

Strategic Improvement Plan 2021-2025

Hampton Public School 2129



School vision and context

School vision statement

History, Pride and Success

Hampton Public school aims to achieve excellence through *innovation*, *inclusion* and *collaboration* to ensure everyone is known, is nurtured and succeeds always.

Our vision will be achieved by continuing to build strong connections with our families along with connections to the wider educational community.

Developed in collaboration with P&C Term 4 2020

School context

Hampton Public School has provided high quality academic, social, cultural and sporting education opportunities, in partnership with the P&C and wider Hampton community for almost 150 years. Hampton Public School has established active partnerships with the Lithgow Aboriginal Education Consultative Group and Aboriginal Elders from the Wiradjuri and Gundungarra People, who are the traditional custodians of the land in which Hampton Public School is situated. The school actively engages in the newly established Small Schools Community of Practice, Greater Lithgow Valley Community of Practice and the Greater Lithgow Network.

Hampton Public School is a small rural school in the village of Hampton, west of the Blue Mountains within the Lithgow Region. The school is set within manicured gardens with mature trees. The school has a large covered outdoor learning area, oval, fixed play equipment, kitchen gardens as well as hand raised chickens who reside in the Hilton Hen house. There is a modular classroom, library, all weather playroom and administrative building. The school works collaboratively to ensure continuity of learning for students. We aim to develop a sense of community, collaborating to develop quality teaching and learning programs as well as ensure care and responsibility for the environment. All students and staff engage in quality teaching and learning programs with a balanced focus on literacy and numeracy outcomes. The school's 'Transition to Kindergarten' program begins in Term 2 of each year so that newly enrolling Kindergarten students and their families have the opportunity to be familiar with the school environment and community. The staffing at Hampton Public School consists of a teaching Principal, classroom teacher, School Administration Manager and General Assistant. The school partners with the Mitchell Conservatorium to provide Music programs each week with the support of the P&C. The school also employs a Creative and Practical Arts teacher and partners with Sporting in Schools to provide a diverse range of activities. The school has a current student enrolment of seven students with a wide range of abilities. Most families within the school community reside on working farms and many are second or third generation Hampton Public School students. All of our students are local enrolments. We anticipate an increase in enrolments during this planning cycle as younger siblings begin their transition to school from 2021.

The school undertook a Situational Analysis in 2020 to inform the next school planning cycle. As a result of this thorough analysis our focus areas for improvement in the 2021-2024 Strategic Improvement Plan will be;

1. to establish and maintain a systematic approach to continue our journey of quality teaching practice in Literacy, Numeracy and Wellbeing for every student.
2. to work collaboratively with our community and wider educational communities on our journey of school improvement.
3. to build a culture of collective efficacy where families, the school and wider educational communities work together to provide innovative, inclusive and collaborative learning opportunities for all.

Strategic Direction 1: Student growth and attainment

Purpose

Throughout this journey of school improvement we will work collaboratively with the school community to maintain positive student growth in Reading and Numeracy and provide innovative teaching and learning programs through research, quality teaching practice and explicit management processes focused on continuous improvement and progress.

Improvement measures

School Excellence Framework

Achieve by year: 2025

School Excellence Framework

Aspirational improvement as measured by the School Excellence Framework. In the Teaching Domain; Data Skills and Use; uplift from Working towards delivering to Excelling.

In the Learning Domain; Assessment; uplift from Working towards delivering to Excelling

In the Learning domain; Wellbeing; transition from Delivering to Excelling

Attendance (>90%)

Achieve by year: 2023

100% students attend school at least 95% of the time, maintaining the schools current and historical positive attendance rate

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement as measured against the learning progressions

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and

Initiatives

Data Informed Practice

At Hampton Public School we will use effective strategies and processes to collaborate, analyse and systematically review formative and summative assessment data to inform planning, identify gaps and targeted intervention in Reading and Numeracy so that all students demonstrate at least expected learning growth and reach their potential.

* Building capacity

* Professional learning

* Resources

* Research- based practice

* Systems and processes

We will do this

- through embedded systems and processes, enabling collaboration and professional dialogue to build collective efficacy and shared responsibility for effective teaching and learning programs.
- to build teacher capabilities to use assessment of, for, as learning so that teaching programs are differentiated, student learning is individualised and leads to measurable improvement.
- through the development and evaluation of the performance and development framework, supporting staff to access purposeful professional learning to deepen their knowledge and understanding of data use in planning and effective teaching strategies.

