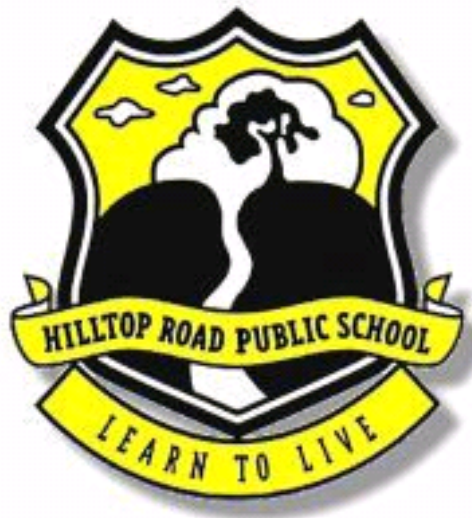


# Strategic Improvement Plan 2021-2024

## Hilltop Road Public School 3997



# School vision and context

## School vision statement

Leading, excellence, innovation and explicit teaching with high expectations for all students and the school community.

Developing self-regulated learners who articulate their learning, are resilient, respectful with a strong sense of agency, recognising their potential, impact and contribution to the world.

## School context

Hilltop Road Public School is situated in the Western Sydney region. The community represents over 47 cultural groups, with 82% from Language Backgrounds Other than English. The school works closely with the community, to promote a positive and engaging learning environment. The school's vision recognises the school as a community of learners, where all stakeholders are engaged in authentic learning experiences.

The highly professional, cohesive staff is committed to professional learning, collaborative planning and teamwork and designing learning that inspires students to succeed in an inclusive environment. Hilltop Road Public School nurtures individual difference and develops rich and authentic programs that prepare students to be active members of the global community.

Parental involvement is recognised as a vital link in the partnership between home, school and the community. We embrace the diversity of the school community and the cultural richness that it provides.

A strong student welfare and wellbeing ecosystem is evident in all aspects of school life and underpins all quality teaching learning experiences. This ensures students succeed in a safe and inclusive learning environment.

Hilltop Road Public School has completed a situational analysis with input from all members of the school community. The analysis has provided the school with three areas of focus for this strategic improvement plan.

### Strategic Direction 1: **Student Attainment and Growth**

Hilltop Road Public School will continue to ensure the most effective evidence-based teaching practice and strategies optimise learning for all students, with a focus on meeting the system targets in reading and numeracy.

### Strategic Direction 2: **Collaboration for Improvement**

Hilltop Road Public School will strengthen and maintain an effective, collaborative learning environment driven by the analysis of student data and focused upon the development of teachers' knowledge, skills and understanding which improves student learning outcomes.

### Strategic Direction 3: **Assessment and Feedback**

Hilltop Road Public School will develop and sustain whole school protocols and processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure student learning outcomes in reading and numeracy are maximised through explicit, consistent and research-informed teaching practices. We will further develop and refine data driven teaching practices to inform differentiated teaching that is responsive to the individual learning needs of students.

## Improvement measures

### Target year: 2022

#### Achievement of 2022 system negotiated targets:

- Uplift of 6.8% of students achieve top 2 bands in NAPLAN reading
- Uplift of 6.5% of students achieve top 2 bands in NAPLAN Numeracy

### Target year: 2023

#### Achievement of 2023 system negotiated targets:

- Uplift of 6.2% of students achieve expected growth in NAPLAN numeracy
- Uplift of 5.7% of students achieve expected growth in NAPLAN reading

### Target year: 2022

#### Achievement of 2022 System negotiated targets:

An uplift of 4.1% in attendance for targeted group.

## Initiatives

### Effective Classroom Practice

Improve classroom practice through a focus on explicit high impact teaching strategies and data driven practice that is responsive to the individual learning needs of students.

### Differentiation

Ensure differentiated teaching and learning strategies to improve student outcomes to cater to the range of understanding and abilities of students.

## Success criteria for this strategic direction

- 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 effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice)
- 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. (SEF - Curriculum)
- 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. (SEF - Differentiation)

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

**Data:** The following data sources will be used to evaluate and determine future directions;

- External Assessments ie NAPLAN, Check in Assessment and PLAN 2
- Value added data (SCOUT)

**Analysis:** Analyse the data to determine student growth in reading and numeracy.

**Implications:** Analysis of data will inform future directions.

## Strategic Direction 2: Collaboration for Improvement

### Purpose

To develop and maintain an effective, collaborative learning culture that is driven by the analysis of student data and focused upon the development of teachers' knowledge, skills and understanding that is translated to improvements in classroom practice, so that student learning is maximised.

### Improvement measures

#### Target year: 2024

- 100% of staff continuously review the impact of their practices and approaches with a clear focus on student progress and excellence.

#### Target year: 2024

- 100% of teachers are measured at the Embedding/Excelling stage of the Collaborative Teacher Matrix.

### Initiatives

#### Collaborative Practices

Develop and sustain whole school structures and processes for teachers to engage in meaningful collaboration with a focus on impacting student achievement.

#### Building Practice Excellence

Promote a high performance culture where teachers support and challenge each other to continuously review the impact of their practices and approaches, with a clear focus on student progress and achievement and high quality service delivery within teams.

### Success criteria for this strategic direction

- 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. (SEF - Assessment)
- 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, schoolwide improvement in teaching practice and student results. (SEF - Learning & Development)
- 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, schoolwide improvement in teaching practice and student results. (SEF - Collaborative Practice)

### Evaluation plan for this strategic direction

**Question:** What has been the impact of collaborative practices and high performance culture on student learning and outcomes? What does the evidence tell us?

**Data:** The school will use the following data sources to determine success;

- Collaborative Matrix is used to set PDP goals and improvement measures for teachers.
- Internal and external data Eg NAPLAN, Essential Assessment, PLAN 2

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Analysis of data will inform future directions.

## Strategic Direction 3: Assessment and Feedback

### Purpose

Develop and sustain whole school protocols and processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by effective assessment, feedback, evidence-informed strategies and embedded evaluative practice.

### Improvement measures

#### Target year: 2024

100% of teachers use systematic and reliable data to evaluate student learning over time and implement change in teaching that leads to measurable improvement.

#### Target year: 2024

100% of teachers engage in rigorous assessment practices that develop teachers' knowledge and understanding of syllabus documents and make consistent evidence-based judgement about student learning.

#### Target year: 2024

100% of staff utilise their expertise in the use of effective feedback and assessment practices to improve student outcomes.

### Initiatives

#### Data Driven Practices

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

#### Assessment to Inform planning and teaching

Ensure teachers clearly understand, develop and apply effective feedback, assessment strategies and achievement data to inform teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching practices.

### 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. (SEF - Data skills & Use)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessment)
- 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. (SEF - Effective Classroom Practice)

### Evaluation plan for this strategic direction

**Question:** What has been the impact of using consistent assessment and feedback processes for collecting and analysing data?

**Data:** NAPLAN & Diagnostic assessment DATA - ILPs / PLPs - Internal student assessment data PLAN 2

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.