

School plan 2015 – 2017

Hilltop Road Public School 3997



School background 2015 - 2017

SCHOOL VISION STATEMENT

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

SCHOOL CONTEXT

Hilltop Road Public School enrolment 740 students, including 68% from a non-English speaking background, has a dynamic, dedicated staff and supportive community. Students, staff and the community work closely together to promote a positive and engaging learning environment. The school promotes community involvement in all aspects of school life and has been recognised for its authentic and strong community engagement.

Hilltop Road Public School provides an outstanding education for students from Kindergarten to Year 6. Quality teaching, stimulating and challenging learning environments and opportunities for everyone are evident throughout the school. Our school provides an extensive and varied curriculum with a strong academic focus on developing students' skills in literacy and numeracy. Curriculum differentiation is enhanced through innovative practices and technology.

Extra curricula activities develop students' social, cultural, emotional and physical wellbeing.

The highly professional, cohesive staff is committed to professional learning, collaborative team work and designing learning which inspires students to succeed in an inclusive environment. This nurtures individual differences, fosters high engagement and prepares students to be active members of society.

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, teacher and parent feedback
- online surveys
- analysis of school and external student data
- reviewing professional learning
- the formation of action learning teams develop the purpose, process, products and practices which align with the strategic directions
- detailed discussions with a variety of community groups including; the P&C, Lead the Way 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, responsible and successful learners

Inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices.

Students develop a greater capacity for independent learning, self-regulation and critical thinking. They are able to articulate their learning, take risks, set learning goals and track their own progress to become successful learners.

Develop positive learning partnerships to enrich student experience and provide authentic and connected learning opportunities.

STRATEGIC DIRECTION 2

Strategic and personalised professional learning

Creation of processes and practices that support staff to be change agents in which they enhance a culture of innovation and future thinking for effective teaching and learning.

Enhance personalised professional learning opportunities for staff that reflect current learning pedagogy and utilise the NSW Professional Teaching Standards, aligned to school directions.

STRATEGIC DIRECTION 3

Authentic community learning and partnerships

Co-create learning partnerships to increase student and parent engagement in the learning process.

Enhance partnerships through innovative parent and community learning.

Strategic Direction 1: Engaged, responsible and successful learners

Purpose	People	Processes	Products and Practices
<p>Inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices.</p> <p>Students develop a greater capacity for independent learning, self-regulation and critical thinking and are able to articulate their learning, take risks, set learning goals and track their own progress, to become successful learners.</p>	<p>Students Develop their ability to articulate their goals and learning, before, during and after learning experiences.</p> <p>Engage in authentic learning experiences where they know they are learning for a purpose because they create ideas, products and services for others.</p> <p>Engage in their learning; know what learning looks like and can confidently talk about what and how they are learning</p>	<p>Ensure effective implementation of Project Based Learning to enhance student engagement, with authentic learning experiences, that extend student critical thinking skills.</p> <p>Equip all staff with the resources and strategies to embed student engaged assessment, with a focus on articulation of learning intentions, success criteria and providing feedback, to improve learning outcomes.</p>	<p>Product 100% of students engage in Project Based learning and S.O.L.E and are able to interact and communicate for authentic learning purposes.</p> <p>100% of students encapsulate their learning experiences utilising digital portfolios.</p> <p>Students know they are learning for a purpose because they create ideas, products or services for others.</p>
Improvement Measures			
<ul style="list-style-type: none"> ❖ Student learning is evident through digital portfolios and the articulation of their learning. ❖ All learning programs embed student engaged assessment and provide meaningful feedback. ❖ PLAN data analysis over seven years demonstrates sustained growth to each cohort of students. ❖ New metrics are researched, created and developed to capture student engagement and learning. 			
<p>Staff Embed a deep understanding of student engaged assessment.</p> <p>Facilitate authentic and personalised learning opportunities for students.</p> <p>Parents/Carers Engage in active partnerships to share student learning and success.</p> <p>Participate and contribute to authentic learning experiences.</p> <p>Community Partners Working collaboratively to improve the learning environment for students.</p> <p>Leaders Use the evidence of engagement, student engaged assessment and portfolios to frame future decisions.</p>	<p>Utilise and develop digital portfolios as a platform for students to capture and articulate their learning journey, with direction and understanding.</p> <p>Student led conferences give students a leadership role in communicating their progress.</p> <p>Evaluation Plan Frequent reflection of class data, continuum data, teacher programs and student portfolios will be used to inform and evaluate school directions.</p> <p>Student engaged assessment ensures learning intentions and success criteria provide descriptive, automatic feedback to promote success for all students.</p> <p>Action Research will promote ongoing reflection to drive future school directions.</p>	<p>Practice All learning programs provide opportunities for students to confidently use critical skills and technologies, to ensure they are active, flexible, successful learners.</p> <p>Students experience a range of authentic assessment tasks that are integrated into the natural learning process and reflected in the student's digital portfolio.</p> <p>The NSW curriculum is implemented and differentiated to cater for all learning needs.</p>	

