## School vision statement

Mount Hunter PS’s vision statement is for students, staff and parents to work together to:
- Promote a caring and nurturing environment that supports the needs of all students.
- Foster a lifelong love of learning that develops students critical, analytical and creative thinking in order to reach their full potential.
- To develop cultural understanding, acceptance of diversity and encourage global citizenship for all members of the school community.

## School context

Mount Hunter Public School is located in a semi-rural area close to Camden. The school is committed to fostering learning through the cooperation of children, staff and the community. The school motto is ‘The family school’ and this philosophy is encouraged through building strong family relationships and values. Mount Hunter Public School provides a rich and varied curriculum, which enables each student to strive for high academic achievement through quality teaching and strong family relationships and values.

## School planning process

The Mount Hunter public School learning community have undertaken an extensive evaluation process and have been involved in collaborative and consultative procedures to ensure that the school plan for 2015-2017 is a plan that is supported and valued by all members of the learning community.

**The Process**
- Analysis of school based assessment data (benchmarks, special programs, class, Best Start & PLAN)
- Analysis of NAPLAN data with all staff and shared with the parent community
- Surveys from staff, students and parents
- Staff meetings to evaluate the 2012-2014 school plan, identify programs working well and those that need revising.
- Setting of future directions based on data, surveys and evaluations
- Staff TPL in the “why” purpose of coming into school very day
- Rewriting of our school vision statement based on discussions
- Setting of our three strategic directions – using information received from staff, students and parents
- Staff meetings to begin process of 5P’s plan
- Information in all Term 4 newsletters about process, three strategic directions and school vision
- Request for feedback from the wider community re: parent involvement in all three strategic directions.
Purpose
Promote a caring and nurturing environment that supports the needs of all students
Wellbeing is the physical, emotional and moral development of all individuals.

Purpose:
Foster a lifelong love of learning that develops students critical, analytical and creative thinking in order to reach their full potential
Learning is of a high quality, it is inclusive and it is nurturing for all students, staff and parents.

Purpose:
To develop cultural understanding, acceptance of diversity and encourage global citizenship.
Global citizens are individuals who are responsible, informed, show respect and demonstrate acceptance in all interactions with others.
Strategic Direction 1: Wellbeing

Purpose

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

To ensure that we are promoting a caring and nurturing environment that supports the needs of all students, and the wider school learning community.

People

How do we develop the capabilities of our people to bring about transformation?

- **Students**: Engage students in quality teaching and learning programs that build resilience, develop self-confidence, and build their capacities as healthy, well-adjusted individuals who strive to maintain a healthy lifestyle.

- **Staff**: Engage staff in positive practices that promote the building of collegial networks that provide support and celebrate successes and achievements within a culture of mutual respect and trust.

- **Parents/Carers**: Engage parents and carers in workshops that develop their knowledge and skills in promoting the wellbeing of themselves and their children. Regularly communicate healthy habits and wellbeing practices to parents.

- **Community Partners**: Establish links with the wider community and promote their involvement in school programs.

- **Leaders**: Provide opportunities for staff to lead TPL and actively promote involvement in all decisions made in regards to the wellbeing of all members of the school learning community.

Processes

How do we do it and how will we know?

- Implement quality teaching and learning programs that teach students and parents about living a healthy lifestyle, being active, developing resilience and programs that address individual needs and differences.

- Engage professional support through forming networks with other schools and community organisations to promote a healthy lifestyle and the development of self-confidence.

- Implementing parent and community workshops to inform and share knowledge with parents and carers.

- Create a culture of collaboration within the school in the planning, preparation and delivery of programs.

Evaluation Plan

Regular reporting against the milestones by the staff and through consultation with parents and the wider school community.

- Track participation in school programs and workshops and document the results through the use of surveys and data sheets.

Products and Practices

What is achieved and how do we measure?

- Increased number of students, staff and parents making positive choices about their own wellbeing by engaging in regular physical activity and engaging in healthy habits.

- Reduced number of students requiring intervention with their behaviour.

- 100% of students having access to support to ensure their wellbeing at an individual level.

Product: 100% of students participating in the premiers sporting challenge, PSSA Gala days, school sport and programs that promote a healthy lifestyle.

Product: Staff, Parents and the community working together to ensure individual needs are met, information is disseminated and that new learning is obtained.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

- **Practice**: Regular engagement in and the promotion of healthy practices and wellbeing across the school learning community.

- **Practice**: Professional learning and the development of new skills among staff, students and parents.

- **Practice**: Support networks established and collaboration with parents is a regular and positive feature with the school environment.

Improvement Measures

- 100% of students, staff and parents making positive choices about their own wellbeing by engaging in regular physical activity and engaging in healthy habits.

- Reduction in number of students requiring intervention with their behaviour by 30%.

