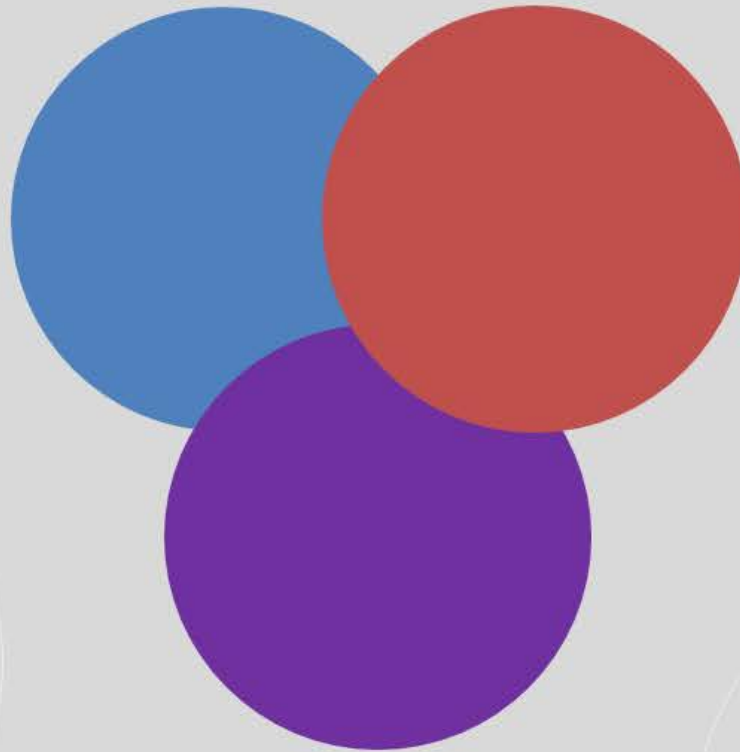


School plan 2018 – 2020

Hilltop Road Public School



School background 2018 - 2020

SCHOOL VISION STATEMENT

“Our community of learners must succeed in an education worth having.”

SCHOOL CONTEXT

Hilltop Road Public School situated in the Western Sydney region. The community represents over 23 cultural groups, including 70% from a non-English speaking background. A dynamic and dedicated staff work 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 team work 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. Staff are also committed to developing the students’ ability to articulate their learning and know themselves as a learner. These practices are enhanced through innovative information and communication technologies.

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 partnership exists between students, parents and staff, characterised by trust, support and cooperation. The school’s Community Liaison Officer supports families in the school through a variety of initiatives catering to their interests and needs

A strong student welfare and wellbeing program 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.

Our school has a proud tradition of excellence in performing arts and sport. Students achieve success in a rich diversity of experiences including choir, dance, debating and PSSA.

SCHOOL PLANNING PROCESS

The Hilltop Road Public School planning process has been authentic, collaborative and consultative.

Staff, students and the community have consulted in a variety of ways to establish our school vision and strategic directions. This consultation has included;

- student, staff and community feedback
- online surveys
- analysis of school and external student data
- reviewing professional learning
- action learning teams established to develop and critique the purpose, process, products and practices which align with the strategic directions
- detailed discussions with a variety of community groups including; the P&C, community groups and external organisations and partners

This plan is owned by the Hilltop Road School community who will work together to ensure ‘Our community of learners succeed in an education worth having’.



STRATEGIC DIRECTION 1

Engaged, self- directed,
successful, globally
aware, lifelong learners

Create educational environments where critical skills and capabilities are developed through innovative and dynamic teaching and learning practices.

Student agency is cultivated as students are empowered to be risk takers, effective communicators, creative problem solvers and active global citizens. They have the capacity to be accountable to their learning goals and reflect on their own progress to become successful learners.

Enrich student experience by providing authentic and connected learning opportunities through positive partnerships that extend beyond the classroom.

STRATEGIC DIRECTION 2

Strategic, connected and
personalised professional
learning

Develop and deepen pedagogical knowledge and practice in order to empower teachers to be reflective, researchers and facilitators. Personalised professional learning opportunities for staff utilise the NSW Professional Teaching Standards, and involve various learning partners.

A conducive environment with processes and practices to support staff to build a deep knowledge around the dispositions and capabilities necessary to enhance a culture of innovation for effective, future focused teaching and learning.

STRATEGIC DIRECTION 3

Authentic community
learning and partnerships

Develop a strong community of learners that co-create opportunities for our young people and the community to succeed.

Enhance partnerships through innovative parent and community learning, leading to increased student and parent engagement in the learning process.