Strategic Direction 1: Bump It Up Reading - 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 31.8% of Year 3 and 18% of Year 5 students are proficient in Reading. 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

- ❖ Increase the proportion of students in the top 2 NAPLAN bands by 8% (2017)
- ❖ Increase the proportion of students in the top 2 NAPLAN bands by 16% (2018)
- ❖ Increase the proportion of students in the top 2 NAPLAN bands by 24% (2019)

People

How do we develop the capabilities of our people to bring about transformation?

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:

Teachers participate in professional learning in the area of reading, to improve their practice and assessment in reading.

Participate in discussions around reading development and moderation of students reading ability.

Participate in regular discussions with support staff about students learning goals in reading.

Track students goals and progress in reading, using the electronic database

Parents/Carers:

Parents and carers support student development by completing reading activities at home

Parents and carers participate in opportunities to support reading at home

Leaders:

Processes

How do we do it and how will we know?

Individual Student Learning Plans:

Teachers analyse and use NAPLAN and student report data to set future reading goals for students. Teachers then meet with students each term to discuss their reading goals and progress towards them.

The Learning Support Team provides advice on strategies for targeted students. Support staff work with targeted students towards achieving their goals. Student goals and progress are tracked on the electronic database

Visible Learning: Staff set explicit learning intentions and success criteria during reading lessons, in the classroom. Staff also use Step It Up Walls to help them recognise how to improve and make their reading better. Staff will be mentored to support this practice.

QTSS: Staff are mentored by the QTSS leader in applying LISC and Step It Up Walls in their classroom. The QTSS leader will also collect data on student understanding of the learning intention and success criteria for lessons observed. This will ensure students have a clear understanding of what they are learning and how they know when they have achieved the lesson goals.

Teacher Professional Learning: Regular staff meetings will focus on increasing teachers' awareness of the quality reading session and the

Products and Practices

What is achieved and how do we measure?

- ❖ Students demonstrate achievement towards their personal goals.
- ❖ Students' progress along the literacy continuum
- ❖ Students demonstrate growth in their Torch test
- ❖ Students benchmark levels demonstrate growth

Product:

- Students are able to articulate what they need to be able to do, to move from good to great.
- Students can articulate what they are learning, why they are learning and how they can improve in reading.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Staff demonstrate knowledge of best practice in reading and their understanding of the literacy continuum, particularly in the aspect of reading, when devising their teaching and learning activities and assessments
- Teachers 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.
- Teachers deliver 'point of need' teaching in reading.
- Teachers use a consistent approach to reading lessons.
- Teachers participate in regular

The QTSS leader mentors staff in LISC and Step It Up Walls.

School executive lead the professional development in reading practices and levels.

School executive support teachers to monitor targeted students, ensuring they are making sure students progress towards their learning goals.

literacy continuum. During these meetings student work samples are matched to the literacy continuum, particularly in the aspect of reading. Peer review activities enable discussion and dialogue amongst staff. Teachers will then discuss explicit teaching and student engagement strategies, that can be embedded in programs to support students reading development.

Teachers analyse and have deep knowledge of students NAPLAN results:

Teachers use SMART to establish class groups within the software. Teachers then analyse the individual data of the students in their class, looking for common trends and themes in the area of reading. Teachers develop explicit teaching activities to improve student knowledge in reading.

Staffing Structures: The Principal has resourced the school to allocate an additional support time for target students. Students utilise differentiated tasks, enabling more individualised attention to meet the needs of the range of learners.

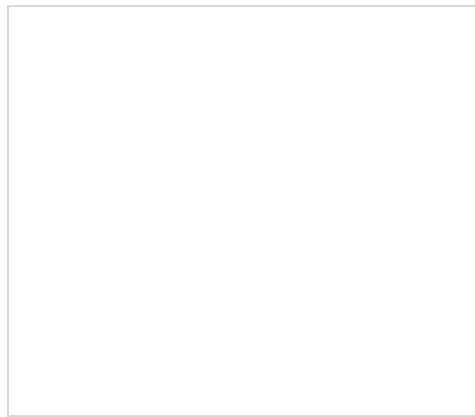
Active use of electronic database:

The electronic database highlights student progress in key aspects of reading. Teams meet regularly to discuss how students' reading skills are progressing across a range of learning areas and to share effective teaching strategies.

