

School plan 2018-2020

Mount Hutton Public School 3939



School background 2018–2020

School vision statement

At Mount Hutton Public School we are "Safe, Respectful Learners".

Our Vision:

Our school community values respect – respect for an education where students, staff and community aspire to achieve excellence.

Our Mission:

Our mission as a school is to encourage students to be self-motivated through the provision of opportunities to learn and develop independently and collaboratively in a range of educational, social, cultural and sporting endeavours.

School context

Mount Hutton Public School is an Early Action for Success school in Eastern Lake Macquarie. Of the school's 162 students in 2018, 20% are indigenous. The Index of Community Socio-Educational Advantage (ICSEA) gives Mount Hutton a value of 921, compared to an average ICSEA value of 1000.

Mount Hutton Public School has a dedicated staff providing holistic education in conjunction with a variety of additional opportunities and activities where students can develop and learn through creative, social, cultural and sporting endeavours.

Positive Behaviour for Learning is embedded in the culture of the school. Mount Hutton Public School has an extremely supportive and active parent and carer body, who work tirelessly to raise additional funds for the school in order to provide further opportunities for all students.

The long term average of student achievement as measured in the National Assessment Program shows that over time student achievement is below the national average. The school works purposefully to improve learning outcomes for its students.

Mount Hutton Public School is committed to the fact that "every student, every teacher, every leader and every school can improve each year."

Mount Hutton Public School is a proud member of the Waiyarang Community of Schools.

School planning process

A rigorous whole school evaluation process was undertaken in 2017 whereby the 2015–2017 school plan was comprehensively reviewed and evaluated in order for the school to undergo External Validation. This provided a purposeful framework for the planning undertaken for the 2018–2020 school plan. All stakeholders including teaching and support staff, students, parents and carers, in connection with ATSI families, and Waiyarang Community of Schools executive were consulted as part of the school planning process. A range of evaluative measures were utilised including school community forums, staff and student surveys and discussions, NAPLAN and PLAN data and Community of Schools forums and surveys. Three school leaders attended ongoing professional learning in Strategic School Planning processes.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Engaging Learning

Purpose:

Students will be motivated to learn within a culture of high expectations. Students will be challenged and have their individual needs addressed so they can connect, succeed, thrive and learn.



STRATEGIC DIRECTION 2 Effective Teaching

Purpose:

Teachers utilise evidence based and explicit teaching methods, within a whole school collaborative approach to professional learning, to facilitate critical reflection and improved pedagogical practices.



STRATEGIC DIRECTION 3 Enhanced Leadership

Purpose:

The school leadership team use a variety of resources to support a culture of high expectations and community involvement, resulting in whole school improvement.

Strategic Direction 1: Engaging Learning

Purpose

Students will be motivated to learn within a culture of high expectations. Students will be challenged and have their individual needs addressed so they can connect, succeed, thrive and learn.

Improvement Measures

Increase in student engagement evidenced by a decrease in negative welfare notifications.

All teachers assess and track student progress to inform learning intentions and goals as evidenced through student learning folios.

People

Students

Students will develop skills in resilience and self-regulation across varied contexts to demonstrate positive behaviour for learning.

Staff

Teachers purposefully collect and track student learning data to determine progress and inform learning.

Parents/Carers

Parents and carers understand the expectations of behaviour for all school settings. Parents and carers work collaboratively with teaching staff to review student learning progress.

Leaders

Leaders refine whole school processes in light of evidence collection and collation to ensure individual student learning needs are being addressed.

Processes

Whole school assessment and tracking systems

- Assessment schedule created K–6, detailing tasks and evidence to be collected
- Assessment data compared and tracked at regular intervals to inform T&L program and intervention.
- Evidence based and standardised assessment processes implemented to embed CTJ

Student Wellbeing Initiatives

- Student data tracked by staff and SRC to determine whole school focus for PBL T&L
- School practices evaluated and refined to detail behaviour procedures for all stakeholders
- Regular meetings ensure sustainability of PBL
- Allocation each week for staff, classes and/or targeted students to access wellbeing initiatives

Evaluation Plan

PBL and attendance data, surveys, assessment database, student learning folios, cyclic data collection

Practices and Products

Practices

Detailed assessment schedules and data collection used and understood by staff to inform teaching and learning.

Teachers use systematic whole school procedures to measure and record student growth and progress.

A school-wide approach to effective, positive behaviour management is evident and support for students and staff is provided.

Products

All students have evidence of K–6 growth and progress in a Learning Folio.

Student data is effectively analysed for growth and progress with adjustments made accordingly.

