

# Strategic Improvement Plan 2021-2024

## Hillvue Public School 4437



# School vision and context

## School vision statement

At Hillvue Public School our aim is to further the development of each student by providing a happy and safe environment where all students are encouraged to be the best person they can be. Innovation, Opportunity and Success are a key focus at Hillvue Public School.

Established core values such as personal pride, respect for self, family, school and community and a rigorous curriculum underpinned by strong wellbeing and aspirational programs support students with their learning journey. We value our strong partnerships with our school community.

We encourage our community to respect the past, value the present and aim high for the future. Student success in learning is the only option at Hillvue Public School.

## School context

Hillvue Public School has an enrolment of 357 students, with 75% of students identifying as Aboriginal or Torres Strait Islander. The school, located in Tamworth has well maintained expansive grounds and is one of 15 Connected Communities Schools in New South Wales.

The Connected Communities strategy positions schools as community hubs. It broadens the influence of the community and school leadership, to play a role in the delivery of key services and in supporting children and young people from birth through school into further training, study and employment.

Hillvue Public School has a strong focus on quality teaching and learning, student wellbeing, community engagement.

Key initiatives such as Early Action for Success, Stephanie Alexander Kitchen Garden Program, Differentiated Learning Environments, Conservatorium of Music, boys and girls groups and the teaching of the Gamilaraay Culture are examples of the development and implementation of innovative programs that cater for the needs of students from Aboriginal and Torres Strait Islander and low socio-economic backgrounds.

Hillvue Public School is supported by our close links with the University of Newcastle Rural Health, the University of New England, the Opportunity Hub, TAFE New England, Tamworth AECG, Healthwise, Hunter New England Health and St Peters Anglican Church Volunteers.

Hillvue Public School has a genuine focus on children and the provision of a rigorous and innovative curriculum supported by two Instructional Leaders and quality classroom teaching. Our enthusiastic, approachable staff are highly trained and experienced professionals who provide the foundation for our motto of Innovation, Opportunity and Success. We work together to ensure our teachers, students and families are supported and recognised as important members of our school community.

At the commencement of 2021 there has been a significant changeover in the school teaching staff. A number of these staff are early career teachers and will need professional learning to ensure success for staff and students alike.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds on the work done in the previous school plan cycle around Future Focused Learning, Leading Learning and Stronger Partnerships. Communication with the School Reference Group, school staff and feedback from interagency has been used to add further depth and insight into the future direction of the school. The three focus areas identified for the 2021-2024 school plan are:

1. Student Growth and Attainment
2. Curriculum and Assessment for Learning
3. Student Wellbeing and Community Involvement

# School vision and context

## School vision statement

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## School context

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The school has liaised with the schools School Reference Group (SRG) throughout the process of the situational Analysis. Sharing with the SRG we were able to collaborate and agree on the strategic directions and where we need to move forward within each direction.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

The proportion of students in the top two bands in reading reaches the lower bound of 23.6%.

### Target year: 2022

The proportion of students in the top two bands in numeracy reaches the lower bound of 20%.

### Target year: 2023

The proportion of students with expected growth in reading is at or above the lower band of 60.9%..

### Target year: 2023

The proportion of students with expected growth in numeracy is at or above the lower band of 47.5%.

## Initiatives

### Reading

In reading, we will improve and embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to:

- Analyse the selection of teaching strategies in relation to student learning needs;
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery in reading;
- Develop quality targeted whole school reading intervention strategies to address and identify improvement measures for student learning outcomes;
- Measure and monitor the impact of the implemented strategies on student learning through PLAN data;
- Develop targeted high impact teacher professional learning in data literacy, data analysis and data use for all staff; and
- Analyse NAPLAN and Check In Assessment data to identify target areas for reading improvement.

### Numeracy

In numeracy, we will improve and embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to:

- Analyse the selection of teaching strategies in relation to student learning needs;
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery in numeracy;
- Develop quality targeted whole school numeracy intervention strategies to address and identify improvement measures for student learning outcomes;
- Measure and monitor the impact of the implemented strategies on student learning through PLAN data;
- Develop targeted high impact teacher professional

## Success criteria for this strategic direction

Students are increasingly achieving at or above national minimum standards and overall levels of Literacy (Reading) and Numeracy achievement are improving. (Connected Communities, Key Deliverable CC,KD)

Teachers use and collect assessment data in reading and numeracy on a regular and planned basis. The data is used to inform a responsive integral part of classroom instruction.

Valid teacher judgement is evident across the school

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

The school has identified what growth is expected for each student.

All students articulate, understand and achieve their reading and numeracy goals.

Literacy and Numeracy teams are collaborative, build capabilities of all teachers and are integral in the approach to reading and numeracy programs.

## 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:

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

- Internal assessment eg PLAN2
- External assessments eg NAPLAN
- Survey

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- learning in data literacy, data analysis and data use for all staff; and
- Analyse NAPLAN and Check In Assessment data to identify target areas for numeracy improvement.

## Evaluation plan for this strategic direction

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- Observation
- Focus group
- Teaching and Learning plans
- Student work samples
- Student voice
- Interview
- SEF data
- Check in Assessment data
- Document analysis
- Term by term review and triangulation of internal and external data sources that are both quantitative, qualitative to corroborate conclusions.