Collaborative Practice: Collectively staff brainstorm what makes a quality reading lesson to ensure consistency of delivery.

Toolkit: A toolkit will be developed to support teachers in their practice of explicit teaching in the areas of Maths and Reading. It will contain, readings, recording sheets, processes and videos so teachers can look up various areas of practices to clarify their understanding.

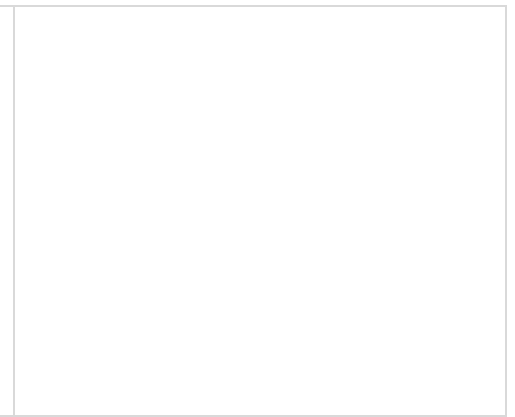
conversations around students' progress in reading, using work samples, assessment data and observations.



Evaluation Plan

Each target student's progress and goals will be monitored every 5 weeks on an electronic database during timetabled grade meeting and staff meeting times.

Formal assessments (PAT & Benchmark) will take place, once a term.



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

Purpose

School statement of purpose link to Numeracy aim.

Analysis of NAPLAN results indicate that 24.7% of Year 3 and 10.2% of Year 5 students are proficient in Numeracy. We aim to improve the numeracy 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

- ❖ Increase the proportion of students in the top 2 NAPLAN bands by 8% (2017)
- ❖ Increase the proportion of students in the top 2 NAPLAN bands by 16% (2018)
- ❖ Increase the proportion of students in the top 2 NAPLAN bands by 24% (2019)

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Participate in learning experiences that enable them to making relevant connections between concepts.

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:

Teachers participate in professional learning in the area of numeracy to improve their practice and assessment in maths.

Participate in discussions around numeracy development and moderation of students reading ability.

Participate in regular discussions with support staff about students learning goals in numeracy.

Track students goals and progress in reading using the electronic database

Parents/Carers:

Parents and carers support student development by completing maths activities at home

Parents and carers participate in opportunities to support maths at home

Leaders:

Processes

How do we do it and how will we know?

Individual Student Learning Plans:

Teachers analyse and use NAPLAN and student report data to set possible numeracy goals for students. Teachers then meet with students each term to discuss their numeracy goals and progress towards them. The Learning Support Team provides advice on strategies for targeted students. Support staff work with targeted students towards their goals. Student goals and progress are tracked on the electronic database

Visible Learning: Staff set explicit learning intentions and success criteria during maths lessons in the classroom. Staff also use Step It Up Walls to help them recognise how to improve and make their maths understanding better. Staff will be mentored to support this practice.

QTSS: Staff are mentored by the QTSS leader in applying LISC and Step It Up Walls in their classroom. The QTSS leader will also collect data on student understanding of the learning intention and success criteria for lessons observed. This will ensure students have a clear understanding of what they are learning and how they know when they have achieved the lesson goals.

Teacher Professional Learning:

Regular staff meetings will focus on increasing teachers' awareness of best practice in Maths and the Numeracy continuum. During these

Products and Practices

What is achieved and how do we measure?

- ❖ Students demonstrate achievement towards their personal goals.
- ❖ Students' progress along the numeracy continuum
- ❖ Students demonstrate growth in their PAT-R test
- ❖ Students demonstrate growth when answering rich math tasks.

Product:

- Students are able to articulate what they need to be able to do to move from good to great.
- Students can articulate what they are learning, why they are learning and how they can improve in numeracy.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Staff demonstrate knowledge of the numeracy continuum, when assessing student progress and in their teaching and learning activities.
- Teachers 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 goals.
- Teachers deliver 'point of need' teaching in numeracy
- Teachers use a consistent approach in maths lessons.
- Teachers participate in regular conversations around students' progress in numeracy using work samples, assessment data and

The QTSS leader mentors staff in LISC and Step It Up Walls.

School executive lead the professional development in explicit maths teaching and numeracy levels along the continuum.

