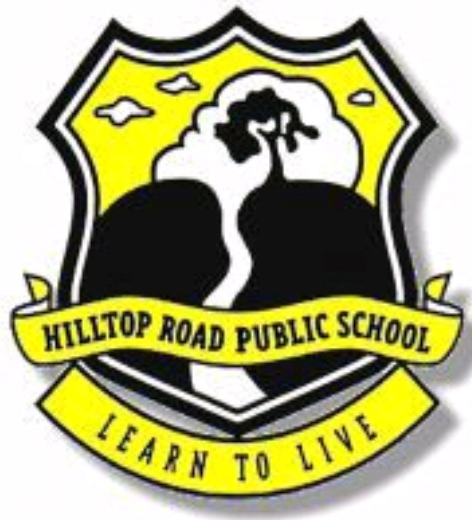


Strategic Improvement Plan 2022-2026

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 - Reading**

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.

Strategic Direction 2: **Numeracy**

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 numeracy.

Strategic Direction 3: **Attendance**

Hilltop Road Public School will continue to ensure a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student learning outcomes in reading 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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check In assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

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 - 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 ?

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.

Implications: Analysis of data will inform future directions.

Strategic Direction 2: Numeracy

Purpose

To ensure student learning outcomes in 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

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Achievement of 2023 system negotiated targets:

- An increase in Check In assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

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 - 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 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 numeracy.

Implications: Analysis of data will inform future directions

Strategic Direction 3: Attendance

Purpose

Embed a culture where attendance is valued and all stakeholders work together to ensure effective systems and processes are in place to monitor and improve student attendance across the whole school.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

An uplift of 1.6% , aiming to increase the school's attendance rate from 87.95% to 89.55% by 2027.

Initiatives

Attendance

Embed a culture where attendance is valued and all stakeholders work together to ensure effective systems and processes are in place to monitor and improve student attendance across the whole school.

Success criteria for this strategic direction

- There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF- Learning Culture)
- Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning. Parents/carers and the school community are engaged to foster student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk. (SEF- Learning Culture)

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent systems and processes to improve student attendance?

Data: Attendance data, SCOUT data

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.