

Strategic Improvement Plan 2021-2024

Hume Public School 4407



School vision and context

School vision statement

Hume Public School is a learning community committed to lifelong learning for all. At Hume Public School we believe every student should have the opportunity and the expectation to achieve their full potential academically, socially and emotionally. We support the holistic development of our students by providing a strong focus on student wellbeing, academic growth and social success through high-quality evidence-based teaching practices.

School context

Hume Public School is located in Lavington, NSW and has a student enrolment of 145 students in mainstream, 12 students in our Support Unit (for students with moderate to severe intellectual disabilities - IO/IS) and 40 students in our Preschool. A further 18 students are enrolled in our Early Intervention class. We have a strong culture of inclusion and positive relationships.

Our school has a high proportion of Aboriginal students (36%) and we support and embrace local Wiradjuri culture and language with our Aboriginal Education Officer, who leads our school community in sharing language and cultural knowledge. We also welcome an increasingly diverse cultural community with an increase in the number of students with English as an additional language. This broad cultural context includes students from a range of African nations, India, Nepal and Bangladesh.

Hume Public School is a Positive Behaviour for Learning (PBL) school with the values of Respect, Responsibility and Achievement. We have been learning to implement the Berry Street Education Model to support our existing Positive Behaviour for Learning values and will continue this work into the coming years.

Through our situation analysis, we have identified a need for explicit teaching and a need to understand and use data effectively to develop personalised learning for students at their point of need. Further work will be needed to support teachers to understand and successfully plan for the individual needs of their students, delivered through high-quality differentiated explicit teaching practices addressing the complex and diverse needs of our students.

We have worked with school services throughout 2020 to develop teacher capacity and knowledge in the processes of reading. NAPLAN analysis supported by a range of different assessment data clearly indicated significant gaps in the student knowledge around phonics and vocabulary. Work will continue in this area to ensure all staff understand the teaching process in Literacy and Numeracy development across the school.

Non-attendance has a significant impact on our student outcomes. As a school, we provide a significant number of learning support interventions that do not have the desired impact due to chronic non-attendance. Further investigation in this area is needed to clearly identify the factors contributing to student non-attendance, so that appropriately targeted interventions and supports can be put in place to increase student engagement and achievement.

Strategic Direction 1: Student growth and attainment

Purpose

To increase the number of students achieving expected growth in literacy and numeracy through the provision of personalised learning and the collection, analysis, and evaluation of reliable data to inform practice.

Improvement measures

Target year: 2022

Reading The number of students achieving in the top 2 bands in NAPLAN reading will increase by 11.49% by 2022.

Numeracy The number of students achieving top 2 bands in NAPLAN Numeracy will increase by 7.29% by 2022

Target year: 2024

School self-assessment of the elements *Assessment* and *Data Skills and Use* indicates improvement to Excelling.

Initiatives

Embed differentiation and personalised learning within every teacher's practice to ensure that every student is engaged and learning successfully.

- All teaching and learning programs demonstrate adjustments that address individual student needs and provide sufficient challenge and support to improve student learning outcomes.
- All teachers use student assessment data to monitor student progress, evaluate teaching practice and ensure that teaching and learning programs are fluid and responsive.

Teacher professional learning opportunities ensure that all staff can collect, analyse and interpret reliable data to evaluate student performance, identify starting points for improvement and monitor growth over time.

- Optimise an instructional leadership model across the school to work with teachers to effectively use data to monitor, assess and reflect on student progress and achievement.
- Professional learning for staff to accurately inform planning, interventions and modify teaching practice.

Success criteria for this strategic direction

- Leaders guide teachers to sustain a culture of evidence-based teaching and on-going improvement.
- Teachers use formal assessment to assist students to establish challenging and visible learning goals.
- Teachers use assessment to understand where students are having difficulty
- Teachers provide examples of work that are at or above expected stage outcomes

Evaluation plan for this strategic direction

Questions:

How effective are our teachers in planning for personalised learning that is informed by reliable information about student wellbeing and learning needs?

Does student data assist teachers to inform lesson planning, target interventions and improve teaching practice as well as verify that progress and achievement is evident?

