

Strategic Improvement Plan 2022-2026

Hume Public School 4407



School vision and context

School vision statement

Hume Public School is an inclusive community committed to lifelong learning. At Hume Public School we believe every student should have the opportunity and the expectation to achieve academically, socially and emotionally. We provide a strong focus on student well-being, academic growth and social success through high-quality evidence-based teaching practice.

School context

Hume Public School is located in Lavington, NSW and has a student enrolment of 145 students in mainstream classes, 13 students in our Support Unit and 32 students in our Preschool. A further 20 students are enrolled in our Early Intervention class. We have a strong culture of inclusion and positive relationships.

Our school population includes a 36% proportion of Aboriginal students and we support and embrace local Wiradjuri culture and language. 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 are implementing the Berry Street Education Model to support our existing PBL values.

Through our situational analysis, we have identified a need for explicit teaching in literacy and numeracy with an intensive focus on vocabulary development and number and measurement concepts to support growth and attainment for our students. To achieve this, the school has adopted an instructional leadership and collaborative practice approach to support consistent, quality teaching practice across the school.

Ongoing data analysis identifies student strengths and gaps in learning to inform teaching practice. Teaching and learning programs reflect a differentiated approach to support student learning needs. Individual learning support plans are created, monitored and adjusted for students with identified needs.

Positive attendance has a significant impact on our student outcomes. As a school, we prioritise attendance and engagement through a range of positive initiatives combined with school and community events to encourage positive partnerships that will support improved student attendance.

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 quality teaching using data driven practices, explicit teaching and personalised learning.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Effective Classroom Practice

A whole school approach that shows a commitment to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in literacy and numeracy.

Data Driven Practice

Student assessment data is regularly used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform further learning.

Success criteria for this strategic direction

- The whole school community is committed to aspirational expectations for student learning and growth through curriculum provision that meets the needs of all students in literacy and numeracy
- Teaching and learning programs demonstrate continuous adjustments to address individual student needs and ensure that all students are appropriately challenged
- Teachers use reliable data to analyse, interpret and inform planning, identify interventions, modify their teaching practice and accurately report on student progress

Evaluation plan for this strategic direction

Questions: To what extent has student growth and attainment data in literacy and numeracy been attributable to improved teacher knowledge, skills, practice, and delivery of evidence-based explicit teaching strategies to support reading and numeracy?

Data: We will use a combination of data sources. These will include internal assessments, external assessments, observations, internal monitoring processes and document analysis.

Analysis: Ongoing analysis will be embedded within the initiatives through progress and implementation monitoring.

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

Strategic Direction 2: Improvement in Practice

Purpose

To develop teacher knowledge and capacity in areas of literacy and numeracy through high-quality professional learning, instructional leadership and collaborative practice to improve individual student outcomes.

Improvement measures

Collaboration

Achieve by year: 2026

Teachers reporting on the external surveys against the element of *Collaboration* will increase by 20% from the baseline data.

Leadership Practices

Achieve by year: 2026

Teachers reporting on external staff surveys against the element of *Leadership Practice* will increase by 20% from the baseline data.

Initiatives

Instructional Leadership

Provide high-quality distributive instructional leadership to facilitate and sustain a culture of effective, evidence-based teaching and continuous whole-school improvement.

Collaborative practice

Promote explicit systems for collaboration and feedback to improve teacher effectiveness. Provide high-impact professional learning, driven by student need, to strengthen quality teaching practice leading to improved student progress.

Success criteria for this strategic direction

- The principal and school leadership team model instructional leadership and support a culture of aspirational expectations resulting in sustained and measurable whole-school improvement
- There is a strong visible culture within the school that supports early career teachers
- 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
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research
- Whole school analysis of teaching staff skills identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes

Evaluation plan for this strategic direction

Question: To what extent has instructional leadership, professional learning, coaching and mentoring and collaborative practices contributed to whole-school improvement?

Data: We will use a combination of data sources. These will include internal assessments, external assessments, observations, internal monitoring processes and document analysis.

Analysis: Ongoing analysis will be embedded within the initiatives through progress and implementation monitoring.

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

Strategic Direction 3: Wellbeing and Engagement

Purpose

To have strategic and planned well-being processes that support student attendance and engagement through early intervention and positive partnerships with the school community.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

The number of students attending school more than 90% of the time will be trending at or above the lower bound target.

Aboriginal Students Attendance

Achieve by year: 2026

The overall attendance rate of Aboriginal students will increase by 10% from a baseline.

Wellbeing and Engagement

Achieve by year: 2026

The % of students with a positive sense of belonging as reported on the Tell Them From Me student survey *Student Engagement* will increase to 71% from a baseline of 61%.

Initiatives

Attendance

Provide a planned approach to improving attendance across the school encouraging students to actively participate in their learning, social connections, and well-being through evidence-based practices.

Wellbeing

Provide a strategic and planned approach to whole-school well-being processes that support the well-being of all students to ensure measurable improvements in wellbeing, engagement and learning.

Community Partnerships and Engagement

Promote best practice to embed a culture of high expectations to effectively cater for the range of equity variables across the school community resulting in sustained and measurable whole-school improvement and community partnerships.

Success criteria for this strategic direction

- A systematic approach is in place to support attendance
- There is a strategic and planned approach to whole-school wellbeing processes that result in measurable changes in wellbeing and engagement to support learning for all students
- Staff initiate processes to establish programs involving parents and carers in educating their children and broader school priorities and activities
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes
- Positive and respectful relationships are evident throughout the school

Evaluation plan for this strategic direction

Questions: To what extent have the evidence-based approaches improved student attendance, engagement and well-being?

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 to evaluate impact. These will include internal assessments, external assessments, observations and internal monitoring processes.

Analysis: Ongoing analysis will be embedded within the initiatives through progress and implementation monitoring.

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