

## Hillvue Public School

“Caring, Smart and Proud”

## School Improvement Plan

## 2009-2011

*Modified to include NATIONAL PARTNERSHIP Low SES School Community 2010-2012*

*Situational Analysis Oct-Nov 2010- 2011*

*NATIONAL PARTNERSHIPS LITERACY*

*2010-June 2011*

*Schools in Partnership Resourcing*

*Priority Schools Funding*

**School plan for 2009-2011**

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| **School context** | | | | | | | |
| Hillvue Public School serves a diverse community in South Tamworth. Our student enrolment of 272 includes approximately 70% of students with an Aboriginal cultural background. Our school receives strong support from the Parents and Citizens Association and the local Aboriginal Education Consultative Group. Members of our school community are regularly provided with opportunities to have input into our school planning.  The school experiences a high turnover of students as it serves a low-socio economic community with a high proportion of public housing and low cost rental properties. In 2009there was 20% mobility. This has impacted on the student attendance rates, which have decreased over the past two years. Approximately 65% of the parents are unemployed.  The school has a stable staff, with a balance of experienced and younger teachers that collaborates with students and parents to elevate expectations and address core values and social needs. The staff recognises, values and respects Aboriginal culture and student identity.  Our aim is, in partnership with our parents and community, to continue to provide excellent educational opportunities for our students. The SIP Advisory group meets regularly to provide guidance on the schools programs and initiatives.  These partnerships and the many programs that we implement such as; the Priority School Program, the Schools in Partnership (SiP), Accelerated Literacy, Personalised Learning Plans, Transition Programs, Reading Recovery, Multilit, Quicksmart, You Can Do It and our Learning Support programs are making a positive impact on our students who strive to be “Caring, Smart and Proud.” | | | | | | | |
| **Priority Areas (3 Year horizon)** | | | | | | | |
| **Literacy**  *-* Increase levels of literacy through whole school approaches to Accelerated Literacy and quality literacy teaching programs supported by individual intervention through Reading Recovery and the Multilit Program  **Numeracy** *–* Increase levels of numeracy through a whole school approach using Go Maths and direct instruction from SMART DATA supported by individual intervention using Quicksmart.  **Student Engagement***–* Through monitoring of attendance, incentive programs, referrals to the Learning Support Team to raise levels of attendance. Particularly addressing those families and students with <85%. Provide educational opportunities and experiences that encourage students to attend school.  **Teacher Quality** *–* Through supervision and support strengthen teachers’ capacity to engage students and address their individual needs. | | | | | | | |
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| **The plan has been endorsed and approved by:** | | | | | | | |
| **Principal:** |  | **Date:** |  | **School Education Director:** |  | **Date:** |  |

Principal’s initials: \_\_\_\_\_\_\_\_\_ School Education Director’s Initials\_\_\_\_\_\_\_\_\_

#### School Plan

**Priority Area: Literacy**

**Intended Outcomes:**

* Increased levels of reading achievement for every student in line with State Plan targets
* Diminished gap in reading achievement between Aboriginal students and all students
* Improved use of Best Start assessment and teaching practice (L3 Prof Dev) of literacy learning in Kindergarten and the use of Smart data to inform teaching practice in Stage 1, 2 and 3

**Targets: 2011**

Increase the number of Year 3 students performing at Proficiency standard from 8% to 10.5% in NAPLAN Reading

Increase the number of Year 5 students performing at Proficiency standard from 12% to 14.5% in NAPLAN Reading

Decrease the number of Year 3 students performing at and below minimum standard from 48% to 43% in NAPLAN Reading

Decrease the number of Year 5 students performing at and below minimum standard from 72% to 67% in NAPLAN Reading