Data: We will use a combination of data sources. These will include internal assessments (PLAN2, PAT-R, PAT-M), NAPLAN, observation, internal monitoring processes and document analysis

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward the improvement measures.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 2: Explicit Teaching Practices

Purpose

To develop teacher knowledge and capacity in areas of literacy and numeracy to deliver high quality explicit teaching through collaborative practice to improve individual student outcomes.

Improvement measures

Target year: 2023

Reading The number of students achieving expected growth in NAPLAN reading will increase by 10% by 2023.

Numeracy The number of students achieving expected growth in NAPLAN numeracy will increase by 10.2% by 2023.

Target year: 2024

School self-assessment of the elements *Effective Classroom Practice*, and *Learning and Development* indicates improvement to Excelling.

Initiatives

Provide professional learning opportunities that ensure all teachers understand and use research-based, effective teaching methods with a focus on explicit teaching to maximise student learning.

- Identify, model and promote evidence-based teaching methods.
- School instructional leaders guide teachers to continually develop their knowledge and understanding of quality teaching practice.

Promote a culture of collaboration that encourages and supports teachers to collaboratively plan, deliver and review the effectiveness of lessons, as well as learn from each other's practice.

- Teachers engage in professional collaboration that explicitly aims to improve teacher practice and student outcomes.
 - School leaders promote a culture that supports meaningful teacher collaboration.
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Success criteria for this strategic direction

Leaders provide useful feedback to teachers to support knowledge of evidence-based pedagogies and improve their teaching.

Teachers link new information to previously mastered skills and knowledge.

Teachers can easily identify unproductive learning strategies and ensure students are very clear about what they are expected to learn.

Teachers assist students to set challenging learning goals.

Evaluation plan for this strategic direction

Questions:

To what extent do all teaching programs evidence a repertoire of effective, evidence based teaching methods to optimise learning progress for all students?

How well do our teachers engage in collaborative opportunities to drive continuous professional development as well as ongoing school wide improvement in teaching practice and student results?

Data: We will use a combination of data sources. These will include internal assessments (PLAN2, PAT-R, PAT-M), NAPLAN, observation, internal monitoring processes and document analysis

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward the improvement measures.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To improve student attendance and engagement through early intervention and positive partnerships with the community.

Improvement measures

Target year: 2022

Number of students attending school more than 90% of the time will increase by 6% by 2022.

Target year: 2023

The overall rate for school attendance will increase by 5 % by 2023

Aboriginal students will increase the attendance rate by 10% by 2023.

TTFM Survey Result:

- % of students with a positive sense of belonging as reported on TTFM student survey Student engagement will increase by 10 % by 2024
- % of students with positive relationships as reported on TTFM student survey Student engagement will increase by 10 % by 2024

Initiatives

Implement evidence-based approaches where teachers, parents and the community work together to embed systematic processes and whole school practices that result in measurable improvements in attendance, engagement and student wellbeing.

- Teachers prioritise authentic and positive student relationships to support their connectedness to school.
- Whole-school evidence-based practices are implemented to promote student wellbeing and engagement.

Build carefully planned and designed partnerships with families, community organisations, and local businesses in response to identified needs to improve opportunities and outcomes for students.

- The school actively seeks to build relationships with parents and families who are valued as partners in student learning.
- The school prioritises relationships with community organisations and businesses to build a0 positive community profile.

Success criteria for this strategic direction

- Leaders will support teachers to improve their teaching, through observations and feedback
- Teachers will support students to feel safe at school.
- Teachers will devote time to extracurricular activities .
- Teachers will make an effort to involve parents and other community members in creating learning opportunities.
- Teachers will share students learning goals with their parents.
- Teachers will work with parents to solve problems interfering with their child's progress
- Teachers will ensure students become fully engaged in learning activities.

Evaluation plan for this strategic direction

Questions: What evidence based approaches have teachers, parents and community seen the most noticeable positive impact on improvements in student attendance, engagement and wellbeing?

Have we been successful in creating sustainable and effective community partnerships that respond to identified needs and improve the outcomes for our students?

Data: We will use a combination of data sources . These will include: SCOUT, CENTRAL, PAT assessments and Tell Them From Me, Newsletter LST, HSLO/ASLO and SRC meeting minutes

Analysis: will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward the improvement measures.

Implications:

Analysis to inform future directions.