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| **­­School profile**  Hambledon State School is situated just off Mill Road, Edmonton. Originally established as Black Fellow Creek Provisional School in 1887 with an enrolment of 23 students, the school was relocated to its present location and renamed Hambledon State School in 1910. Predominantly a Sugar Cane growing area, Edmonton was a rural community with a Sugar Mill, just south of Cairns.  Today Edmonton, which still holds its sense of community, is joined to Cairns by many housing estates. Hambledon State School is now referred to as one of the Cairns Southern Corridor Schools but, through its long history in the area, still prides itself on traditional values and quality education. As the oldest school in the area and with an enrolment of just over 430 students in 2024, Hambledon State School continues to be a popular choice for many parents. | | | | | **Vision and values**  To provide high quality education for all students, in a caring inclusive environment, preparing them through productive partnerships, to contribute positively to an ever-changing world.   * Integrity, Honesty and Trustworthiness in work and play, * Respect for oneself and for others, * Responsibility, * Resilience, * High expectations for all | | | | |
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| School review key improvement strategies   * Domain 1: An explicit improvement agenda: Revitalise school improvement planning processes to ensure strategic documents reflect school and system priorities to provide greater clarity, direction and focus on the improvement of student learning and wellbeing outcomes. * Domain 7: Differentiated teaching and learning: Collaboratively develop a vision for inclusive education aligned with Department of Education (DoE) policy and invest in the capability of staff to enact this vision to drive high expectations that all students learn and achieve. * Domain 5: An expert teaching team: Enact an instructional leadership model to strengthen the capability of leaders to lead curriculum, teaching and learning and support all teachers to improve outcomes for students. * Domain 6: Systematic curriculum delivery: Collaboratively review the Curriculum, Assessment and Reporting Plan (CARP), with regional support, to align the 3 levels of planning and to develop year and band plans for all learning areas, starting with English and mathematics, to maximise opportunities for all students to access and progress through the curriculum. * Domain 5: An expert teaching team: Create direct alignment between the collegial engagement framework and associated professional learning plan, to regularly engage staff in a broad range of planned capability development opportunities aligned to school priorities and Annual Performance Development Plans (APDP). | | | | | School priorities   1. *Educational Achievement: To align our whole school reading practices with Version 9.0 of the Australian Curriculum and to embed and refine these practices over the next four years* 2. *Culture and Inclusion: To ensure all students at Hambledon State School receive the support they need to belong to the school community, engages purposefully in learning and experiences all over academic success* | | | | |
| **School priority 1:**  Culture and Inclusion  **Strategies to learn:**   * Establish professional relationships with like schools in the region and align inclusive journey * Investigate inclusive practices at schools within the region * Look at resourcing equitably school wide, utilising teacher aides support throughout the entire school and those skills can be carried across different sectors e.g. POD/p-3/4-6 * Provide ongoing professional development and allocate time at SIM to record data for NCCD * Provide ongoing professional development for teachers to be able to implement and adjust units of work for students with a disability * Ensure the Australian Curriculum is accessible for all learners in the school through a culture of inclusion and whole school agreed upon practices * Redistribute physical resources throughout the school to support all students equitably   **Success criteria:**   * Every student with a disability succeeding * All students on ICP’S achieving goals * Every Aboriginal and Torres Strait Islander student succeeding * NCCD data * SOS (inclusive) * School opinion Survey data: Levels of agreement from parents, students and staff (SOS) are similar to or better than the state * All students achieving ongoing academic success | | | | | **School priority 2:**  Educational Achievement  **Strategies to learn:**   * Review current pedagogical practices and evaluate effectiveness on student learning outcomes * Reinvigorate school pedagogical practices. Provide professional development and allow teacher to visit other teachers throughout the school to observe high yield teaching practices in action * Build capability of middle leaders to be able to provide instructional leadership on agreed pedagogical practices * Engage all learners with high expectations and a culture that promotes learning in all classrooms and into the wider community by embedding and extending PBL systems * Implement collaborative cycles of review and quality assurance processes to ensure key school wide approaches are effective in producing improvements in student learning outcomes (marker students) and moderation * Reinvigorate Bump it up walls throughout the school and ensure data is being captured and discussed regularly to inform effectiveness of programs and pedagogy   **Success criteria:**   * SORD data trending upwards in relation to the region and state * 90% of students achieving improvement in Screener data * % of students in Year 3 and 5 meeting NMS in NAPLAN strands similar to/ exceeding like schools/nation and aligned to HSS OLA * School opinion Survey data: Levels of agreement from parents, students and staff (SOS) are similar to or better than the state * % of students in Year 3 and 5 in U2B in NAPLAN strands similar to/exceeding like schools/nation * 90% of students achieve A-C in English, Maths and Science * 90% of students showing 12 months of growth every year | | | | |
| **Phases -** | **2024** | **2025** | **2026** | **2027** | **Phases** | **2024** | **2025** | **2026** | **2027** |
| Developing | **x** |  |  |  | Developing | **x** |  |  |  |
| Implementing |  | **x** | **x** |  | Implementing | **x** | **x** | **x** | **x** |
| Embedding |  |  |  | **x** | Embedding |  |  | **x** | **x** |
| Reviewing |  |  |  | **x** | Reviewing |  |  |  | **x** |
| **Approvals**  This plan was developed in consultation with the school community and meets school needs and systemic requirements.  **Principal P&C/School Council School Supervisor** | | | | | | | | | |

**Hambledon State School 2024-2027 SCHOOL STRATEGIC PLAN**