

Strategic Improvement Plan 2021-2025

Mount Hutton Public School 3939



School vision and context

School vision statement

To be recognised and respected for achieving excellence in education.

School context

Mount Hutton Public School is situated on the land of the Awabakal People. It is a member of the Waiyarang Community of Schools and part of the Glenrock Network. The school is K-6 and has a current enrolment of 181 students with approximately 22% of the student population identifying as Aboriginal. Our students come from diverse socio-economic backgrounds. The school currently has seven mainstream classes and three support classes, known collectively as Pinulputa (meaning strong one).

Our vision is to be recognised and respected for achieving excellence in education. Our purpose is to support students to develop the skills required to independently and collaboratively achieve across a range of educational, cultural, leadership and sporting endeavours. There is a strong sense of community, where parent and wider community partnerships are highly valued. Staff are committed to delivering evidenced-based classroom practices, with effective collaboration and ongoing professional learning being authentically embedded to ensure improved educational outcomes for all students. Students' literacy and numeracy progress is enhanced through data collection, analysis and use, which informs targeted and differentiated teaching and learning.

Mount Hutton Public School is a proud Positive Behaviour for Learning school, 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 in education, we will develop and refine the implementation of evidence-based and data-informed practices that are responsive to the individual learning needs of students.

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

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:

- data-informed, differentiated teaching and learning programs
- explicit teaching supported by use of the syllabus and literacy progression
- the use of effective and consistent formative and summative assessment
- collaborative data analysis and planning
- monitoring student learning progress over time

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:

- data-informed, differentiated teaching and learning programs
- explicit teaching supported by use of the syllabus and literacy progression
- the use of effective and consistent formative and summative assessment
- collaborative data analysis and planning
- monitoring student learning progress over time

Success criteria for this strategic direction

Learning Domain

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 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.

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.

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:

To what extent have we improved student results in reading and numeracy?

Evaluation plan for this strategic direction

Data:

Check-in Assessment mean scaled score for reading in Year 3 and 5.

PLAN2

Analysis:

Data will be analysed to determine the impact of teaching.

Implications:

Evaluation findings will inform future directions and any adjustments required to address the achievement of improvement measures.

Strategic Direction 2: Investing in our students

Purpose

A planned approach to developing and refining whole-school wellbeing practices and processes will support the engagement and wellbeing of every student.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

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%

Wellbeing

Achieve by year: 2023

Increase in students reporting an increased sense of belonging

Increase in students reporting advocacy at school

Initiatives

Attendance

We are committed to a whole-school approach to supporting student attendance, engagement and wellbeing.

This will be demonstrated through:

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

Engagement and Wellbeing

This will be demonstrated through:

- continuous cycles of review of wellbeing systems and processes
 - refining whole-school approaches to wellbeing programs that are responsive to student need
 - ongoing professional learning in effective, evidence-based 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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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 increased students' attendance at school?

Data:

Internal attendance data (Sentral)

External attendance data (SCOUT)

Analysis:

Data will be analysed to determine the impact of initiatives.

Implications:

Evaluation plan for this strategic direction

Evaluation findings will inform future directions and any adjustments required to address the achievement of improvement measures.

Question:

To what extent have we increased students' sense of belonging and advocacy at school?

Data:

Internal data (surveys)

External data (Tell Them From Me)

Observations and anecdotal records

Analysis:

Data will be analysed to determine the impact of initiatives.

Implications:

Evaluation findings will inform future directions and any adjustments required to address the achievement of improvement measures.

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

Achieve by year: 2025

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

Achieve by year: 2025

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

Leading Domain

Educational Leadership - from Delivering to Sustaining and Growing

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

Initiatives

Leadership and Professional Learning

Teaching and leadership capacity will be strengthened through high-quality professional learning and distributive leadership practices. We will continue our high-expectation culture, engaging in a cohesive professional learning community that is purposeful and flexible in order to meet the diverse needs of our staff and students. This will be demonstrated through:

- embedding high-impact professional learning structures to build teacher capabilities and pedagogical practice
- explicit systems for teacher collaboration, observation and feedback to sustain quality, evidence-based practices
- a focus on distributive leadership practices to create a sustainable culture of ongoing improvement

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 improving 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 built the leadership capacity of staff to drive improvement?

Data:

Internal data (professional learning, surveys)

Evaluation plan for this strategic direction

Performance Development Plans

Analysis:

Data will be analysed to determine the impact of initiatives.

Implications:

Evaluation findings will inform future directions and any adjustments required to address the achievement of improvement measures.

Question:

To what extent does professional learning meet the needs of staff?

Data:

Internal data (professional learning exit slips, surveys)

Observations and anecdotal records

Performance Development Plans

Analysis:

Data will be analysed to determine the impact of initiatives.

Implications:

Evaluation findings will inform future directions and any adjustments required to address the achievement of improvement measures.