

Strategic Improvement Plan 2021-2025

Hamilton South Public School 3795



School vision and context

School vision statement

Hamilton South Public School strives for personal excellence through high expectations in an inclusive, innovative environment.

We endeavour to understand and respond to students' developmental, wellbeing and learning needs in order to provide a strong foundation for continued learning success throughout school and beyond.

We work in partnership with parents, carers and colleagues towards the shared goal of our students becoming confident and creative individuals, successful learners, and active and informed community members.

School context

Hamilton South Public School is an inner city school, consisting of 14 mainstream classes and 3 classes for students with disability. In 2023, the school's enrolment was 369 students. This includes 16 Aboriginal and Torres Strait Islander students and 59 students with a Language Background other than English.

Our students are hardworking members of our school community who value a positive school experience where they can develop life long learning skills and strive for continual academic improvement. We have dedicated, highly effective teachers who strive to provide a range of quality learning opportunities for all students.

We offer various creative arts programs including a training band, rock band, concert band, choir and Star Struck groups. Other extra curricular activities include sporting opportunities, robotics programs, debating and public speaking.

The parents and community are supportive and enthusiastic contributors to our thriving school. They value ongoing opportunities to be involved with many areas of school life, which fosters a sense of inclusiveness and community. We are supported by an active P&C, with various sub committees making valuable contributions to the overall accomplishments of our school.

We work closely in partnership with Muloobinbah Local Aboriginal Education Consultative Group (AECG) to build the capacity of staff to understand and meet the needs of our Aboriginal and Torres Strait Islander students. We are committed to achieving the outcomes of the Walking Together, Working Together Partnership Agreement between the NSW AECG and the NSW Department of Education.

Our strategic improvement plan is the result of a thorough situational analysis that involved consultation with students, parents, carers, staff and our local AECG. Through this process, we have identified the need to develop a systematic approach to the collection and analysis of student results. This in turn, will provide a more accurate assessment of student learning needs and drive differentiated instruction across the school, leading to improved student growth and attainment.

The coming years will also see a strong focus on wellbeing, particularly in fostering a sense of belonging among students who will be empowered to make a positive difference in their own lives and those of others.

Underpinning our plan is the continual development of staff capacity to deliver quality teaching experiences using evidence-based approaches. There is also an increasing need for all staff to embed technology throughout their work, as online platforms for teaching, assessment, reporting and wellbeing are integral to our school practice. We will support all staff by building their skills to effectively use these platforms.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth and attainment, each student's individual learning needs must be understood. Students will be engaged in differentiated learning that supports reaching their potential.

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.

Achieve by year: 2025

School Excellence Framework element of 'Data skills and Use' is validated at Excelling and themes of 'Differentiation' and 'Individual Learning Needs' validated at Excelling.

Initiatives

Data for planning and teaching

Effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Deliver high impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

High impact teaching

All students are engaged in learning activities that support them to reach their potential.

- Embed a culture that enables students to develop learning attributes to drive growth in individual learning goals.
- Utilise literacy and numeracy progressions and the High Potential and Gifted Education policy to guide personalised learning for all students.
- Use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Provide opportunities for students to engage in personally relevant, high-interest learning activities.
- Incorporate new syllabus outcomes into high impact classroom programs.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

The following data sources will be used to regularly analyse the effectiveness of these initiatives:

- NAPLAN data, Scout data,
- student work samples,
- literacy and numeracy data,
- student learning plans and focus groups.

The evaluation plan will involve regular review of data sources, professional discussions and triangulation of data to guide future school planning and improvement.

Strategic Direction 2: Wellbeing

Purpose

Ensure that student and staff wellbeing is valued. Students feel known, valued and cared for in a safe and supportive environment.

Improvement measures

Wellbeing

Achieve by year: 2023

% of Year 4 - 6 students reporting positive wellbeing is above 88.7%.

Attendance (>90%)

Achieve by year: 2023

% of students attending school for 90% of time or more is above 91.6%.

Achieve by year: 2025

School Excellence Framework themes of caring for students and a planned approach to wellbeing are validated at Excelling.

Initiatives

Whole school approach

Student learning takes place in an environment that fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

- Review current processes to establish and articulate a common language of expectation for students.
- Develop and implement effective programs centred around fostering positive, meaningful relationships and the development of positive individual qualities (eg resilience).
- Create opportunities for celebration/success/wellbeing discussion on a regular and embedded basis.
- Develop staff wellbeing to support and enhance the overall school environment.
- Implement meaningful, engaging and rewarding experiences so that students experience a sense of belonging and connectedness.
- Promote school attendance to our whole school community.

Empowered students

Effective processes are in place for students' voice being heard, valued and acted upon where possible.

- Establish a whole school student representative council to be tied in with leadership with the senior grades that is used to determine school improvement.
- Provide opportunity for student voice and feedback to drive visible changes in the environment and school activities i.e. playground improvements to foster engaged play for various interests of students including play, art, hands-on activities and sport.
- Engage students in learning experiences that are relevant to their lives and connected to their everyday world.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school is showing evidence of impact across Wellbeing targeted components within the domains of Connect, Thrive and Succeed.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- student and staff surveys
- People Matters Survey (staff wellbeing)
- feedback from students (via SRC)
- records of meetings
- aesthetic changes to the playground
- Scout dashboard data
- Wellbeing Self-Assessment Tool for Schools.

The evaluation plan will involve regular review of data sources, professional discussions and triangulation of data to guide future school planning and improvement.

Strategic Direction 3: Build staff capacity

Purpose

Staff have the opportunity to develop knowledge and skills to effectively use evidence based practice. Up to date professional learning ensures understanding of current school and system priorities.

Improvement measures

Achieve by year: 2025

% of staff reporting that they 'have received appropriate training and development to do their job well' is above to 95%. (Baseline 76%)

Achieve by year: 2025

School Excellence Framework theme of improvement of practice is validated at Excelling.

School Excellence Framework themes of professional learning and expertise and innovation are validated at Excelling.

Initiatives

Evidence based practice

Teacher capacity is built through professional development, collaborative practice and coaching about evidence based practice.

- Deliver professional learning informed by research such as What Works Best and High Impact Professional Learning.
- Support teacher performance development, collaboration and evidence-based programs which are strengthened and guided by the School Excellence Framework.
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education policy.
- Develop and document consistent school-wide language and approach to elements of evidence based practice (i.e. self/peer feedback).

Knowledge of context and curriculum

Staff maintain current knowledge of Department policies, the Australian educational context and NSW curriculum requirements to inform teaching and learning. They become confident and proficient in the access and use of the following learning tools, data sources and teaching resources:

- Scout
- literacy and numeracy progressions
- GSuite
- Sentral
- assessing learning and numeracy resources.

Success criteria for this strategic direction

The school has a high performing teaching staff, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. Staff trial innovative practices and evaluate, refine and scale their impact.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Staff feel supported in their professional development and confident to apply their learning to meet the needs of students.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- staff surveys
- records of observations/coaching sessions
- feedback of professional learning
- records of professional learning and training
- document analysis.

The evaluation plan will involve regular review of data sources, professional discussions and triangulation of data to guide future school planning and improvement.