Strategic Direction 1: Engaged, self-directed, successful, globally aware, lifelong learners

Purpose	People	Processes	Products and Practices
<p>Create educational environments where critical skills and capabilities are developed through innovative and dynamic teaching and learning practices.</p> <p>Student agency is cultivated as students are empowered to be risk takers, effective communicators, creative problem solvers and active global citizens. They have the capacity to be accountable to their learning goals and reflect on their own progress to become successful learners.</p> <p>Enrich student experience by providing authentic and connected learning opportunities through positive partnerships that extend beyond the classroom.</p>	<p>Students</p> <ul style="list-style-type: none"> - Develop their oracy skills in order to be effective communicators. - Engage in formative assessment strategies – LISC, Peer critique, goal setting, multiple drafts etc. - Engage in authentic learning experiences and create products and services that are connected to the global community. - Achieve set academic and personal goals. <p>Staff</p> <ul style="list-style-type: none"> - Provides students with choice and responsibility for what and how they learn. - Creates opportunity for creativity, exploration and learning through challenges as well as success. - Provides structure and support with clear and explicit instruction. - Facilitates substantive, sustained and reciprocal communication between self and learners & learner to learner. <p>Parents/Carers</p> <ul style="list-style-type: none"> - Engage in active partnerships to share student learning and achievement. - Participate and contribute to authentic learning experiences. <p>Community Partners</p> <ul style="list-style-type: none"> - Working collaboratively to enhance the learning experiences for students. <p>Leaders</p> <ul style="list-style-type: none"> - Make decisions using school based evidence. - Ensure Hilltop Road foundational expectations are upheld. 	<p>Processes</p> <ul style="list-style-type: none"> - Ensure students are reaching the general capabilities and progression targets in the syllabus. - Provide an environment and opportunities for students to explore their passions and curiosities. (<i>Kids Teaching Kids & High potential learners</i>) - Encourage and provide opportunities for students to be ambassadors and leaders of learning in the school. - Develop and implement evidence-based teaching practices to support the acquisition and teaching of vocabulary and how to be effective communicators. (<i>Maths Talks, Hip Hop and Socratic Seminars</i>) - Utilise the maker space and robotics equipment for students to safely create and build products, expressing their creativity. - Deliver engaging learning experiences that encourage students to reflect on their mindset, disposition and where they are in the learning pit. - Staff engage with Pemulwuy Learning Community to build upon student engaged assessment strategies (<i>Ppeer and self-assessment focus 2018</i>). <p>Evaluation Plan</p> <ul style="list-style-type: none"> - Frequent reflection of class data, continuum data, teacher programs and student portfolios will be used to inform and evaluate school directions. - Action Research using the Impact Evaluation cycle will promote ongoing reflection to drive future school directions. 	<p>Products and Practices</p> <p>Product</p> <ul style="list-style-type: none"> - Annual student led conferences - Students create Presentations of Learning to demonstrate their knowledge throughout a project. - 100% of students utilise a digital portfolio, Seesaw, which is shared beyond the classroom. - Students are able to discuss what they are learning and themselves as learners. - Students collect badges to demonstrate the skills and capabilities they have achieved. <p>Practice</p> <ul style="list-style-type: none"> - Ensure effective implementation of Project Based Learning to enhance student engagement, with authentic learning experiences, that extend students critical thinking skills. - Student engaged assessment with a focus on oracy, is embedded to improve learning outcomes. - All learning programs adhere to the NSW curriculum and is differentiated to provide opportunities for students to be active, flexible, successful learners. - Students experience a range of authentic assessment tasks that are integrated into the natural learning process and are reflected in the student's digital portfolio.
Improvement Measures			
<ul style="list-style-type: none"> ❖ The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF v2) ❖ Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF v2) ❖ Triple T action research data demonstrates students attaining higher levels, demonstrating their ability to articulate their learning and themselves as learners ❖ Presentations of Learning demonstrate deep learning that has occurred during project based learning experiences 			

Strategic Direction 1: Bump It Up Reading & Numeracy - To increase the proportion of students in the top two NAPLAN bands by 8% each year

Purpose

School statement of purpose link to Literacy / Reading aim.

Analysis of NAPLAN results indicate that 43% of Year 3 and 14% of Year 5 students are proficient in Reading and 30% of Year 3 and 11% of Year 5 students were proficient in Numeracy.

We aim to improve the reading achievement of students by targeting assistance to all students, at their level of need. Teachers will focus on the needs of students in their class achieving in the middle two bands of NAPLAN. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful and differentiated learning opportunities.

