

Strategic Improvement Plan 2021-2024

Mount Hutton Public School 3939



School vision and context

School vision statement

To be recognised and respected for aspiring to achieve excellence in education by meeting or exceeding state level.

School context

Mount Hutton Public School is part of the Glenrock Network and is on the land of the Awabakal People. Mount Hutton Public School is part of the Waiyarang Community of Schools. The school is K-6 and has a current enrolment of 167 students with 25% identifying as Aboriginal. Our students come from diverse socio-economic backgrounds. Our school currently has six mainstream classes and three support classes, known collectively as Pinulputa - meaning strong one.

Our purpose at Mount Hutton Public School is to inspire students to acquire and develop the skills to independently and collaboratively achieve across a range of educational, social and emotional, cultural and sporting endeavours. The school has established a strong sense of community where parent and community partnerships are highly valued. The school is part of the Early Action for Success initiative and has a strong focus on teacher professional learning and effective collaborative partnerships to improve educational outcomes for all students.

Our school is committed to continually improving effective and evidenced based classroom practices, with ongoing professional learning being authentically embedded as the key to ensuring our success. This learning will ensure that both literacy and numeracy growth of our students is enhanced through improved data collection, analysis and use which underpins our core focus on targeted and differentiated teaching and learning.

The majority of Mount Hutton Public School's equity funding will be used to support initiatives in our 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan that may arise over the duration of this plan.

Mount Hutton Public School is a proud Positive Behaviour for Learning school, our school culture is underpinned by the core values of being Safe, Respectful Learners.

Strategic Direction 1: Student growth and attainment

Purpose

Improving student learning outcomes

To achieve excellence and build foundations for future success, we will further develop and refine our implementation of evidence-based practices that are responsive to individual learning needs to ensure quality and inclusive teaching and learning practices are evident.

Improvement measures

Target year: 2022

Minimum of 35.2% of students will achieve the Top 2 Bands in Reading

Minimum of 62.4% of students will achieve Expected Growth in Reading

All teachers tracking and monitoring student progress using the Literacy Progression

Value add is at a level above statistically similar school groups

Target year: 2022

Minimum of 25.6% of students will achieve the Top 2 Bands in Numeracy

Minimum of 66.3% of students will achieve Expected Growth in Numeracy

All teachers tracking and monitoring student progress using the Numeracy Progression

Value add is at a level above statistically similar school groups

Target year: 2024

Improvement as measured by the **School Excellence Framework:**

Learning Domain

Initiatives

Reading

We will utilise evidence-based pedagogical practices to ensure teaching and learning is responsive to identified student need, underpinned by syllabus documents and What Works Best in education.

We will focus on:

- quality data analysis
- explicit teaching supported by use of the literacy progression
- collaborative planning and differentiating
- assessing and reporting
- reflection, evaluating and refining
- formative assessment
- differentiated and diagnostic assessment
- monitoring progress over time
- scaffolding learning
- explicit learning intentions and success criteria
- high quality professional learning

Numeracy

We will utilise evidence-based pedagogical practices to ensure teaching and learning is responsive to identified student need, underpinned by syllabus documents and What Works Best in education.

We will focus on:

- quality data analysis
- explicit teaching supported by use of the numeracy progression
- collaborative planning and differentiating
- assessing and reporting
- reflection, evaluating and refining

Success criteria for this strategic direction

Learning Domain

A whole school approach supports high expectations for student learning which is monitored to ensure continued challenge and maximum learning. Teaching and learning programs are dynamic, showing evidence of revision based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teaching and learning programs show evidence of adjustments to address individual student need.

Assessment is used flexibly and responsively as an integral part of daily instruction. Teachers respond to trends in student progress through quality data analysis at individual, group and school level. Processes are in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Student progress is greater than students at statistically similar schools on external measures, and this is consistent with student progress on internal measures.

Teaching Domain

Teaching and learning cycles are systematically planned as part of collaboratively designed programs. Adjustments and accommodations are made as required. A whole school approach ensures effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities.

Teachers have a sound understanding of assessment and data which is used collaboratively to inform planning, interventions and teaching practice. Student progress is monitored through collection of quality, valid and reliable data. All strategies implemented reflect research on best practice and include ongoing monitoring of success.

Evaluation plan for this strategic direction

Question:

Strategic Direction 1: Student growth and attainment

Improvement measures

Curriculum - from Sustaining and Growing to Excelling

Assessment - from Sustaining and Growing to Excelling

Student Performance Measures - from Delivering to Excelling

Teaching Domain

Effective Classroom Practice - from Sustaining and Growing to Excelling

Data Skills and Use - from Sustaining and Growing to Excelling

Initiatives

- formative assessment
- differentiated and diagnostic assessment
- monitoring progress over time
- scaffolding learning
- explicit learning intentions and success criteria
- high quality professional learning
- student reasoning

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and how can we demonstrate our impact and improvement of student growth in reading and numeracy?

Data:

We will utilise a combination of data sources. These will include:

Internal assessment data (PLAN2, PAT, Check-in Assessments)

External assessment data (NAPLAN)

Observations and anecdotal records

Intervention and small focus groups

Analysis:

Data will be analysed to ensure it is meeting the intended outcomes of achieving identified improvement measures. Additionally, analysis will be embedded through the activities that target identified initiatives through progress and implementation monitoring.

