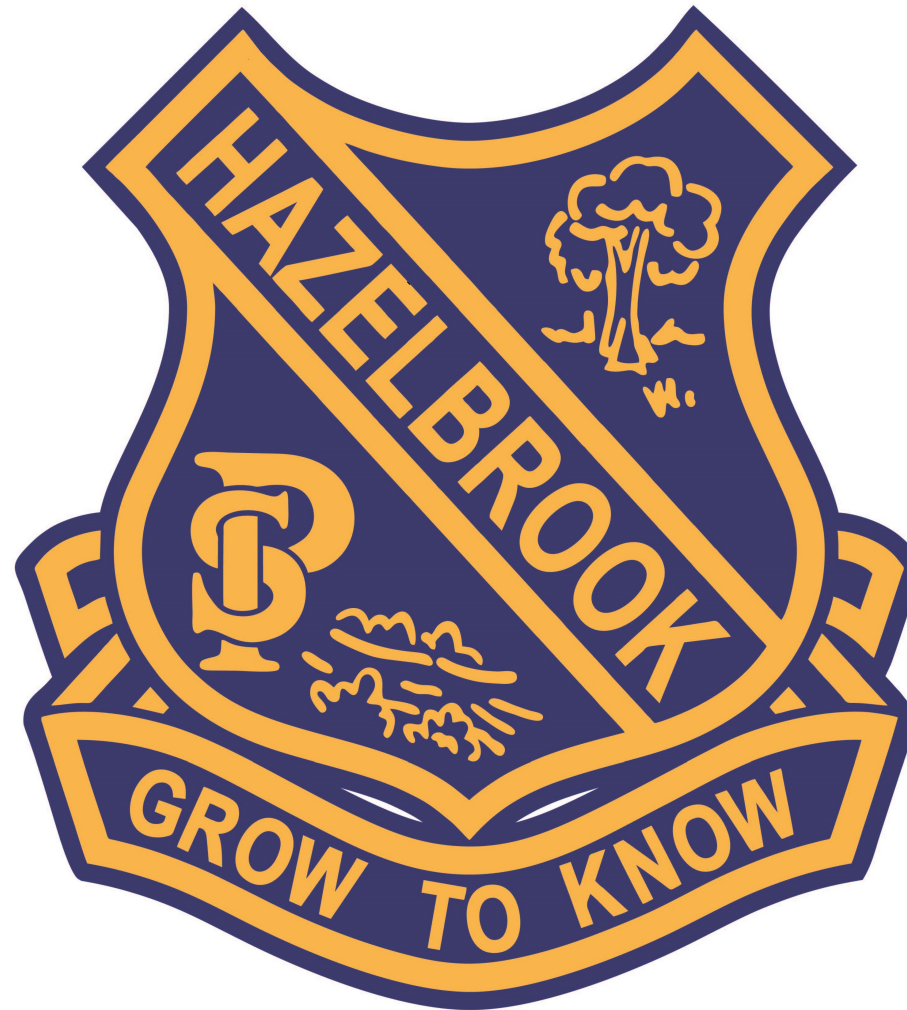


Strategic Improvement Plan 2021-2024

Hazelbrook Public School 3854



School vision and context

School vision statement

Hazelbrook is committed to creating a cohesive school community culture where the values of respect, responsibility, learning, integrity, cooperation and excellence underpin wellbeing and high quality learning for all stakeholders.

School context

Hazelbrook Public School is situated in a world heritage area of the Greater Blue Mountains, 93 kilometres west of Sydney.

School enrolment is 366 students. 8.7% of the student body are Aboriginal and Torres Strait Islander peoples. 10.1% of students are from a Language Background Other Than English.

The school delivers dynamic learning opportunities for each and every student in an inclusive environment where dedicated art programs, positive behaviour for learning, sport, band, choir, dance, debating, French and creative arts, enrich and extend creative and critical thinking and wellbeing.

The school community highly values the school's student centred focus and provides strong support to the effective operation of the school through the P&C and Canteen Committee. Parents are active in the support of teaching and learning in Early Stage 1 and Stage 1 classrooms, sporting activities and special events.

Currently the school has 16 classes with a mix of stage and straight classes and an average class size of 23 students.

In 2017, the decision was made to establish a 16th class, above the school's entitlement, based on numbers, in order to reduce the class sizes in Stage 3. The class teacher is funded by the school.