High Expectations Learning Culture

At Hampton Public School we will collaborate with the community to build a positive learning culture, developing collective responsibility for aspirational student learning

Success criteria for this strategic direction

Data informed practice

We will embed

- effective and sustainable systems and processes to collaboratively analyse and collate student data to identify and evaluate student centered learning goals in Reading and Numeracy every five weeks
- a culture of collaboration and collective efficacy where staff collaborate to monitor and assess student progress data every five weeks to identify student centred learning goals and effective teaching strategies to support student growth and attainment
- use feedback from students and staff to inform teaching and learning as we co-design and co-plan teaching and learning lessons every two weeks
- a school wide approach to formative and summative assessment to provide information on student growth and attainment
- Performance and Development framework to support professional learning to build teacher capacity in Literacy, Numeracy, data literacy, data use in teaching and data use in planning

High Expectations Learning Culture

We will embed

- professional learning to build teacher capacity in evidence based practice; What Works Best; Explicit teaching in Reading, Numeracy, Differentiation, High Expectations, Assessment and Feedback.
- clear systems to enable and empower students to know and demonstrate attainment of their learning goals in Reading, Numeracy and Wellbeing.
- management practices to collaborate with families and allied health providers as appropriate to co design and evaluate student centered education plans inclusive of learning goals in Reading, Numeracy and Wellbeing
- systems to monitor and support individual student attendance, celebrating student attendance over

Strategic Direction 1: Student growth and attainment

Improvement measures

achievement as measured against the learning progressions

Initiatives

goals in Reading, Numeracy and Wellbeing, where success is achieved and celebrated by all.

We will do this

- through the establishment of sustainable systems and processes collaborating with staff and stakeholders to develop and evaluate student centred learning plans targeting Reading, Numeracy and Attendance so that students achieve their learning goals, make measurable learning growth and success is celebrated.
- through the establishment of high impact Learning and Support processes to guide staff and families, actively promoting educational opportunities, choice and excellence for all.
- strong collaborations with families and the educational community to support continuity of learning for every student at educational transition points including Kindergarten, High School transition and between educational settings.

Success criteria for this strategic direction

95% and actively supporting families and students to attain and maintain 95% through effective management systems and practices

Evaluation plan for this strategic direction

The evaluation plan will involve

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes
- Whole staff reflective sessions.

We will use the following questions and data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Directions

- To what extent have we achieved our purpose?
- To what extent has the focus on Instructional Leadership achieved consistency of excellence in practice across the school in relation to high expectations, collaboration and community engagement?
- To what extent has the focus on Instructional Leadership achieved consistency of excellence in practice across the communities of practice in relation to high expectations, collaboration and community engagement?
- To what extent have we collaborated with the community to build a high expectations learning culture, developing collective responsibility for aspirational student learning goals in Reading, Numeracy and Wellbeing?

We will use a combination of Data Sources for Analysis

- Student centered learning plans
- NAPLAN, SCOUT

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Assessment data (formative/ assessment)
- Performance Development Plans
- Teacher reflections
- Data Walls and Case Management Meetings,
- Student-led Conferencing with Parents
- Learning Walks and Talks with 5 Questions for students

Analysis

- Ongoing analysis will be integrated through progress and monitoring.

Implications

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied media platforms including Facebook, newsletter and website.

Strategic Direction 2: Educational Leadership

Purpose

Leading with moral purpose means having a commitment to make a difference in the lives and outcomes of students as a result of their experiences at school.

At Hampton Public School the Principal is the primary instructional leader who promotes a culture of high expectations, collaboration and community engagement. We will lead and collaborate within educational communities of practice to improve teaching and learning and promote educational excellence to ensure every student, every teacher and our community are committed to a journey of sustained improvement.

Improvement measures

Achieve by year: 2025

School Excellence Framework The principal will model instructional leadership and support a culture of high expectations and cater for the range of equity issues in the school community, resulting in sustained and measurable improvement.