Implications:

Evaluation findings will inform future actions and any necessary adjustments required to address achievement of improvement measures. Findings will be published via the Annual School Report each year.

Strategic Direction 2: Investing in our students

Purpose

To enable our students to 'Connect, Succeed and Thrive', there will be a strategic and planned approach to refining and further developing whole school and individual wellbeing practices and processes to support high levels of student wellbeing and engagement.

Improvement measures

Target year: 2022

Minimum of 74% of students will be attending school at a level of 90% or more

Decrease in the percentage of students attendance school at a level below 85%

Target year: 2022

Increase in students reporting an increased sense of belonging

Increase in students reporting advocacy at school

Measurable decrease in negative incident notifications

Target year: 2024

Improvement as measured by the **School Excellence Framework**:

Learning Domain

Learning Culture - from Sustaining and Growing to Excelling

Wellbeing - from Sustaining and Growing to Excelling

Initiatives

Attendance

We are committed to a whole school approach to support student attendance, engagement and wellbeing where evidence exists of a collective responsibility for student success and growth.

This will be demonstrated through:

- providing clear information to students and families regarding attendance requirements
- fostering regular attendance by establishing a positive and welcoming school culture for all students
- promoting attendance with support from all staff
- addressing common barriers to attendance
- recognising improvements in attendance
- actioning early interventions for attendance
- ensuring the school has effective measures in place to monitor and follow up student absences
- ensuring school staff, including new staff and casual teachers, are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at school
- supporting and addressing the learning and wellbeing needs of students with attendance concerns

Engagement and Wellbeing

This will be demonstrated through:

- continuous cycles of review of wellbeing systems and processes
- refining whole school approaches to wellbeing programs responsive to student need as evidenced in student data
- ongoing professional learning in effective, evidence-based wellbeing strategies

Success criteria for this strategic direction

Learning Domain

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

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

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

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.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and how can we demonstrate our impact and improvement of student attendance, engagement and wellbeing?

Data:

We will utilise a combination of data sources. These will include:

Internal data (Sentral, PBL, surveys)

External data (Attendance, Tell Them From Me)

Observations and anecdotal records

Intervention and small focus groups

Strategic Direction 2: Investing in our students

Initiatives

- embedding the Wellbeing Framework into school culture through ongoing professional learning in effective wellbeing strategies
 - authentic opportunities for students to actively participate in decision-making at school on aspects that shape their educational experiences
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Evaluation plan for this strategic direction

Learning Support Team

Analysis:

Data will be analysed to ensure it is meeting the intended outcomes of achieving identified improvement measures. Additionally, analysis will be embedded through the activities that target identified initiatives through progress and implementation monitoring.

Implications:

Evaluation findings will inform future actions and any necessary adjustments required to address achievement of improvement measures. Findings will be published via the Annual School Report each year.

Strategic Direction 3: Inspiring our teachers and leaders

Purpose

By inspiring leaders and teachers and developing their capabilities, we can make a substantial difference to the quality of teaching and therefore the quality of student learning outcomes.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top two bands in NAPLAN to be above the school's lower bound system negotiated targets in reading 35.2% and numeracy 25.6%

Evidence of the impact of professional learning in all staff performance and development plans

Staff are supported through targeted professional learning, reporting positive wellbeing and supportive and inclusive whole school practices

Target year: 2024

Improvement as measured by the **School Excellence Framework**:

Teaching Domain

Professional Standards - from Delivering to Sustaining and Growing

Learning and Development - from Sustaining and Growing to Excelling

Leading Domain

Educational Leadership - from Delivering to Sustaining and Growing

School Planning, Implementation and Reporting - from Sustaining and Growing to Excelling

Initiatives

Leadership, Professional Learning and Wellbeing

Through high quality professional learning and strategic leadership, the quality of teaching and learning outcomes will be improved and enhanced. We will establish a high expectation, positive and cohesive professional and personal learning community that is purposeful, flexible and dynamic in order to meet the diverse needs of our staff and students. This will be demonstrated through:

- evidence based professional learning informed by What Works Best in Education
 - strengthened collaborative processes and support for teacher performance development
 - embedding and utilising high impact professional learning structures to build teacher capabilities and collective and collaborative pedagogical practice
 - developing a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform teaching practice and improve student progress
 - embedding a school wide culture that has a strong focus on physical, social, emotional, spiritual and cognitive wellbeing of staff and students
 - explicit systems for teacher collaboration, observation and feedback to sustain quality, evidence based practices
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Success criteria for this strategic direction

Teaching Domain

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

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Leading Domain

The leadership team maintains a focus on distributed leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

The leadership team establishes a professional learning community which is focused on continuous improvement.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and how can we demonstrate our impact and improvement in developing the capabilities of leaders and teachers?

Data:

We will utilise a combination of data sources. These will

Evaluation plan for this strategic direction

include:

Internal data (professional learning, surveys)

External data (NAPLAN, Attendance, Tell Them From Me)

Observations and anecdotal records

Performance Development Plans

Analysis:

Data will be analysed to ensure it is meeting the intended outcomes of achieving identified improvement measures. Additionally, analysis will be embedded through the activities that target identified initiatives through progress and implementation monitoring.

Implications:

Evaluation findings will inform future actions and any necessary adjustments required to address achievement of improvement measures. Findings will be published via the Annual School Report each year.