There have been significant change in staffing over the last few years due to retirement and extended leave of teachers. This has resulted in temporary teacher placements and a staff ranging in experience. This has now steadied and we have a more stable and permanent staff.

Hazelbrook Public School has strong historical aspects to school events and programs whilst recognising and embracing meaningful change.

Strategic Direction 1: Student growth and attainment

Purpose

Continued academic improvement in literacy and numeracy to increase the proportion of students in the top two Reading and Numeracy NAPLAN bands.

Improvement measures

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

- NAPLAN Numeracy: lower bound increased to 38.8%
- NAPLAN Numeracy student growth: increase the number of students achieving at or above expected growth to 60%.
- SENA K-4: 95% of K-4 students successfully completing SENA Yr 1 = SENA 1, Yr 2 = SENA 2 Qs 1-25, Yr 3 = SENA 2, Yr 4 = SENA 3
- PAT Maths: 90% of students Yrs 2-6 achieving in the 60th percentile and above.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

- NAPLAN Reading: lower bound increased to 50.5%
- NAPLAN Reading student growth: increase the number of students achieving at or above expected growth to 60%
- PM benchmarking: 95% of students achieving appropriate PM benchmark instructional reading levels (Kindergarten = L10, Yr 1 = L16, Yr 2 = L24)
- Lexile: 90% of students achieving appropriate Lexile comprehension levels (Yr 3 = 550, Yr 4 = 650, Yr 5 = 750, Yr 6 = 850)
- Comprehensive Assessment of Reading Strategies : 90% of students achieving appropriate comprehension levels when assessed using C.A.R.S

Initiatives

- Explicit use of Number Talks K-6 (using text 'Talk Moves') to build mathematical language = PL on Number Talks / reflection section from TEN program and then every CRT running modelled and guided number talks weekly then moving to daily
- Mid-mountains network mathematical comprehension project = Regular collaborative across-school stage meetings looking at assessment data and teaching and learning programs and other areas of need
- DoE sustained professional learning (Starting Strong K-2 & Working with Big Ideas 3-6) undertaken by CRT representatives and filtered through to all CRTs
- K-6 assessment schedule / scope and sequence and tracking system = use of the following scheduled assessments K-4 SENA, 2-6 PAT maths, S2 & S3 Diagnostic maths with data recorded on school wide excel tracking system
- CRT assessment and data PL (CESE 'Use of data to inform practice')
- Focus on Reading = Full training for Yr 2-6 CRT then every 3-6 CRT running Focus on Reading within the classroom to develop higher order thinking skills & inferential comprehension (Yr 2 teachers when required)
- CARS & STARS PL = reading comprehension assessment and intervention used 2-6
- All staff trained in the explicit teaching of reading skills and strategies
- Synthetic phonics = All CRTs training in using K-4 Sound Waves program and program used to explicitly and systematically teach phonics / spelling
- Use of decodable readers and science of reading approach = used K/1 and in intervention programs
- K-6 assessment schedule / scope and sequence and tracking system with data recorded on school wide excel tracking system

Success criteria for this strategic direction

Learning - wellbeing - individual learning needs

There is school-wide, collective responsibility for student learning and success, which is shared by families and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Learning - student performance measures - student growth

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Learning - student performance measures - NAPLAN

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Learning - student performance measures - value-add

The school achieves excellent value-added results, significantly above the value added by the average school.

Teaching - leading & development - expertise & innovation

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. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Evaluation plan for this strategic direction

- NAPLAN
- PM benchmarking
- Check in data

Strategic Direction 1: Student growth and attainment

Improvement measures

- PAT Reading: 90% of students Yrs 2-6 achieving in the 60th percentile and above
- SoundWaves benchmarking: 90% of students achieving appropriate phonics level benchmarks

Evaluation plan for this strategic direction

- Pat Maths and Reading
- Lexile
- C.A.R.S
- SENA
- assessment schedule
- data tracking system
- Systematic and explicit teaching as evidenced through teaching and learning programs and classroom observations

Strategic Direction 2: Quality Teaching Practices

Purpose

Quality teaching and assessment occurring in all classrooms at all times

Improvement measures

- NAPLAN Numeracy: lower bound increased to 38.8%
- NAPLAN Numeracy student growth: increase the number of students achieving at or above expected growth to 60%
- PAT Maths: 90% of students Yrs 2-6 achieving in the 60th percentile and above
- NAPLAN Reading: lower bound increased to 50.5%
- NAPLAN Reading student growth: increase the number of students achieving at or above expected growth to 60%
- Lexile: 90% of students achieving appropriate Lexile comprehension levels (Yr 3 = 550, Yr 4 = 650, Yr 5 = 750, Yr 6 = 850)
- PAT Reading: 90% of students Yrs 2-6 achieving in the 60th percentile and above

