Strategic Improvement Plan 2021-2024

Hanwood Public School 2132

School vision and context

School vision statement

Our vision is to be a school of excellence!

Our purpose is to develop deep knowledge, efficacy, understanding and ownership in learning and engagement to develop the skills of our greater community to thrive within the future global context.

School context

Hanwood Public School is a small village school located in the village of Hanwood, five (5) km from Griffith. The school is the focal point of the predominantly farming community, and caters to students from Kindergarten to Year 6. Hanwood Public School has 32 staff comprising of 22 teachers (full time and part time). Five (5) School Learning and Support Officers (SLSOs), and four (4) SASS staff including a School Administration Manager (SAM), two (2) School Administration Officers (SAOs) and one (1) General Assistant (GA). The school has a current enrolment of 222 students. Hanwood has a proactive and dedicated parent body in its P&C Committee, and has developed strong relationships within the Hanwood and wider Griffith community. Hanwood Public School has a strong sporting history and provides in the performing arts. It has a growing reputation for its success in public speaking and debating. Hanwood Public School promotes student resilience, respect and the desire for all students to grow academically, socially and emotionally. It is the "Hanwood Way."

The school has completed a Situational Analysis to determine the areas of focus for this Strategic Improvement Plan. It is important to note this builds on previous School Plans in the previous cycles around our relentless focus on improving teacher quality through individualised and tailored professional learning, explicit teaching with a focus on metacognitive strategies and using moderated assessment data to differentiate the curriculum to cater to students' growth.

1. Students Growth and Attainment

Focus: We aim to increase the number of students achieving expected growth in Numeracy and Reading though explicit teaching and increasing student engagement.

2. Quality Teacher Learning and Data Analysis

Focus: Improve teacher practice and effectiveness through professional learning, mentoring and coaching and systems for assessment, moderation of data and feedback through educational leadership.

3. Student Wellbeing to thrive

Focus: A relentless focus on student wellbeing and continuous Improvement in attendance

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching to develop a school culture hat is strongly focused on learning and ongoing performance improvement for all students.

Improvement measures

Target year: 2022

System negotiated targets in Top 2 bands of Reading:

- Increase the proportion of students achieving in the top 2 bands of NAPLAN reading bands by 8.24%

Target year: 2023

Expected growth in Reading:

- Increased (uplift) percentage of students achieving expected growth in NAPLAN reading by 5.3%

Initiatives

Student Engagement, Participation and Learning Culture

Development and implementation of an integrated approach to quality teaching, curriculum planning and delivery that promotes learning excellence and is responsive in meeting the needs of all students.

Learning and Development

A whole school approach is developed to ensure expertise and innovation. Its impact on the quality of teaching and student learning outcomes is evaluated to ensure explicit systems for collaboration and feedback are included to ensure sustainability of quality teaching practice.

Success criteria for this strategic direction

Whole school approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of students.

Teachers identify, understand and implement explicit teaching methods, with priority given to evidence-based teaching strategies.

Student assessment data is regularly used school-wide to identify student achievements and progress, to reflect on teaching effectiveness and inform future school directions.

Professional learning is differentiated, its impact on the quality of teaching and student learning is evaluated. There are systems for collaboration and feedback to sustain quality teaching practice.

Instructional leadership supports a culture of high expectations and sustained and measureable whole school improvement.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources. These will include Internal assessments eg PLAN2, PAT-R, External assessment, eg. NAPLAN, Surveys, Observation, Focus groups, Student voice, Interviews, Document analysis

Analysis: will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications -The findings of the analysis will inform Future actions and directions for the school. Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the

Evaluation plan for this strategic direction

School Website throughout the year).

Strategic Direction 2: Quality Teacher Learning and Data Analysis

Purpose

To ensure our teachers have a high level of expertise in teaching. All teachers will undertake high quality and targeted professional learning, mentoring and coaching, and reflectively adapt their practice through data analysis and research-informed practice.

Improvement measures

Target year: 2022

System negotiated targets in Numeracy:

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 8.54%

Target year: 2023

Expected growth in Numeracy:

Increased (uplift) the percentage of students achieving lower bound expected growth in NAPLAN numeracy by 4.6%

Initiatives

Whole School Data Driven Practices drive student learning

Assessment data and analysis is regularly used across the whole school to identify student achievement and progress, to reflect on teaching effectiveness and inform future school directions.

Tailored Professional Learning

All teachers are supported through differentiated whole school professional learning that is aligned with the Strategic Improvement Plan to implement the most effective metacognitive strategies to improve teaching and learning and is a reference point for whole school reflection and improvement

Success criteria for this strategic direction

Teachers employ evidence-based teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored and demonstrates growth.

Techers collaborate and monitor learning through moderation of work between and across stages.

Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

The leadership team maintains a focus on evidence-based teaching and ongoing improvement so gaps in student achievement decrease.

School-wide practices for assessment are used to monitor, plan and report on student learning.

Evaluation plan for this strategic direction

Question: To what extent can demonstrate impact and improvement of teacher capacity and data driven practices to drive growth in teaching quality and increased student learning outcomes?

Data: We will use a combination of data sources to review. These will include an assessment and monitoring schedule, teaching program review, moderation of student work samples, professional learning schedules, student feedback, internal and external assessment data, and differentiation and adjustments.

Analysis: Annually the school will review progress towards the improvement measures.

Implications: After analysing the data a determination will be made as to the future of the four years' work and "Where to next?

Strategic Direction 3: Student Wellbeing For Success

Purpose

To ensure every students is known, valued and cared for. Our focus on wellbeing will have an emphasis on the cognitive, emotional, social, physical and spiritual wellbeing of all students by being responsive to the needs of our students so they can connect, succeed and thrive in a positive and safe learning environment.

Improvement measures

Target year: 2024

WELLBEING

- Proportion of students indicating positive wellbeing increases by 4.7% or above baseline data.

Target year: 2024

ATTENDANCE

- Increased percentage of students attending school by 12.8% or above

Initiatives

Student Voice and Wellbeing

Strategically plan, implement and develop whole school wellbeing processes that support the wellbeing of students so they can connect, succeed, thrive and learn.

Attendance Matters

The school focuses on building individual and collective wellbeing through a climate of care and positivity. The school supports our community by implementing consistent and systemic processes to ensure student absences do not impact on learning outcomes

Success criteria for this strategic direction

A whole school approach to student voice, wellbeing and attendance to promote increased student engagement, attendance and sense of belonging and advocacy.

Teachers are committed to the implementation of strategies and documentation to support the wellbeing and attendance goals.

Whole school strategies are evident and consistent to reflect the value of cognitive, social, emotional, physical and spiritual wellbeing in our school community.

The leadership team cultivate positive relationships with the community to increase authentic engagement in student learning.

Attendance data is regularly analysed using a whole school and personalised approaches to improve attendance rates of all students.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement on student wellbeing and increased attendance.

Data: We will use a combination of data sources. These will include Tell Them From Me Surveys, Attendance data from EBS4, Student voice, Internal surveys, Interviews, Attendance at workshops, information sessions etc., review of school based systems

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review the progress towards the improvement measures.

Implementation: The findings of the analysis will inform future directions and actions, annual reporting on school progress measures (published in the Annual School Report, school newsletter and on the school website throughout the year).