| Strategies | Indicators | Timeframe  09 10 11 | | | Responsibility | Resource Allocation  & Funding source |
| --- | --- | --- | --- | --- | --- | --- |
| Employ a classroom leader to continue to work with teachers to implement Accelerated Literacy K-6 (R1)  Provide extensive ongoing support with professional development of programming and implementing AL units  Purchase of AL resources  Administration Support  Through regular supervision the Classroom Leader supported by Assistant Principals ensure that quality literacy teaching programs are supporting student needs  STLA – support for students not achieving Benchmarks | Increase the proportion of lowest performing students not meeting reading minimum standards in accordance with the State Plan targets  Decrease the proportion of lowest performing students not meeting minimum reading standards  Reduce the reading achievement gap  K-6 teachers analysing and using SMART data to drive teaching and learning  A school literacy scope and sequence implemented K to 6. | √ | √√√√√ | √√√√√√ | Principal  Classroom Leader  Assistant Principals  Support Teacher | National  Partnership Literacy  $53548 (for Semester 1)  SiP $2000  PSP $3000  PSP $6000  0.4 National Partnership SES  $20,613  STLA 0.8 –  0.2 extra  PSP $5000  SiP $5000 |
| Use whole school planning processes to evaluate the quality of literacy.  Executive staff member from within the  school will support teachers in classrooms  with student data analysis, mentor teachers, observation of literacy/numeracy and lead the development and implementation of individual Learning Plans, Individual Education Plans and Personalised Learning Plans for all students (R4)  Continue to Implement the Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.  Student Learning Plans developed using  Best Start  Kindergarten teachers participate in L3 Training | Increase the proportion of students meeting or exceeding literacy proficiency standards in accordance with the State Plan targets.  Extent that Best Start entry-to-school assessment date is used to improve literacy achievement of students in the early years | √√ **√** | √ **√** | √ **√** √ | Assistant Principals   In School Co-ordinator  Kindergarten Teachers  L3 Co-ordinator community of schools | National Partnership Literacy $829  Professional Learning Funds |

| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| --- | --- | --- | --- | --- | --- | --- |
| AEOs work in classrooms to support student engagement.  Learning Support Team continues to implement and review.  Implementation of Reading Recovery  Students with identified problems in reading need skill development.  Implementation of Multi-lit program with identified students.  Training for teachers and tutors in Multi-lit program.  Purchase of Multi-lit resources  Implementation of program with selected students beginning Term 4, 2009 (R2)  Continue tutor support 2010-2011.  Use an online survey facility to survey teachers about their perceptions of school performance and progress in achieving their targets (R5).  Strengthen school development and accountability mechanisms linked to school planning processes in consultation with SED and SDO.  Strengthened accountability will include:   * interview with members of the school community * monitoring of school performance * rigorous assessment of teachers and school leaders * external evaluation * publicly available annual reports to report on progress against outcomes written by School   Improvement Team (R5)  Employ a K-6 staff with a range of specific skills to provide in and out of classroom support to teachers to allow them more time to focus on student learning to achieve improved learning outcomes (Teacher Quality National Partnerships Literacy) (R3) | Teacher using learning continuum to enhance their uses of SMART data to drive Teaching learning cycle  Staff participation in Professional Development and Professional learning activities  Situation Analysis  Completed by Nov22 2010 | **√**  **√**  **√** √√√√√√ **√** √ | **√**  **√**  **√** √√√√√√ **√** √ | **√**  **√**  **√** √√√√√√ **√** √ | Classroom Leader  Support Teacher  Learning Support Team  Reading Recovery Teacher  Support Teacher Learning  Principal  Assistant Principals  Principal  Assistant Principal  PLP Co-ordinator  Principal | 0.420 Staffing Allocation  National Partnership Literacy  3 Tutors 2 hours per day 5 days per week for 20 weeks Semester 1  $35000  National Partnerships Low SES 3 tutors 2 hours per day 5 days per week for 20 weeks $19000 (Semester 2)  Norta Norta Funding  2009-2010 National Partnership SES  (20 days) $8713  2011National Partnership SES  $9000 |

#### School Plan

**Priority Area: Numeracy**

**Intended Outcomes:**

* Increased levels of numeracy achievement for every student in line with State Plan targets
* Diminished gap in numeracy achievement between Aboriginal students and all students
* Improved use of Best Start assessment and teaching practice (L3 Prof Dev) of numeracy learning in Kindergarten and the use of Smart Data to uniform teaching practice in Stage 1, 2 and 3

**Targets: 2011**

Increase the number of Year 3 students performing at Proficiency standard from 4% to 6.5% in NAPLAN Numeracy

Increase the number of Year 5 students performing at Proficiency standard from 4% to 6.5% in NAPLAN Numeracy

Decrease the number of Year 3 students performing at and below minimum standard from 38% to 33% in NAPLAN Numeracy