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

- NAPLAN Writing: 60% of students achieving in the top 2 bands
- IEPs implemented successfully for all LaST students with 90% of SMART goals achieved
- SENA K-4: 95% of K-4 students completing appropriate SENA assessments (SENA Yr 1 = SENA 1, Yr 2 = SENA 2 Qs 1-25, Yr 3 = SENA 2, Yr 4 = SENA 3)
- Comprehensive Assessment of Reading Strategies: 90% of students achieving appropriate comprehension levels when assessed using C.A.R.S

Initiatives

- Quality Teaching Rounds = All staff engage in the QTR process
- Lesson intentions and success criteria = all teachers utilising lesson intentions and success criteria for lessons
- Feedback = All teachers regularly providing timely and quality feedback to students, linking in with 'What Works Best' (CESE)
- Data walls = track writing progression elements of vocabulary, text structure and
- Formative assessment = All teachers engaging in quality formative assessment in reading and mathematics and using this to drive teaching and learning programs
- Consistent teacher judgement = CTJ re: marking of writing samples K-6 using rubrics
- K-6 assessment schedule and tracking system = analysis of whole school data to drive K-6 Learning and Support programs

Success criteria for this strategic direction

Learning - learning culture - high expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Learning - curriculum - teaching / learning programs

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Learning - curriculum - differentiation

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.

Learning - assessment - formative assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Learning - assessment - summative assessment

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Learning - assessment - whole school monitoring of student learning

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Teaching - effective classroom practice - explicit teaching

Strategic Direction 2: Quality Teaching Practices

Improvement measures

- PM benchmarking: 95% of students achieving appropriate PM benchmark instructional reading levels (Kindergarten = L11, Yr 1 = L16, Yr 2 = L24)
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Success criteria for this strategic direction

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

Teaching - effective classroom practice - feedback

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Teaching - data skills and use - data literacy

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.

Teaching - data skills and use - data use in teaching

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Teaching - learning & development - collaborative practice and feedback

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

Success criteria for this strategic direction

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

- Lesson observations / classroom walk through
- Learning intentions & success criteria incorporated into the T&L program
- TTFM data
- Writing sample comparison with ACARA work samples
- Data walls
- Student reports
- Assessment schedule
- Data tracking system
- SENA
- PM Benchmarking
- PAT Reading and Numeracy
- Lexile
- NAPLAN

Strategic Direction 3: Student Well-being Practices

Purpose

The school implements evidence based change to whole school practices, resulting in measurable improvements in wellbeing, engagement and attendance to support learning.

Improvement measures

- A minimum TTFM wellbeing lower bound baseline increase to 87.2%
- Reduction in the number of negative behaviours
- 90% of students achieving appropriate benchmarks on the personal and social capabilities framework
- A minimum attendance rate increase to 82.8% of students attending 90% of the time.
- Reduction in the number of unexplained absences
- increase in number of justified absence reasons provided by parents

Initiatives

- K-6 implementation of 'Bounce Back' program to develop increased resilience and a growth mindset = All K-6 staff implementing 'Bounce Back' program
- PBL is revitalized = implemented successfully, strategically and consistently K-6 with all staff receiving formal training
- Positive connections project = all students are known, valued and cared for by all staff
- DoE parent attendance project (EOI) = parents have a greater understanding of the connections between attendance and academic achievement, social connections and positive student well being and resulting in a reduction in the number of unjustified absences.
- Attendance policy = All CRT systematically implementing the attendance policy and accompanying procedures in a timely manner resulting in a reduction of the number of unexplained absences.

Success criteria for this strategic direction

Learning - learning culture - attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Learning - wellbeing - caring for students

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Learning - wellbeing - behaviour

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.

School staff to collect, track, monitor and analyse data in an identified area of need resulting in improved teacher capacity in data skills and use and improved student learning outcomes.

School self-assessment of the elements 'Data Literacy' and 'Data Analysis' indicates improvement from (insert WTD, D, SG depending on your SEF s-as) to Excelling

Evaluation plan for this strategic direction

- TTFM
- Attendance data
- Sentral behaviour data
- Personal and social capabilities framework