- 100% of students having equitable access to support to ensure their wellbeing at an individual level.
# Strategic Direction 2: Quality Teaching and Learning

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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
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<tr>
<td>To foster a lifelong love of learning that develops students critical, analytical and creative thinking in order to reach their full potential.</td>
<td><strong>Students</strong>: Master skills and strategies in all subject areas and think deeply, critically and creatively and make relevant connections.</td>
<td>• Staff to establish frameworks for consistent high expectations and standards in curriculum, learning support, leadership, professional learning and student success.</td>
<td>• Increase the number of students who are achieving in the top three skill bands in external testing by at least 40-50%.</td>
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<td><strong>Students</strong>: Develop student skills in the area of self-reflection and evaluation and teach them how to strive for excellence in all areas.</td>
<td>• Further develop an understanding of quality teaching and learning across the COS group through collegiate planning, reflection and professional learning that addresses curriculum, sharing of teacher expertise, observations and the Performance and Development Framework.</td>
<td>• Representation in the top three skill bands by Aboriginal students.</td>
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<td><strong>Staff</strong>: Engage in professional learning that enhances current teaching practices and ensure that staff are addressing DEC expectations and syllabus requirements whilst providing engaging and meaningful learning experiences for all students.</td>
<td>• Professional learning delivered to staff in new DEC reforms around the Performance and Development Framework and develop a personalised professional learning plan for all staff.</td>
<td>• Increased student improvement in school based assessment and the achievement of school benchmarks by at least 40-50%.</td>
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<td><strong>Staff</strong>: Implement a personalised professional development program for all staff through the implementation of the new Performance and Development Framework.</td>
<td><strong>Evaluation Plan</strong></td>
<td><strong>Product</strong>: 100% of staff using scope and sequences developed that address new curriculum, assessment tasks developed for data analysis and school benchmarks set and monitored throughout the year.</td>
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<td><strong>Parents/Carers</strong>: Develop the skills and strategies of the parent community in order to build capacity and promote further engagement in classroom programs and home studies.</td>
<td>Regular analysis of school based data and external testing data to ensure students are reaching benchmarks and expected levels of learning.</td>
<td><strong>Product</strong>: High quality teaching and learning practices demonstrated throughout the school and across the COS group through teaching and learning programs, assessment, TARS and improved learning outcomes.</td>
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<td><strong>Community Partners</strong>: Engage the support of and expertise of community members to enhance the delivery of quality teaching and learning programs offered at the school.</td>
<td>Regular discussions with staff about their professional learning goals and achievement of their professional learning plans.</td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td><strong>Leaders</strong>: develop staff leadership capabilities through the development of a shared leadership model that promotes staff becoming experts in their chosen areas and then taking responsibility for the professional development of staff across our small school COS group.</td>
<td>Regular sharing of new knowledge gained through external professional learning and the increased sharing of expertise across the COS group.</td>
<td><strong>Practice</strong>: Professional learning networks continue to operate across the COS group that ensure quality practices in programming, assessment and classroom management.</td>
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**Improvement Measures**
- Increase the number of students who are achieving in the top three skill bands in external testing by at least 40-50%.
- Representation in the top three skill bands by Aboriginal students.
- Increased student improvement in school based assessment and the achievement of school benchmarks by at least 40-50%.
### Strategic Direction 3: Global Citizenship

#### Purpose

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

To develop cultural understanding, acceptance of diversity and encourage global citizenship.

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#### People

How do we develop the capabilities of our people to bring about transformation?

**Students:** Develop greater knowledge and understanding of multicultural Australia and Indigenous Australia and demonstrate acceptance and understanding of diversity.

**Staff:** Develop greater capabilities in the teaching of cultural understanding and perspectives throughout the curriculum through regular engagement in professional learning and the sharing of new knowledge and skills.

**Staff:** Develop systems that track the inclusion of multicultural perspectives throughout the curriculum.

**Parents/Carers:** Build awareness and understanding of cultural diversity among parents and carers and encourage them to actively participate in school events of this nature.

**Community Partners:** Engage the wider community in school programs and events and access expertise that can be used to teach the students about local diversity and also diversity in the wider Australian community.

**Leaders:** Create opportunities for staff, students and parents to be involved in activities that promote an understanding of other cultures.

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#### Processes

How do we do it and how will we know?

- Planning, designing, devising and implementing multicultural days and events within the school. Accessing organisation within the wider community to come and engage with the students.

- Engage with systems developed to ensure that multicultural perspectives are embedded across the curriculum.

- Ensure that information is disseminated effectively and that collaboration with parents and carers is established so that they are engaged with the learning with the school environment.

**Evaluation Plan**

Evidence of tracking across curriculum areas is available for sharing and that the system is evaluated regularly to ensure its efficiency.

Evidence collected of participation in school and wider community activities.

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#### Products and Practices

What is achieved and how do we measure?

- Students embracing new cultural understandings and demonstrating their understanding through positive participation in classroom activities, school events and wider community activities.

**Product:** Staff consistently incorporating cultural perspectives into learning across all curriculum areas and literacy programs reflecting concepts of cultural diversity and Aboriginal Australia.

**Product:** Students participating in multicultural public speaking competitions, cultural events, continued sponsorship of a child through world vision and cultural events at the school.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:** Staff providing many and varied experiences for students that allow them to develop knowledge and understandings of diversity.

**Practice:** All school community members embracing diversity and difference and working together to ensure that there is a continued culture of appreciation for all individuals within the wider community.

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#### Improvement Measures

- 100% of students embracing new cultural understandings and demonstrating their understanding through positive participation in classroom activities, school events and wider community activities.