Decrease the number of Year 5 students performing at and below minimum standard from 58% to 53% in NAPLAN Numeracy

| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| --- | --- | --- | --- | --- | --- | --- |
| Implement the 2008 K-12 Numeracy policy to guide teaching and improve student numeracy achievement.  Engage school leadership teams in school accountability processes across the stage/faculty, and whole school and cluster levels for Numeracy Planning and Scope and Sequence of skill development.(R5)  Use whole school planning processes to identify aspects of numeracy underperformance for particular student cohorts and for individual students.   * Conduct School Self Evaluation * Conduct Situational Analysis   Provide professional development opportunities for school executives and teachers to help them use and analyse student data including NAPLAN to cater to student needs.(R4)   * Develop and promote the use of an online survey facility to survey teachers about their perceptions of school performance and progress in   achieving their targets. .(R5)  STLA - Support for students not achieving bench marks   * Identify an executive member with Numeracy expertise to work across a cluster/community of schools to:   + lead whole school professional learning in pedagogy and student assessment   + provide in-class professional learning through team teaching (R1) * Implement focussed interventions to lift results for identified students.(R4)   − *QuickSmart Numeracy*  (Continue) Implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to  plan and deliver quality early years numeracy teaching.  attendance at Best Start  Professional Learning  Workshop  Regular assessment of student progress recorded using Best Start software  Student Learning Plans developed using Best start Software (R4) | Increase the proportion of students meeting or exceeding proficiency standards  Decrease the proportion of lowest performing not meeting minimum standards  Increased use of SMART data – NAPLAN to inform teaching  Go Maths implemented K-6  Maths classes across teams ability grouped  Numeracy co-ordinator to support Go Maths and implementation of strategies to address SMART 2 Data  UNE Gifted and Talented project  Regular intervention provided by tutors for identified student    Kindergarten teachers participate in L3 with trainer and community of schools | √√√√√ **√**  **√** √√√√ **√** √√ | √√√√√ **√**  **√** √√√√ **√** √√ | √√√√√ **√**  **√** √√√√ **√** √√ | Assistant Principals  Support Teacher  Support Teacher  Principal  Numeracy Co-ordinator  Support Teacher  Tutors  Best Start co-ordinator  Kindergarten Teachers | SiP $10000  PSP $15000 |
| Use whole school Go-Maths program to implement focused intervention to lift results for identified students (R4) |  | √ | √ | √ | Numeracy Co-ordinator  Assistant Principals | PSP $7000  Go Maths resources  PSP $3500  Maths resources |
| Implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching. | Extent that Best Start entry-to-school assessment data is used to improve numeracy achievement of students in the early years. | **√** | **√** | **√** | Assistant Principal  Best Start Co-ordinator  Kindergarten Teachers |  |

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| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation & Funding source** |
| Professional Learning sessions devoted to syllabus familiarisation and how to plan and program  - Implement a school action plan for CMIT  - Implement a school action plan for counting on  - Implement Count Me In Too Indigenous  - Professional Learning sessions for staff on Newman’s Analysis and CMIT.  AEO’s work in classrooms to support numeracy sessions |  | **√** √√√ **√** | **√** √√√ **√** | **√** √√√ **√** | Assistant Principals Numeracy Co-ordinator  Numeracy Co-ordinator  Principal  Co-ordinator |  |

#### School Plan

**Priority Area: Student Engagement and Retention**

**Intended Outcomes:**

* School culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential
* Quality teaching practices used for every student with particular attention to personalised learning
* A rigorous continuum of learning from K-6 which provides for every student with particular emphasis on transition points
* Improved social and emotional wellbeing and skills for life for every student
* Increased parental engagement in supporting their child’s learning