Aspirational improvement as measured by the **School Excellence Framework**

Instructional Leadership In the Leading Domain; Educational leadership; Excelling

In the Leading Domain; Management Practices and Processes; Excelling

Community Collaboration In the Learning domain; Learning Culture; Excelling

Achieve by year: 2025

Instructional Leadership 100% of staff engage in the Performance and Development Process

100% of staff engage in professional learning identified through the Performance and Development process and is aligned to student needs and the school's Strategic Improvement Plan

Initiatives

Instructional Leadership

At Hampton Public School we aim to maintain a focus on distributed leadership to sustain a culture of high impact professional learning and ongoing improvement so that every student, every teacher and our community are committed to our journey of school improvement.

We will do this

- through collaboration across communities of schools (Small School Spirals, Small School Community of Practice, Lithgow Valley Community of Practice) to build leadership capabilities and collective expertise through professional dialogue, explicit teaching, modelling of effective practice and the provision of timely feedback to build teacher capabilities so that every student makes measurable improvement and gaps in student achievement decrease
- through the work of Lyn Sharratt; Clarity Learning Suite we will collaborate with Small School Community of Practice to engage in Professional learning, mentoring and coaching on our journey of school improvement using the 14 parameters
- because when teachers engage in powerful professional learning with colleagues, designed with the specific purpose of improving student progress and achievement, their learning is more likely to be valued and to deepen their teaching practice
- by establishing communication systems to engage and collaborate with the community

Community Collaboration

At Hampton Public School we aim to be recognised as excellent and responsive by the community as a result of an embedded culture of high expectations, collaboration and innovation and success so that everyone makes measurable learning progress every year.

Success criteria for this strategic direction

Instructional Leadership

We will develop and embed

- strategic collaborative partnerships with educational communities to provide learning opportunities for students and teachers
- a focus on distributed instructional leadership to maintain a culture of collective efficacy to drive continuous improvement to maintain student growth
- the professional learning policy for teachers and staff, supporting teachers, leaders and non-teaching staff in their ongoing development, which is critical to the progress and achievement of every student, teacher and school
- the 14 parameter framework by Lyn Sharratt; Clarity Learning Suite, collaborating with the Small School Community of Practice to engage in our journey of school improvement

Community Engagement

We will

- seek and address feedback from students, families and the community on school performance, responsiveness and learning opportunities
- provide opportunities for student voice, leadership and agency, so that students continue to have positive experiences at school, know what they are learning and provide feedback to their teachers
- develop and evaluate strategic communication strategy
- provide opportunity to build peer relationships, share and celebrate learning and enhance students' sense of belonging with special consideration will be given to transition points (Kindergarten, Year 6)

Evaluation plan for this strategic direction

The evaluation plan will involve

Strategic Direction 2: Educational Leadership

Improvement measures

Community Collaboration 100% of families participate in student centered learning plan meetings

100% of families participate in school reading programs, supporting student learning at school and at home

More than 90% of parents are satisfied with the high levels of communication between home and school

Initiatives

We will do this

- by seeking and responding to feedback from students, families and the community so that members of our community feel welcomed and have the opportunity to work in partnership with the school to enhance outcomes for students and support high levels of student learning
- through explicit systems that facilitate planned and proactive engagement with families and the community
- by ensuring resource allocation aligns with the strategic vision of the community
- providing opportunities for families and the broader community to actively participate in supporting and reinforcing student growth and attainment, and celebrating success

Evaluation plan for this strategic direction

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes
- Whole staff reflective sessions.

We will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Directions

Questions

- To what extent have we achieved our purpose?
- To what extent has the Principal, as the primary instructional leader promoted a culture of high expectations, collaboration and community engagement?
- To what extent has the Principal lead and collaborated within educational communities of practice to improve teaching and learning and promote educational excellence to ensure every student, every teacher and our community are committed to a journey of sustained improvement?
- To what extent have we provided and effectively supported the use of easily accessible platforms for all our staff to share and collaborate on teaching resources and practices, and have we included strategies such as the use of templates and exemplars that facilitate differentiation and assessment?

We will use a combination of Data Sources for Analysis

- High Impact Professional learning self assessment tool
- Performance Development Plans
- community surveys and forums
- family attendance at student centered learning plan meetings

Evaluation plan for this strategic direction

- meeting minutes
- planning overviews
- teaching and learning programs

Analysis

- Ongoing analysis will be integrated through progress and monitoring.

Implications

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied media platforms including Facebook, newsletter and website.