### School vision statement

At Spring Hill Public School, we believe in “Striving for Success” within an inclusive environment so that students reach their true potential and become confident, creative individuals, who are prepared to embrace 21st century changes to build our community for today and tomorrow.

### School context

Spring Hill Public School is situated in the centre of the Spring Hill village which is approximately 20 kilometres from the City of Orange. Our school was built in 1876, our school and community can be proud of the progress achieved and excellent amenities now available for students. Pupils are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle and small class sizes.

The school provides a dynamic and caring educational environment in which all students access quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology, sport and creative arts, has brought about widespread recognition of excellence within the school and the wider community.

The school maintains a culture which is based upon continuous improvement and quality service. The school staff continually enhances students’ educational opportunities with the assistance of a highly interested, committed parent body & community.

### School planning process

In 2014 the school sought the opinions of parents, students and teachers about the school in terms of

- Current programs, activities, and initiatives they felt were valuable and should be kept.
- Any programs, initiatives they would like to see implemented over the next few years.

They were also asked to comment on what they want Spring Hill Public School to look like in three to five year’s time.

- In 2015 parents, students and teachers identified priorities for Spring Hill Public School.
  
  1. Science & Technology Robotics for K-6
  2. Extra-curricular activities including swimming music & dancing to continue.
  3. Newsletters & notes on School Stream.
  4. Beginning of each term identify priorities.
Purpose of Strategic Direction 1:

- To support all students to become competent and creative learners ensuring they reach their individual full potential.
- To develop whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.
- To share collaborative school programs with other schools thereby increasing teacher and student capacity for 21st century learning including WOW program with Cudal, Mullion Creek, Cumnock & Euchareena.

Purpose of Strategic Direction 2:

- To improve students social and emotional wellbeing.
- To develop technologically competent students.
- To build leadership skills to improve student engagement in a positive school environment.
- To develop individual professional learning plans with staff to support all staff in meeting educational needs of students.

Purpose of Strategic Direction 3:

- To introduce staff to new LMBR systems (SALM: Student Administration, Wellbeing, Student Management and Student History), (SAP: Finance and HR/Payroll) and Oliver (Library).
- To prepare for transition to the new LMBR program.
- To develop staff confidence and skills when using the new systems and adapt to the changed business processes.
- To focus financial resources to improve student learning outcomes.
Strategic Direction 1: The school will deliver quality teaching & learning programs to equip students with the necessary literacy & numeracy skills to be successful 21st century learners

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| • To support all students to become competent and creative learners to reach their full potential.  
• To develop whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.  
• To share collaborative school programs with other schools thereby increasing teacher and student capacity for 21st century learning | **Students**: Students will be engaged with teaching and learning programs that are meaningful and successful.  
**Staff**: Staff will be engaged with professional learning that is targeted, purposeful and directly linked to strategic literacy and numeracy programs.  
**Parents/Community**: Parents and teachers will work together to increase parent understanding of key literacy and numeracy programs within the school.  
**Collegial Network**: Continued development through OSSA to enhance professional learning and programming for the new National curriculum & WOW program.  
**Leadership**: Leading improvement, innovation and change. | **Whole school approach**: Using Planning Literacy and Numeracy (PLAN). Develop assessment, planning, programming and teaching models for K-6 in order to implement individual learning plans.  
**Differentiation**: Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the quality teaching elements and create systems and structures to support differentiation.  
**National Curriculum Implementation**: Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BOS and DEC guidelines.  
**Professional Learning**: Further develop staff understanding and quality pedagogy in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support low performing students.  
Further develop staff understanding and quality pedagogy in mathematics to support low-performing and extend high-performing students.  
Implement staff training in PLAN.  
**Evaluation Plan**: PLAN and NAPLAN data analysed and evidence of explicit teaching identified areas (K-6). Student progression monitored each term. Hold | **Products**: Achievement in literacy and numeracy goals identified in learning plans will be met and growth tracked using PLAN.  
**Practices**: Regular and ongoing monitoring and tracking of student data through school based assessment and NAPLAN.
### Strategic Direction 2: Lead whole school practices enabling all students to be highly engaged in schooling, emotionally aware and technologically competent.

#### Purpose
- Build leadership skills to improve student engagement in a positive school environment.
- To improve students social and emotional wellbeing.
- To continue positive partnerships with parents and community.

#### People

| Students: | Will acquire the skills needed to participate in 21st century life through the development of their emotional and social well-being. |
| Staff: | Will develop their ability to implement 21st century technologies into classrooms. |
| Parents: | Will be supportive and value the importance of encouraging students to be lifelong learners. |

#### Processes

| Students: | Provide opportunities for students to actively participate in all Creative Arts, Cultural, PDH&PE, Science & Technology and HSIE opportunities. |
| Staff: | Lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation and current changes. |
| Parents: | Offer workshops and external opportunities to support parents in helping their child to reach personal their best. |

#### Products and Practices

| Product: | Students confidently use 21st century technology to take an active role in their learning. |
| Practice: | Teachers will develop engaging teaching and learning programs to meet the needs of every student. |
| Practice: | Students equipped with strategies to improve resilience and develop strong leadership skills. |

| Product: | Students equipped with strategies to improve resilience and develop strong leadership skills. |
| Practice: | School plans and timetable show evidence of increased curriculum opportunities available for students. |
| Practice: | Personalised learning plans for targeted students developed in consultation with staff, students and carers. |
| Practice: | Invite parents and community members to assemblies, open days and special events indicating community connections to school. |
| Practice: | Students actively engage in developing their leadership skills at a personal, peer and public level and within a variety of contexts. |
Strategic Direction 3: The school will prepare staff and community members for the successful introduction of LMBR system and investigate upgrade of administration facilities

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| To introduce staff to LMBR systems as they are the source of truth for Student Wellbeing, Student Management and School Finance information. | Staff:  
- All staff will undertake courses to build awareness and understanding of the LMBR system and fundamental core training courses.  
- Staff members with specific roles will undertake targeted training relative to their specific roles.  
- Staff will undertake post go-live courses using web-based training.  
- Principal will consult with staff, parents and carers to determine the best way to support the needs of students using Resource Allocation Model (RAM) funding.  

Parents/Community Partners:  
- Consult with school community to improve student learning outcomes managed within the financial limits of the Resource Allocation Model (RAM) and school and community source funding.  

Leaders:  
- Principal and School Administrative Manager attend workshops for strategic financial management and accrual accounting.  
- Join Business Intelligence | Staff  
- Engage in professional learning to implement the LMBR system and roll out of SALM, SAP, Oliver.  
- Principal and SAM attend strategic financial management, accrual based financial planning and budgeting workshops.  
- Register and attend training for DEC Business Intelligence Program.  
- Read and analyse financial reports using the SAP Business Warehouse, Business Intelligence, modules.  

Parent/Community Partners  
- Engage with the community to understand community expectations and incorporate those expectations within the school plan.  
- Engage with P&C and appropriate DEC directorates and staff to investigate replacement or major upgrade to administration building.  

Evaluation plan  
- Aligning the allocation of resources to School Plan  
- Regular monitoring of budget | Products:  
- LMBR (SAP and SALM)  

Practices:  
- Staff confidently implement the LMBR system as it is rolled out to schools across the State.  
- Demonstrate value for money through achieving appropriate and effective outcomes for students, staff and the community.  
- Use school resources available to deliver the best quality.  
- Engage with P&C and school community to fund major improvements to administration building. |
Program to enable access to information relating to enrolments, student performance and progress, and staffing and school management.