**Targets:**

100% of students have agreed Personalised Learning Plans by the end of 2011

Increase of 0.2% in annual attendance rate of students by Dec 2011

Reduce the partial absences by 5%

| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| --- | --- | --- | --- | --- | --- | --- |
| Strengthen implementation of the NSW *Quality Teaching* model.  -Accelerated Literacy  -Classroom Leader  -additional release for Executive to support student engagement  Implement the 2009 Aboriginal Education and Training Policy  - Cultural Resources  - Caring, Smart & Proud  Devise and implement innovative activities to celebrate Aboriginal culture throughout the year. Acknowledge Aboriginal culture through symbolic gestures (i.e. Welcome to Country, Flags)  Ensure all new staff are trained in cultural awareness.  Employ K-6 professional staff member with a range of specific skills to provide in and out of classroom support. (R3)  - to guarantee structure of 11 mainstream and 3 support classes  - to reduce class size and further impact on engagement  Personal Learning Plans for all students – teachers have additional time each week to implement plans equivalent 3/4 days per year. | Evidence that the Quality Teaching model is being applied in all classrooms and throughout the school and professional learning and curriculum resources.  Impact of the Aboriginal Education and training Policy is evidenced in school practice and programs.  Increase the access of teachers to professional learning that focuses on delivering a rigorous curriculum for every student.  100% of students have PLPs that are regularly updated.  AEO’s involved | √√√√√ | √√√√√ | √√√√√ | Principal  Assistant Principal  Principal  Assistant  Principals  Principal  PLP co-ordinator  Assistant Principals | SiP  $5000  SiP  $2000  National Partnership SES $90000  SiP $10000  Teacher Release $12400 |
| Implement strategies to improve student attendance rates.  Phone Intervention Program  \*Attendance rewards  \*Playground rewards  \*Classroom rewards  \*Assembly rewards  \*Elective Sports  \*Club Activities (R4)  \*Creative & Performing Arts  Strengthen implementation of proactive student wellbeing approaches  Work with Careers Network to implement a community resourced and funded Breakfast Program everyday and investigate the possibility of a Community bus and Walking bus | Improve student attendance rates throughout schooling.  Decrease of students with less than 85% attendance  Increased take-up of proactive student wellbeing approaches.  More children attending school regularly | √√√ | √√√ | √√√√ | Principal | National Partnership SES SAS 0.2 $16000  carried over 2010  \*National Partnership SES $30000 |
| Implement high quality transition programs to support students and their families throughout schooling.  Kinder Transition  Middle Years  Employ additional staff (R6) | Improve student engagement and attendance | √ | √ | √ | Peel High School Learning Community  Tamworth High School  Learning Community | SiP $4000 ASLO |

| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| --- | --- | --- | --- | --- | --- | --- |
| Establish effective partnerships with families to support the learning of each child. Implement Individual Learning Plans and Personal Learning Plans for all students (R4)  Parent information and classes to help children at home (R6)  Engage with local community organisations to maximise support for students (R6)  Develop an inclusive school environment that encourages and supports productive partnerships with local Aboriginal communities. | Parents /carers report effective relationships with their school  Increase proportion of students engaged in learning.  Work with other agencies  Linkage with Council and Coledale community groups  Work with local AECG | **√**  **√**  **√** | **√**  **√**  **√** | **√**  **√**  **√** | PLP Co-ordinator  Classroom Leader  Support Teacher |  |
| Participate in “Dare to Lead” initiatives and training (What Works Program) |  | √ | √ | √ |  |  |
| Enhance learning opportunities for all students through the connected classroom strategy and through communities of schools.  External partnerships with other schools Regional Support (R6)  Employ K-2 and 3-6 staff with a range of specific skills to provide in and out of classroom support to teachers to allow them more time to focus on student learning to achieve improved learning outcomes. (Teacher Quality National Partnerships Literacy) (R5)  Develop links with universities to assist in the development of new pedagogy and innovative organisational structures which reflect current international best practice. (R3) | Incorporate specific strategies to enhance learning opportunities through connected classrooms and communities of schools.  Participation in support of Regional low SES initiative  Improved student engagement through positive behaviour intervention welfare strategies and YCDI implementation  Reduce suspensions  Improved communication and relationship with parents and improve attendance  Teachers implementing QT and L framework  Teachers and school implement strategies for gifted and talented students | **√**  **√**  **√**  **√**  **√** | **√**  **√**  **√**  **√**  **√** | **√**  **√**  **√** | Computer Co-ordinator | National Partnership SES  $24000  Region Contribution  National Partnership SES 2011 Assistant Principal  $123000  SiP (Uni Link)  University of New England  $15000  University of Newcastle  $500 |

#### School Plan

**Priority Area: Teacher Quality**

**Intended Outcomes:**

* Strengthened teacher capacity to improve student learning outcomes
* Teaching and learning strategies strengthened through the implementation of quality evidence based programs and initiatives
* Enhanced school leadership capacity for school improvement
* Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning

**Targets:**

Increase number in staff undertaking leadership development programs in 2011 by 10%

| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| --- | --- | --- | --- | --- | --- | --- |
| Strengthen implementation of the NSW *Quality Teaching* model.   * Identify an academic partner from a university to work part-time with staff at all levels to strengthen action research in classrooms with a focus on the NSW Quality Teaching framework and provide additional support for teaching and learning. (R1)   Engage school leadership teams in school accountability processes across the stage/faculty and whole school and cluster levels for Literacy Planning and Scope and Sequence of skill development.(R5)  Executive Release to support QT, mentoring and engagement.(R2)  Use whole school planning to align student learning and teacher learning.   * Develop professional learning plans for teachers, school executives and principals based on key accountabilities linked to performance reviews (using the NSW Institute of Teachers’ Professional Teaching Standards and other leadership standards).(R2) | Application of the *NSW Quality Teaching* model is evident K-6  Increase student achievement and growth.  The Professional development is aligned to TARS.  Increase teacher participation in professional learning that build capacity and school improvement | √√√ **√** √√√√ | √√√ **√** √√√√ | √√√ **√** √√√√ | PrincipalAssistant Principals Principal  Assistant Principals  Assistant Principals  Classroom Leader | SiP  $20000 |
| Build teacher and school leader capacity to support school improvement and student learning.  Provide professional learning programs to support career development.   * Staff will participate in and implement actions from Team Leadership for School Improvement Program from PLLD. * school will develop an action plan for the implementation and completion of TLSI Program (R4) |  | **√** √√ | **√** √√ | **√** √√ |  |  |