School executive support teachers to monitor targeted students, ensuring they are making sure students progress towards their learning goals.

meetings student work samples are matched to the continuum. Peer review activities enable discussion and dialogue amongst staff. Teachers will then discuss explicit teaching and student engagement strategies that can be embedded in programs to support students reading development.

Teachers analyse and have deep knowledge of students NAPLAN results:

Teachers use SMART to establish class groups within the software. Teachers then analyse the individual data of the students in their class looking for common trends and themes in the area of numeracy. Teachers develop explicit teaching activities to improve student knowledge in maths.

Staffing Structures: The Principal has resourced the school to allocate an additional support time for target students. Students utilise differentiated tasks, enabling more individualised attention to meet the needs of the range of learners.

Active use of electronic database:

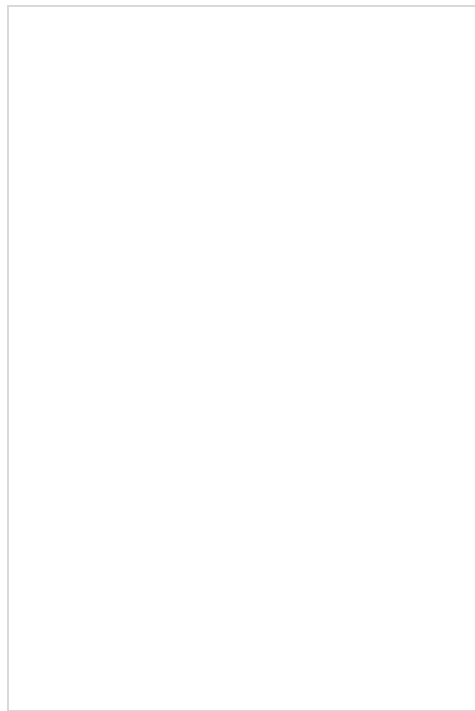
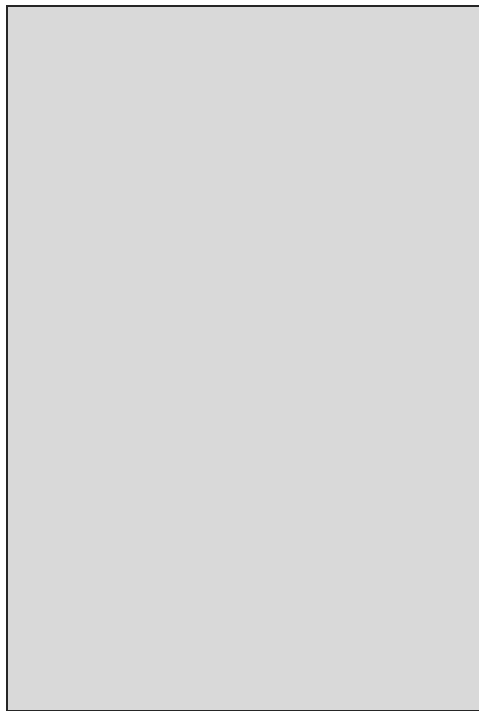
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Collaborative Practice: Collectively staff brainstorm what makes a quality numeracy lesson to ensure consistency of delivery.

Toolkit: A toolkit will be developed to support teachers in their practice of explicit teaching in the areas of Maths and Reading. It will contain, readings, recording sheets, processes and videos so teachers can look up various areas of practices to clarify their understanding.

Maths Pathways: Students in years

observations.



4-6 will participate in maths pathways each week. A maths program tailored to students' abilities.

QuickSmart: Target students will be selected to participate in Quicksmart to help them have automatic recall of basic facts.

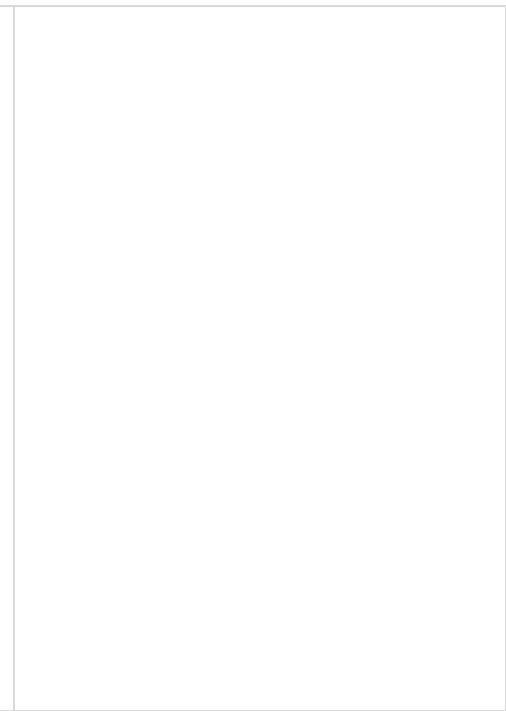
Evaluation Plan

Each target student's progress and goals will be monitored every 3 weeks on an electronic database during timetabled grade meeting and staff meeting times.