### Analysis:

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

### Implications:

The findings of the analysis will inform:

\* Future actions

\* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 2: Curriculum and Assessment for Learning

## Purpose

Our purpose is to ensure all students show strong growth in their learning through explicit, consistent and evidence-based teaching and learning practices. Our teachers will evaluate their effectiveness, drawing upon relevant and reliable data to make evidence-informed decisions about teaching and learning, and further refine their practice through quality targeted professional learning and the implementation of evidence-based practices.

## Improvement measures

### Target year: 2024

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.

### Target year: 2024

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Schools that excel, have consistent school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

## Initiatives

### Professional Learning for Rigorous Curriculum Implementation.

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth;
- Expert use of assessment processes to embed reflective practice for all school, teaching and learning practices;
- Developing teacher understanding and use of PLAN2;
- Professional learning to develop current units of work and scope and sequence;
- Implement collaborative and effective planned teacher professional learning practices that are aligned with student achievement and growth;
- Embed targeted, innovative curriculum provisions to facilitate effective student learning;
- Establish collaborative support for teacher performance and development, designing evidence-based programs and lessons and annual development of professional learning plans that align to the strategic directions of the school; and
- Recalibrate and adjust planning to ensure improvement measures are measured and monitored.

## Success criteria for this strategic direction

Professional learning opportunities build teacher capacity to personalise their teaching to meet the learning needs of all students. (Connected Communities Key Deliverable CC,KD).

Professional learning opportunities build staff cultural understandings and connections with the community. (CC,KD).

Formative assessment is practised expertly by teachers.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measureable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

## Evaluation plan for this strategic direction

### Question:

Has professional learning created differentiated school wide teaching practice and improved student results?

### Data:

- Staff voice;
- Professional Development Plans;
- Classroom observations;
- Student work samples;
- Learning intentions and success criteria used;
- Student PLPs;
- Data walls;
- Internal and external assessment data;
- Teaching and learning programs;

## Evaluation plan for this strategic direction

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- Scope and sequence development;

### **Analysis:**

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

### **Implications:**

The analysis will inform future actions.

# Strategic Direction 3: Student Wellbeing and Community Involvement

## Purpose

Our purpose is to develop wholistic students within an inclusive environment to allow them to connect, thrive and succeed whilst fostering an inclusive, connected partnership with our broader school community. We aim to strengthen community partnerships by developing close partnerships with parents and promoting our student successes.

## Improvement measures

### Target year: 2022

Increase the proportion of students attending > 90% of the time to the lower bound of 59.4%.

### Target year: 2024

Wellbeing and behaviour management strategies, plans, documentation and school based practices are embedded and evident across the whole school setting.

### Target year: 2024

Increase community engagement across the whole school which shows the movement from the 2020 baseline data.

### Target year: 2024

10% increase in students achieving success, advocacy and a sense of belonging to their school from the Tell Them From Me survey data.

## Initiatives

### Attendance, Wellbeing and Community engagement

To equip staff with the knowledge, skills and practices in developing positive relationships with students, staff and community to support student learning.

#### Attendance:

- Review systems and practices for attendance;
- Implementation of DoE resources to assist with increasing school attendance.
- Individual attendance plans developed with the student and parent/carers.

#### Wellbeing:

- SEf and Wellbeing Framework assessed and embedded by Hillvue Public School community;
- Review and enhance the Personalised Learning Pathways process;
- Update whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement;
- Build staff capacity to understand the domains of the Wellbeing Framework for Schools; and
- Tell Them From Me data assessed and implemented to reflect the current needs of students and community.

#### Community Engagement:

- Community partnership to improve engagement and communication between the school and school families;
- Review current practices and update whole-school approach to facilitate enhanced positive connections with various stakeholders and the broader school community.

## Success criteria for this strategic direction

Attendance rates for students are equal to or above the state. (CC, KD)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences increase learning outcomes and opportunities for students.

Children are increasingly developmentally ready to benefit from schooling - in their physical health, social competence, emotional maturity, language and cognitive skills and communication. (CC, KD)

Families and community members are actively engaged in the school. Parents and carers report that service delivery from the school site is flexible and responsive to their needs. Students and communities report that the school values their identity, culture, goals and aspirations. (CC, KD)

Teachers directly and regularly engage with parents/carers to improve knowledge and understanding of student learning.

The school is recognised as excellent and responsive by its community.

Increasing number of Aboriginal students reaching their learning potentials, while maintaining their cultural identity.

## Evaluation plan for this strategic direction

### Question:

Are students, parents and community engaged positively in school life?

### Data:

- Sentral Attendance data
- HSLO data
- Anecdotal data collected at events

# Strategic Direction 3: Student Wellbeing and Community Involvement

## Initiatives

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- Recalibrate and adjust planning to ensure improvement measures are measured and monitored.
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## Evaluation plan for this strategic direction

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- Personalised Learning Pathways
- Involvement in school activities
- Gaba Binaal wellbeing program
- Anecdotal conversations
- Wellbeing Framework
- Tell then From Me Data
- LaST support data

### Analysis:

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

### Implications:

The analysis will inform future actions.