



LEARNING: Learning Culture

The school's on-balanced judgement – **SUSTAINING AND GROWING**

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

<p>High expectations (S&G)</p> <p>There is demonstrated commitment within the school community that all students make learning progress.</p> <p>Partnerships with parents and students support clear improvement aims and planning for learning.</p>	<p>At Hamilton Public School there is a demonstrated commitment to creating a positive school culture. Individual Education Plans, Personalised Learning Pathways, and Universal Learning Plans (1.1, 1.2.1, 1.2.2) all ensure that the individual needs of students are met. Goals and future focuses are developed in clear partnerships between parents, teachers and students, and continually monitored and changed in order to reflect learning progress.</p> <p>Quality transition programs are in place at all key points, class transitions year to year, pre-school to kindergarten and Year 6 to Year 7. Our processes involve working with all stakeholders (1.3.1, 1.3.2, 1.3.4, 1.4) and ensuring extra support is provided for those students who continuity of learning has been identified as being at risk (1.4.4). At the start of each school year, time is allocated to allow staff members to have collegial discussions with their peers regarding students in their class and stage, and to discuss IEPs, PLPs and ULP goals (1.1, 1.2.1, 1.2.2).</p>
<p>Transitions and continuity of learning (S&G)</p> <p>The school collects and analyses information to inform and support students' successful transitions.</p> <p>The school seeks to collaborate with parents of students whose continuity of learning is at risk.</p>	<p>Attendance is consistently monitored at HPS, and discussed weekly in LST meetings (1.11.1). It is used to inform planning within the school, including the implementation of extracurricular groups aimed at the interest of students whose attendance levels are at risk of falling below DoE attendance averages (1.11.4), resulting in increased attendance rates for several of these students (1.11.5). Regular articles are run through the newsletter to emphasise the importance of attendance, and text messages are sent to parents when students are marked as being absent, prompting an explanation for the absence (1.11.2). If no response is received, parents then receive a letter (1.11.3) with an explanation return slip.</p>
<p>Attendance (S&G)</p> <p>Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p>	<p>As a result of our self-evaluation, our future focus is to continue to develop and foster a culture of high expectations and ensure that learning remains a priority for all. We will continue to develop processes to work closely with all stakeholders; parents, students and staff. Our close collaboration with external agencies, feeder schools and the community will continue to ensure successful transitions for all students. Attendance will continue to be closely monitored to ensure absences do not impact on learning, and attendance plans put in place for students at risk.</p>