Improvement Measures

- ❖ The school achieves excellent value-added results, significantly above the value added by the average school (SEF v2)
- ❖ The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF v2)
- ❖ Increase the proportion of students in the top 2 NAPLAN bands by 8% over the next 3 years in numeracy and reading.
 - 2018 target for reading
 - Year 3 – 51%
 - Year 5 – 22%
 - 2018 target for numeracy
 - Year 3 – 38%
 - Year 5 – 19%

People

Students:

- Develop their ability to articulate their goals and learning, before, during and after learning experiences.
- Participate in learning experiences that are targeted, at their area of need
- Participate in various assessment opportunities throughout the year.

Staff:

- Participate in professional learning in the areas of reading and numeracy to improve their practice and assessment procedures
- Participate in discussions focused on reading and numeracy development and moderation of student work.
- Participate in regular discussions with support staff about students learning goals.
- Track students goals and progress using an the electronic database

Parents/Carers:

- Parents and carers participate in opportunities to support reading and numeracy at home

Leaders:

- The QTSS leader mentors staff in areas of need
- School executive lead the professional development in reading and numeracy practices.
- School executive support teachers to monitor targeted students, ensuring they are making progress towards their learning goals.

Processes

- Analysis of NAPLAN and student report data is used to co-create future **reading and numeracy goals** for students.
- The **Learning Support Team** supports and shares strategies for targeted students in the middle bands.
- QTSS mentor and staff meetings aim to support teachers in **applying effective reading, writing and numeracy practices** in their classroom.
- **Collaborative practices** are established to ensure teams meet regularly to discuss how students' reading and numeracy skills are progressing across a range of learning areas and to share effective teaching strategies.
- An **online platform** is establish as a resources to support best practice in numeracy and reading.
- Teams utilise the '**Sprints**' process to ensure student outcomes are improving as a result of their teaching practice
- **Math Pathways** is utilised to encourage individual growth and tailored learning to support students in mathematics.

Evaluation Plan

- Each target student's progress and goals are monitored every 5 weeks on an electronic database
- Formal assessments will take place, once a term.
- Learning Walks are conducted to provide feedback to staff on their reading and numeracy practices.

Products and Practices

Product

- Students demonstrate achievement towards their personal goals.
- Students' progress along the literacy continuum.
- Students demonstrate growth in their PAT Maths and Reading assessments.
- Students' benchmark levels demonstrate growth.
- An electronic database is monitored for student growth in reading and numeracy.

Practice:

- Staff demonstrate knowledge of best practice in reading and their understanding of teaching reading and numeracy, when devising their teaching and learning activities and assessments.
- staff analyse students NAPLAN errors to identify areas of development for students and create effective lessons and learning goals.
- Targeted students receive additional support time to focus on their learning goal/s
- Teachers deliver 'point of need' teaching in reading and numeracy.
- Teachers participate in regular conversations around student progress in reading, using work samples, assessment data and observations.

Strategic Direction 2: Strategic, connected and personalised professional learning

Purpose

Develop and deepen pedagogical knowledge and practice in order to empower teachers to be reflective, researchers and facilitators. Personalised professional learning opportunities for staff utilise the NSW Professional Teaching Standards, and involve various learning partners.

A conducive environment with processes and practices to support staff to build a deep knowledge around the dispositions and capabilities necessary to enhance a culture of innovation for effective, future focused teaching and learning.

Improvement Measures

- ❖ 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 v2)
- ❖ The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. (SEF v2)
- ❖ TESA observation data demonstrates growth towards 3.0 teaching practices.

People

Students

- Participate in learning experiences that enable them to converse, think deeply as well as critically and make relevant connections between concepts.
- Provide honest feedback and insights to experiences at Hilltop Road.

Staff

- Develop a deep understanding of the NSW Teaching Professional Standards through the development of Professional Learning Plans and appropriate evidence.
- Engage with learning partners outside of Hilltop Road.
- Are active learners that are flexible and visible.
- Facilitate learning opportunities for students.

Parents/Carers

- Work in partnership with the school and participate in learning activities and reflect at various stages throughout the year.
- Collaborate with the school regarding school directions and initiatives.
- Foster learning partnerships.

Community Partners

- Establish and maintain effective learning partnerships including other schools, community members, organisations and businesses, to assist in providing innovative educational programs.

Leaders

- Engage in high quality, rigorous discussions and mentoring to enhance professional practice.
- Supervise school practices, research and procedures for collecting evidence and data.