Student behaviour data is collected, collated, analysed and utilised to drive further directions in student wellbeing initiatives.

Strategic Direction 2: Effective Teaching

Purpose

Teachers utilise evidence based and explicit teaching methods, within a whole school collaborative approach to professional learning, to facilitate critical reflection and improved pedagogical practices.

Improvement Measures

Evidence in all teaching and learning programs of collaborative practice and stage and whole school planning

Increased number of students achieving expected growth and top two bands in NAPLAN

People

Students

Students build skills in articulating their learning goals and learning intentions in the classroom.

Staff

Staff will engage in and further develop their skills in utilising evidence based pedagogical strategies in line with school S&S and EaFS to bring about an improvement in student learning outcomes by accessing targeted PL in literacy and numeracy.

Leaders

Learning intentions and success criteria will be guided by and driven by the leadership team to ensure that all students know what they are learning, why they are learning and how they will demonstrate their learning.

Parents/Carers

Parents develop a deeper understanding of how to support literacy and numeracy progress through opportunities to provide support in the classroom to gain knowledge about teaching and learning practices within the school.

Community Partners

School based Speech Therapists adopt a coordinated approach to literacy where the skills of speech are monitored with school based staff to improve programs across the school.

Processes

Collaborative Programming

- Teaching and learning (T&L) programs articulate use of evidence based literacy and numeracy strategies in line with school S&S and EaFS
- T&L programs use a consistent, common approach evident across classrooms
- T&L programs have an informed common focus for improvement, underpinned by learning intentions, differentiation and success criteria
- Teachers work together in stage teams and whole school to develop learning sequences

Best practice in Literacy and Numeracy

- School Leaders undertake PL in the Literacy and Numeracy Progressions
- All staff are supported through PL to track student growth using the progressions
- All teachers undertake PL to refine teaching practices to improve student learning outcomes
- Instructional Leaders set clear goals, manage curriculum, monitor lesson planning, allocate resources and evaluate teachers regularly to promote student learning growth

Evaluation Plan

Lesson plans, T&L programs, timetables, reports, student performance and progress data, classroom observations, ILPs, PLPs, PDPs

Practices and Products

Practices

Teachers collaborate to develop evidence based teaching and learning programs and lessons in literacy and numeracy to meet student need.

Teachers actively evaluate, share and discuss targeted PL to improve individual and whole school practice.

Products

All teachers committed to implementing effective, explicit teaching methods and strategies.

Students' learning improvement is monitored, demonstrating growth.

Teachers understand and explicitly teach literacy and numeracy at all levels of achievement.

Strategic Direction 3: Enhanced Leadership

Purpose

The school leadership team use a variety of resources to support a culture of high expectations and community involvement, resulting in whole school improvement.

Improvement Measures

All teaching and learning programs reflect whole school scope & sequencing and whole school consistency.

Increase in proportion of students and families demonstrating active engagement in learning.

People

Leaders

Leaders develop flexible, innovative scope & sequences, and curriculum overviews that are responsive to changing student need.

Staff

Staff build capabilities in reflection and evaluation of teaching and learning practices to understand the impact on student learning outcomes.

Students

Students build their confidence through participation in a variety of additional activities to enhance their engagement and resilience in learning.

Community Partners

Community Partners work in conjunction with the school to tailor specific programs to meet a diverse range of student learning needs.

Processes

Programming and Scope and Sequencing

- S&S developed for all KLAs by stage in an even, odd and additional cycle in line with NESA requirements
- Collaborative and corporate teaching and learning programming documents developed to ensure consistency
- Program evaluation procedures established to ensure effectiveness of teaching and learning programs

Additional Development Activities

- Application for grants and/or additional funding to access qualified staff in varied technology, sport and creative arts opportunities
- RFF and additional classroom support K–6 focus on technology, creative arts, PE and sport
- Opportunities for students to represent the school in additional activities reflecting PBL expectations

Evaluation Plan

Program and lesson observations, S&S and curriculum overviews, technology programs, RFF programs, creative arts and sporting opportunities, student, staff and family satisfaction surveys and forums.

Practices and Products

Practices

Instructional leadership facilitates whole school improvement through ensuring syllabus implementation and associated processes meet NESA requirements.

The leadership team develops processes to collaboratively review teaching practices and build the capacity of teachers.

Strategic financial management, physical learning spaces, and technology are used effectively to enhance learning and meet a broad range of student learning needs and interest.

Products

Leaders sustain effective, evidence-based teaching and ongoing improvement focused on student learning growth.

The leadership team takes a creative approach to utilising physical learning space and technology to optimise learning.

Long term financial planning is integrated with school planning to meet identified improvement goals.