

# Strategic Improvement Plan 2024-2027

## Mount Hutton Public School 3939



# School vision and context

## School vision statement

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To be a team of outstanding educators, sustaining an inclusive and connected school community which fosters a culture of belonging and nurtures the achievement of personal excellence.

## School context

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Mount Hutton Public School is situated on the land of the Awabakal People. It is a member of the Waiyarang Community of Schools and part of the Glenrock Network. The school is K-6 and has a current enrolment of 162 students with approximately 20% of the student population identifying as Aboriginal. Our students come from diverse socio-economic and cultural backgrounds. The school currently has six mainstream classes and three support classes, known collectively as Pinulputa (meaning strong one).

Staff are committed to delivering evidenced-based classroom practices, with effective collaboration and ongoing professional learning being embedded to ensure equitable and improved educational outcomes for all children. Students' literacy and numeracy progress is enhanced through data collection, analysis and use, which informs targeted and differentiated teaching and learning.

Students are nurtured, guided, inspired and challenged, finding joy in learning. They build their skills and understanding and make sense of their world, allowing them to independently and collaboratively achieve across a range of academic, cultural, leadership and sporting endeavours. Students become increasingly self-motivated learners and confident and creative individuals with the personal resources for success and wellbeing.

Staff partner with parents and carers to ensure the very best for their children. There is a lovely sense of community which fosters and maintains connections with families, local schools, businesses and support services. Mount Hutton Public School is proudly committed to supporting the wellbeing, attendance and sense of belonging of every student. The school implements Positive Behaviour for Learning, underpinned by the core values of being Safe, Respectful Learners.

# Strategic Direction 1: Student growth and attainment

## Purpose

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An evidence-informed approach to collaborative and evaluative teaching practice and assessment will ensure that teaching and learning programs are inclusive and responsive to the learning needs of students and syllabus requirements, maximising student progress and achievement.

## Improvement measures

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### Reading external measures

Achieve by year: 2027

The school consistently achieves above statistically similar schools in Check-in for Reading.

### Numeracy external measures

Achieve by year: 2027

The school consistently achieves above statistically similar schools in Check-in for Numeracy.

## Initiatives

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### Evidence-based Teaching Practices

We will:

- demonstrate collective responsibility for student learning and success and embed a school-wide approach to ensuring explicit teaching and effective feedback strategies are optimising the learning progress of all students
- ensure all students develop foundational skills in literacy and numeracy through the curriculum, by systematically building an understanding of skills, concepts and content knowledge
- adjust teaching and learning programs to address individual student needs and learning goals
- ensure assessments are valid, timely, reliable and equitable, and that they provide feedback to the learner and the teacher
- use assessment flexibly and responsively as an integral part of daily classroom instruction, monitoring student understanding and progress
- embed collaborative evaluative processes for analysing a range of student progress and achievement data to measure the impact and effectiveness of teaching practices.

## Success criteria for this strategic direction

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### Achieve Excelling in the following School Excellence Framework (SEF) themes:

**Internal and external measures** - School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

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

**Explicit teaching** - Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

**Data analysis** - Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

### Data use in teaching

- Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

## Evaluation plan for this strategic direction

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We will use the Question Data Analysis Implications (QDAI) framework to evaluate a range of 'activity', 'process quality' and 'impact' data and determine our progress towards the achievement of each success criterion.

# Strategic Direction 2: Wellbeing and Engagement

## Purpose

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A planned approach to embedding processes that support wellbeing and engagement will ensure all students connect, thrive and learn in an equitable and inclusive environment.

## Improvement measures

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### Attendance

Achieve by year: 2027

The school consistently maintains an attendance rate higher than SSSG and State.

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## Initiatives

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### Supporting Attendance & Wellbeing

We will:

- follow clear and consistent school attendance procedures
- communicate the importance of regular attendance, celebrating regular and improved attendance
- regularly analyse attendance data and address attendance concerns by providing evidence-based, targeted strategies for students or cohorts needing more support
- work in partnership with students and parents/carers to improve student attendance
- ensure teaching and learning programs are culturally responsive and include adjustments for disability
- maintain inclusive learning environments which encourage active participation and foster a sense of connectedness
- respect the diversity of the school community and implement strategies to ensure a culturally safe school
- strengthen student and parent/carer voice and agency by embedding regular opportunities to provide feedback and to contribute to decision-making which influences their school experience
- provide ongoing professional learning to ensure staff are equipped to support the diverse wellbeing needs of students
- embed evidence-informed approaches to enhance student and staff wellbeing, including explicitly teaching social and emotional skills
- regularly analyse data to identify student wellbeing needs and measure the effectiveness of initiatives
- partner with parents and carers as active participants in their children's education
- engage with external support staff and community groups which contribute to strengthening the wellbeing of students and staff.

## Success criteria for this strategic direction

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Excelling in the following School Excellence Framework (SEF) themes:

**Attendance** - 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.

**A planned approach to inclusion and wellbeing** - There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

**Community Engagement** - The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community.

There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.

## Evaluation plan for this strategic direction

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We will use the Question Data Analysis Implications (QDAI) framework to evaluate a range of 'activity', 'process quality' and 'impact' data and determine our progress towards the achievement of each success criterion.

# Strategic Direction 3: Growing Great Leaders

## Purpose

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A strategic approach to identifying, inspiring and enabling potential leaders at all stages of their careers will support a culture of collective efficacy, distributed educational leadership, sustained improvement and higher levels of student growth and achievement.

## Improvement measures

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### SEF - Leading, teaching and learning

Achieve by year: 2027

Achieve Excelling in this SEF theme.

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## Initiatives

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### Excellence in Leadership

We will:

- develop processes which identify potential leaders
  - establish leadership opportunities for staff
  - distribute leadership roles
  - provide professional development, mentoring, feedback and support to enhance leadership practices
  - strengthen the capabilities of staff already in leadership roles.
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## Success criteria for this strategic direction

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Excelling in the following School Excellence Framework (SEF) themes:

**Leading, teaching and learning** - The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration.

This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.

**Performance management and development** - Leadership capability is developed by identifying, inspiring and enabling potential leaders. The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole-school impact.

## Evaluation plan for this strategic direction

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We will use the Question Data Analysis Implications (QDAI) framework to evaluate a range of 'activity', 'process quality' and 'impact' data and determine our progress towards the achievement of each success criterion.