

Strategic Improvement Plan 2021-2025

Hay Public School 2145



School vision and context

School vision statement

At Hay Public School we inspire the development of confident, culturally aware, creative, resilient, socially responsible, innovative, active and healthy individuals in an inclusive and supportive learning environment that fosters critical thinkers, problem solvers and resourceful learners.

School context

Established in 1869, Hay Public School is located in an isolated, rural town on the banks of the Murrumbidgee River, with an approximate population of 2500. The school is a focal point of the community and has a current enrolment of 207 with 18% Aboriginal. A large percentage of our students are from low socio-economic backgrounds. Student numbers have increased over the past three years due to the stability of an experienced staff, leadership and a positive school direction.

Extra-curricular opportunities in sport, science and technology and creative and performing arts, enable our students to excel through a range of different experiences. Hay Public School has a proud history and promotes student responsibility, respect, lifelong learning and a desire for students to strive for their best.

Parents and members of the community make valuable contributions to the school's programs and the welfare of the students and the school has an active P&C.

The school is part of the Early Action for Success strategy where the focus is improving early literacy and numeracy skills in students K-3. An Instructional Leader is employed to support literacy and numeracy teaching and learning across K-3. Literacy and numeracy are also an area of focus for students in Years 4-6. Structures are put in place to identify students who need intervention and support in their learning.

The management of wellbeing practices has had a positive effect on maintaining engagement of students and stabilising attendance rates. We set high expectations for ourselves to ensure all students and their families feel a genuine sense of belonging and connection to our school.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to build strong foundations for academic success through explicit and research informed teaching. Teachers will use student assessment data and maintain a culture of instructional leadership to inform effective teaching practices.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Effective Classroom Practice

All teachers will be supported in their professional development in the use of effective teaching practices that ensure they have a consistent understanding of evidence based instruction and assessment of reading and numeracy.

Instructional Leadership

School leaders will implement strategic systems and processes to embed evidence informed practices to teach reading and numeracy across the school are identified to ensure quality curriculum provision.

Success criteria for this strategic direction

Success will be measured by improved student progress against the learning progressions and against internal and external assessment data.

All teaching and learning programs will demonstrate differentiated, evidence based teaching strategies designed to optimise learning progress for all students.

Professional learning is differentiated and aligned with the Strategic Improvement Plan and its impact on quality teaching and student learning outcomes is evaluated.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose?

Data: Learning Progressions - PLAN 2 data, NAPLAN data, Essential Assessment data, Check In Assessment data, Staff Professional and Development Plans, classroom observations, professional learning feedback.

Analysis: Monitoring of progress and implementation

Implications: Future directions will be determined by regular and rigorous progress monitoring.

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to create a school where the wellbeing of students is valued, enabling them to engage in a positive learning environment that fosters success in learning.

Improvement measures

Attendance >90%

Achieve by year: 2023

Whole-school percentage of students attending over 90% increases by 5.0% (system-negotiated target)

Wellbeing

Achieve by year: 2023

Tell Them From Me Survey

Advocacy at School - 86% of students with positive wellbeing

Expectations for Success - 88% of students with positive wellbeing

Sense of Belonging - 79% of students with positive wellbeing

Initiatives

Student Engagement

Implementation of practices that support student wellbeing, creating a safe environment that ensures connectedness, engagement in learning, improved attendance and promotion of social and emotional skills of students.

Learning Support

Development of school wide practices that expertly uses student assessment data to provide individualised learning opportunities for students.

Success criteria for this strategic direction

Success will be measured by improved student attendance that maximises engagement in learning;

School wide practices are established to increase that support student wellbeing and learning.

Data is collected, analysed and used to monitor a whole school approach to wellbeing and engagement to improve learning;

Learning plans for students are developed which are differentiated and based on sound, holistic information about each child's wellbeing and learning.

Evaluation plan for this strategic direction

Question: What has been the impact of our wellbeing practices?

Data: SCOUT - Attendance Data, Suspension data, Student Support Officer feedback, Learning Support Team minutes. Tell Them From Me Wellbeing Survey data

Analysis: Embedded term by term review data sources to monitor effectiveness

Implications: Regular and rigorous review of data sources

Strategic Direction 3: Community Engagement

Purpose

Our purpose is to engage families, parents and carers in the education of their child(ren) to benefit all students and support families who form our learning community.

Improvement measures

Tell Them From Me - Family Educational Connectedness

Achieve by year: 2025

Tell Them From Me

Inclusive School - greater than 75%

School Supports Learning greater than 80%

Tell Them From Me - Family Wellbeing Connectedness

Achieve by year: 2025

Tell Them From Me

Parents Informed - greater than 76%

School Supports Positive Behaviour than 80%

Initiatives

Educational Connections

Implementation of practices and procedures that support family engagement in the education of their children and their connection with the school

Wellbeing Connections

Development of school wide practices that expertly support the wellbeing needs of families to improve the outcomes of students.

Success criteria for this strategic direction

Success will be measured by improved student attendance that maximises family engagement in learning;

School wide practices are established to increase that support families with wellbeing and learning.

Data is collected, analysed and used to monitor family engagement to increase wellbeing and engagement to improve student outcomes;

Easily accessible information and support material for families

Evaluation plan for this strategic direction

Question: What have been the impact of our community engagement practices?

Data: Tell Them From Me Parent Survey responses, Parent feedback, volunteer data, Executive Meeting Minutes, LST Minutes