| **Strategies** | **Indicators** | Timeframe 09 10 11 | | | Responsibility | **Resource Allocation**  **& Funding source** |
| --- | --- | --- | --- | --- | --- | --- |
| Identify and implement strategies, based on research, in the effective pedagogical use of interactive whiteboard technology to enhance student engagement and quality teaching  - Implement interactive classrooms to better meet the learning needs of 21st century students.  - Employ technology teacher  - Purchase 3 permanent smartboard.(R)  - Develop teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources.  TESS software renewal. (R3)  Staff participate in School Focused Leadership modules.(R2)  Develop school executive skill in profiling classroom practices.  Ongoing Professional development in the use and implementation of: Intellectual Quality, establishment of Positive Learning Environment, feedback, questioning, explicit use of learning intentions and instructional best practice in teaching of comprehension and vocabulary development.  Co-operative planning day to include flexible school organisation. (R3)  Intensive development of teacher skill in programming to cater for student learning needs | Quality teaching elements were evident in lessons created using interactive whiteboard software, connected classroom is fully operational.  Increase teacher participation in professional learning in information communication technologies.  All staff participate in School Development Days  Improved level of application and delivery of QT and L  Improved student engagement  Reduction of in class behavioural issues | **√**  **√**  **√**  **√**  **√** √ **√** √√ | **√**  **√**  **√**  **√** √ **√** √√ | **√**  **√**  **√** √ **√** √√ | School Development Office  Assistant Principal  Assistant Principal | SiP $10000  Computer  National Partnership Literacy $5000  Purchase Handbooks from Prof Learning Directorate $1000  SiP $2500 |

**Hillvue Public School Management Plan 2009 - 2011**

**(Evaluation and reviews to be reported in the School’s Annual Report and included in management cycles)**

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| **Management Area** | **Curriculum** | **Annual/Bi-Annual Updates** | **Policy Reviews** |
| **2009 – Planning Literacy**  **2010 – Teaching- Kerrie Betts**  **2011 – Learning**  **2012 –**  **2013**  **2014** | **2009** - English  **2010 -** Maths  **2011 -** HSIE | **2009**- OHS&R, Code of Conduct, Child Protection (Working with Children update), CPR, Handling Complaints, First Aid.  **2010**- OHS&R, Code of Conduct, Child Protection (Working with Children), CPR, Emergency Care, Chemical Safety  **2011**- OHS&R, Code of Conduct, Child Protection (Working with Children update), CPR, Handling Complaints, First Aid.  2012 - OHS&R, Code of Conduct, Child Protection (Working with Children), CPR, Emergency Care, Chemical Safety | **2009** – Assessment and Reporting, Attendance and Enrolment, Excursion, Aboriginal Education, Environmental Management Plan  **2010** – Student Welfare, Learning Support, Homework, Financial Management  **2011** – Programming, Supervision, Professional Learning, Drug Education  **2012** – Technology, Road Safety, Gender Equity, Uniform  **2013** – Sun Safe, Scripture, Safe Conduct of Sport, Animal Welfare |

**Note:** Emergent issues and other factors may lead to changes in this schedule.

HILLVUE PROFESSIONAL LEARNING BUDGET 2011

**Income**

|  |  |  |
| --- | --- | --- |
| **TPL Area** | **School priority area (from improvement plan)** | **Cost** |
| English K-6 | Literacy Improvement Plan | $5,000.00 |
| Mathematics K-6 | Numeracy Improvement Plan | $5,000.00 |
| Quality teaching | Student Engagement Improvement Plan | $2,000.00 |
| Beginning Teachers | Teacher Quality Improvement Plan | $1,000.00 |
| Syllabus implementation |  |  |
| Career Development | Teacher Quality Improvement Plan | $3,000.00 |
| Welfare and Equity | Student Engagement Improvement Plan | $2,000.00 |
| ICT Training and Learning | Student Engagement Improvement Plan | $2,000.00 |

TOTAL: $ 20,000.00