Processes

- Equip all staff with the resources and strategies to accurately differentiate using the **progressions**.
- Staff investigate and reflect on **Education 1.0, 2.0 & 3.0** and use **TESA** as analytic and a scaffold to drive and measure future focused practice.
- Create systems and practices to **share evidence-based practices** that allow collaboration to enhance innovative classroom practice and improve student outcomes. (*Learning walks, HRPS toolkit, mentoring, coaching & action research*)
- Utilise the **Impact Evaluation model, Sprints and design thinking strategies** to engage in school based research.
- Create opportunities for teachers to achieve and/or pursue higher levels of **accreditation**.
- Participate in **professional learning networks** and connect with other schools and organisations outside of our school context to accelerate our school practices.

Evaluation Plan

- Staff will use Professional Learning Plans to guide collegial discussions and professional learning.
- School leaders provide feedback aligned to the Performance Development and School Excellence Framework to determine future goals.
- School based research will be used to evaluate and gain insight to school practices and programs.

Products and Practices

Product

- 100% of staff have personalised professional learning plans aligned to the NSW Teaching Professional Standards and the school plan.
- An online toolkit encapsulates evidence based practices and research at Hilltop Road.
- TESA data (analytical and as a rubric).
- Learning walk data.
- Development of Hilltop Road foundational practices.

Practice

- Deliver, through a variety of modes, staff professional learning that is tailored for individual needs and aspirations.
- Staff have opportunities for constructive feedback, collaboration and reflection that leads to improved teaching practice and student engagement.
- Staff demonstrate achievement of their PDP goals through uploading evidence to the Staff Seesaw.

Strategic Direction 3: Authentic Community Learning and Partnerships

Purpose

Develop a strong community of learners that co-create opportunities for our young people and community to succeed.

Enhance partnerships through innovative parent and community learning leading to increased student and parent engagement in the learning process.

Improvement Measures

- ❖ Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience (SEF v2)
- ❖ The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment (SEF v2)
- ❖ Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received (SEF v2)
- ❖ The “**Tell them from me**” and other online surveys report high levels of satisfaction with teaching and learning programs
- ❖ Increase parent involvement in student led conferences by 5% every year
- ❖ Sustain **Seesaw** engagement

People

Students

- Participate in and initiate opportunities to engage with the community and outside agencies for authentic learning.
- Share their learning through student led conferences, digital portfolios and PBL exhibitions.
- Co-create and support learning opportunities for the community.

Staff

- Communicate openly and regularly with the parent community.
- Facilitate and design workshops to engage the community.
- Develop and sustain reciprocal learning partnerships that enhance student learning opportunities.

Parents/Carers

- Engage in active partnerships to share student learning and success.
- Engage in a range of adult learning programs and/or experiences to further develop their knowledge and skills.

Community Partners

- Work in partnership with the school to support opportunities for students.

Leaders

- Be visible, open communicators.
- Analyse and evaluate potential barriers to community involvement through discussions with the community members.
- Develop and facilitate strategies to utilise and increase authentic connections and networks to improve student outcomes.

Processes

- Co-create and connect with community and industry to develop authentic products and services which inform a **global audience**.
- Encourage parents to be part of their child’s learning journey by providing **multiple modes for parents to connect and engage**.
- **Communicate regularly** with members of the community about their needs and interests in order to create learning opportunities that meet these areas.
- Develop and sustain reciprocal learning partnerships with relevant **preschool, primary school and high school networks as well as external agencies** to enhance student learning and transition opportunities.
- Engage in strategic conversations with the community to develop strategies to **minimise the impact of barriers** to community learning.
- **Parents are active learners** in the school and lead other parents and children in learning, knowing this supports themselves as learners.
- Create environments where parents and the community are **supported to be lifelong learners**.

Evaluation Plan

- Feedback and evaluations from students, staff, parents and community partners.
- Type and number of meaningful and sustained partnerships formed.

Products and Practices

Product

- Ready Set Go model scaled and diffused working in partnership with preschools and primary schools.
- Ready Set Going established with connections to multiple high schools.
- Seesaw portfolios are accessed by families.
- Database of contacts created and utilised.
- Parental attendance at annual student led conferences.
- Community surveys.

Practices

- Actively engage and seek additional opportunities inside and outside the school for the parents and community.
- Continue and increase partnerships with community organisations and businesses to allow for students to be involved in authentic, connected learning experiences.
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- Initiate, investigate, enable and provide opportunities for meaningful parent and community learning.
- Engage with the Fair Education Cluster of Schools.
- Students, staff and the community engage in and understand the importance of student led conferences, parent workshops, community events and digital portfolios.