Formal assessments (PAT-R) will take place once a term.

Rich tasks will be given to students as a form of assessment. Staff will collaborate and use CTJ to discuss the skills students demonstrate in the assessment.

Year 4-6 students progression in Maths Pathways.



Strategic Direction 2: Strategic and personalised professional learning

Purpose

Creation of processes and practices that support staff to be change agents in which they enhance a culture of innovation and future thinking for effective teaching and learning.

Enhance personalised professional learning opportunities for staff that reflect current learning pedagogy and utilise the NSW Professional Teaching Standards, aligned to school directions.

Improvement Measures

- ❖ 100% of staff will have developed a professional learning plan to show evidence of attainment of NSW Professional Teaching Standards
- ❖ 100% of school leaders guide a process of personalised professional learning, accreditation, goal setting and curriculum delivery

People

Students

Participate in learning experiences that enable them to think deeply and critically, making relevant connections between concepts.

Staff

Develop a deep understanding of the NSW Teaching Professional Standards through the development of Professional Learning Plans and appropriate evidence.

Parents/Carers

Understand how important engagement is to student success. Parents support the school and participate in learning activities and reflection at various stages throughout the year.

Community Partners

Establish effective learning partnerships with other schools, community members, organisations and businesses, to deliver innovative educational programs.

Leaders

Engage in high quality mentoring and coaching experiences, to enhance professional practice and

Processes

Co-create Professional Learning Plans and engage in personalised, team and shared professional learning.

Deliver staff professional learning and participate in networks focusing on teaching standards and higher levels of accreditation.

Create systems to share best practice and collaborate to enhance innovative classroom practice and improve student outcomes.

Develop and implement evidence-based teaching practices through Action Research.

Evaluation Plan

Staff will use Professional Learning Plans to guide collegial discussions and future directions.

School leaders provide feedback aligned to the Performance Development and School Excellence Framework to determine future goals.

Products and Practices

Product

100% of staff have personalised professional learning plans aligned to the NSW Teaching Professional Standards.

100% of staff engage in professional learning to implement new curriculum, evidenced by classroom practices, programs and action research.

100% of staff reflects on their practice using the REAL framework.

Opportunities are provided for staff to achieve Proficient, Highly Accomplished and Lead Teacher levels.

Practice

Professional learning is focused on research, evidence based practice and data analysis which leads to consistent quality teaching.

Constructive feedback, collaboration and reflection leads to improved teaching practice and student engagement.

Strategic Direction 3: Authentic Community Learning and Partnerships

Purpose	People	Processes	Products and Practices
<p>Co-create learning partnerships to increase student and parent engagement in the learning process.</p> <p>Enhance partnerships through innovative parent and community learning</p>	<p>Students Opportunities to engage with the community for authentic learning.</p> <p>Lead conferences and share digital portfolios, communicating individualised progress to their families.</p> <p>Co-create and support learning opportunities for the community.</p> <p>Staff Interact with community partners to enhance student learning opportunities which are authentic and relevant to real world contexts</p>	<p>Connect with and use real-world context, current issues and resources available to the community and world.</p> <p>Co-create and connect to develop products and services which inform students, community and a global audience.</p> <p>Refine and evaluate processes to co-create effective structures for student led conferences.</p> <p>The school offers leadership opportunities for students and staff to design and deliver programs for parents and the community.</p>	<p>Product Continue and increase partnerships with community organisations and businesses to allow for students to be involved in authentic, connected learning experiences.</p> <p>Students, staff and the community understand the process of student led conferences and digital portfolios.</p> <p>Parents are supported to be life-long learners within the community.</p>
Improvement Measures			
<ul style="list-style-type: none"> ❖ The “Tell them from me” and other online surveys report high levels of satisfaction with teaching and learning programs ❖ A multi-faceted reporting system that shows student engagement, student voice and self-reflection is implemented throughout the school. ❖ Increase partnerships with community organisations and businesses. ❖ Increase parent involvement in student led conferences by 5% every year ❖ An increased number of parents will participate in opportunities provided by the school for meaningful parent and community learning. 			