended by designing and implementing targeted programs and classroom activities • Continue to actively promote the use of differentiated teaching as a feature of every teacher's practice by refining and individualising One School curriculum plans • Ensure that teaching is both high quality and consistent across the school, by identifying and implementing programs or strategies targeting a school-wide approach e.g. 'Teaching of Reading' and 'QAR' for the teaching of reading and comprehension • Continue to focus on improving student achievement and outcomes in <i>Closing the Gap</i> between outcomes of Indigenous and Non-Indigenous students • Promote a strong improvement agenda for the school and learners using systematically collected data to consider performance • Refine 'Home Hill Monitoring, Responding and Reporting' to set and communicate explicit and clear school-wide targets for improvement with accompanying timelines • Quality assure the collection process of data through regularly working with teachers • Implement school-wide policies, practices and programmes which ensure that resources are used in a targeted manner to meet the needs of all learners. • Enable learners to set and monitor learning and ensure that all teachers provide timely written and oral feedback to learners to guide student improvement and to enable learners to monitor their own learning • Continue to promote whole school teaching strategies e.g. Spencer Kagan's instructional strategies <ul style="list-style-type: none"> ▪ Continue to embed ICTs and ICT pedagogy into planning, teaching, assessing and reporting ▪ Continue to provide a digital learning environment that aligns with department initiatives and strategic direction ▪ Provide education for school community in ethical use of ICTs ▪ Plan to transition Year 7 to secondary | <ul style="list-style-type: none"> • Differentiated curriculum/unit plans developed on One School • School Improvement Targets as defined in the Home Hill Operational Plan and Home Hill Monitoring, Responding and Reporting are met • Improve the U2B% for NAPLAN from Year 3 through to Year 7 • Improve the NMS% for NAPLAN from Year 3 through to Year 7 • Reduce the mean scale score gap between Indigenous and Non-Indigenous students • 85% of learners achieve C or higher in English, Maths and Science • Staff (S029) satisfaction that they are confident of being able to do what is expected of them is equal to or above the state • Staff satisfaction that they have access to resources (S021) is equal to or above the state mean • Staff (S036), student (S170) and parent (S165) opinion data relating to satisfaction with the way ICTs are used for learning is equal to or above the state mean • Maintain AAA ratings for Enabling Teaching & Learning and Supporting Learners and increase the rating for Developing Professionals and Building Infrastructure • 100% teachers have ICT certificate • Staff (S036) satisfaction that they can access ICTs to do their job well • Increase percentage of teachers who have a pedagogical licence. • Parent (S144) and student (S145) satisfaction that students are safe at this school is equal to or above the state |

| Goals | Strategies | Performance Indicators |
|---|--|---|
| <p>School Culture</p> <p>School encourages the development of responsible citizens, confident individuals and effective contributors through the provision of a safe and supportive learning environment</p> | <ul style="list-style-type: none"> • Empower learners to become active, informed and environmentally aware citizens through the continued development and delivery of school programs such as HHELP, Student Council, Student Leadership Program and Environmental Management Plan • Continue to proactively target social and emotional learning and resilience through delivering <i>Bounce Back</i> program • Continue to promote the Home Hill Curriculum Cycle in order to maximise opportunities for parent/carer communication and involvement • Use technologically appropriate modes of communication • Continue to promote prevention and early intervention of mental health of learners through the implementation of <i>KidsMatter</i> • Continue to manage student behaviours by using appropriate pedagogies and transparent processes • Continue to provide the school community with pastoral care and values based support through the chaplaincy program • Maintain and refine community partnerships to support student learning and well-being – particularly to support the continued implementation of school programs • Case manage individual student attendance | <ul style="list-style-type: none"> • Overall parent satisfaction is equal to or above the state mean • Reduction of Electricity and Water Consumption using the Baseline data of 2011 • Parent satisfaction (S108) with the school developing student’s social skills is equal to or above the state • Increased percentage of parents attending parent / teacher interviews using baseline data 2012 • Parent (S184) satisfaction with the methods the school uses for communication are equal to or above the state • One School data reflects improved student behaviour both in class and in the playground • Student and parent (S100) satisfaction that this is a good school is equal to or above the state mean • Student and parent opinion data related to School-community Relations and School Climate is equal to or above the state mean • Reduce the student attendance rate gap between Indigenous and Non-Indigenous students |
| <p>Staff Professionalism</p> <p>Staff are supported in their work through a positive, flexible and professional learning environment</p> | <ul style="list-style-type: none"> • Ensure teachers are able to use One School to deliver the Australian Curriculum through the provision of timely and relevant professional development opportunities • Provide PD for all staff targeting analysing and interpreting data to guide programs, inform teaching practices and to meet individual student learning needs • Collaboratively implement a whole school Professional Learning Plan that is aligned with the school’s School Planning Overview and Operational • Continue to create opportunities for school leaders and teachers, including HOC and STLaN, to engage in mentoring and coaching to model best practice in effective teaching and learning • Resource opportunities for teachers to build collegiality and shared commitment to critiquing each other’s work through classroom visits and observation of each other’s practice • Implement <i>Developing Performance Framework</i> • Empower teachers to provide constructive feedback to fellow teachers by implementing a process for and tools for class visits | <ul style="list-style-type: none"> • Staff satisfaction (S022)with the support provided within the school meets or exceeds the state average • Staff satisfaction relating to Support, Resources and Training meets or exceeds the state • Whole School Professional Learning Plan developed and implemented • Staff satisfaction relating to Staff Morale meets or exceeds the state • All staff have an individual developing performance plan |

Lynne Butterworth
Principal

Michelle Musumeci
P&C President

Kim Luck
Assistant Regional Director (School Performance)
