



School plan 2018-2020

Haberfield Public School 2117



HABERFIELD
Public School

School background 2018–2020

School vision statement

'Building on Success'

Haberfield Public School is a highly successful school as is reflected in all student outcome data. As a result, this plan has been developed on the philosophy of "*Building on Success*". We are committed to continuing the school's long-held traditions of excellence in education.

We believe that our school community is vibrant, creative and supportive. Every student has the opportunity to achieve their personal best in a safe and caring environment. The school builds respectful, responsible and resilient learners and citizens.

Haberfield Public School will build on this success and enhance the opportunities to ensure all our students are life-long learners.

We will continue to develop a school culture that enables each student to reach their full potential academically and become confident and creative individuals.

School context

Haberfield Public School is located in the inner west of Sydney. It has a school culture that reflects the strong partnerships which exist between students, staff and parents. The school currently has a population of 630 students, 57% of which are from Non-English Speaking Backgrounds.

The school has a long history of academic excellence. A wide range of school programs are offered that cater for the individual needs of students. This includes a Gifted and Talented program, which operates from Years 1–6, as well as comprehensive creative and performing arts, technology and sport programs.

The staff is a highly skilled team of professionals who collaboratively plan effective teaching and learning programs.

School planning process

The 2018 – 2020 School Plan is the result of consultation across staff, students and the parent community. It was also informed by the results of the External Validation process undertaken by HPS in 2017.

All staff completed an analysis focusing on the current school climate.

The school executive used feedback to set strategic directions. The school executive used the DoE Strategic Plan as well as other key policies (School Excellence Framework, Local Schools Local Decisions, Great Teaching Inspired Learning, Every Student Every School) to inform our Purpose statements and subsequent processes, products and practices.

School strategic directions 2018–2020



Purpose:

To improve expertise in our teachers so as to drive ongoing, school wide improvement in teaching practice and student results.



Purpose:

To increase authentic learning partnerships with parents, students and teachers so students are more motivated to develop to their full potential.



Purpose:

To strengthen whole school wellbeing processes to ensure every student is supported to connect, succeed, thrive and learn. Every student's emotional and social wellbeing is valued across the school community.

Strategic Direction 1: Literacy and Numeracy

Purpose	People	Processes	Practices and Products
To improve expertise in our teachers so as to drive ongoing, school wide improvement in teaching practice and student results.			
Improvement Measures			
Increase the number of students who demonstrate above expected growth across the bands in NAPLAN in Reading and Writing.	Students Students develop skills to take ownership of their learning.	Evaluative mindsets Implement a whole school approach to the use of evidence based teaching practices and the analysis of data to continually meet individual student needs.	Practices Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the Learning Progressions.
Increase the number of students who demonstrate above expected growth across the bands in NAPLAN in Numeracy.	Staff Staff build capacity in data driven pedagogies.	Assessment for Learning Develop and implement a formative assessment project where teachers will acquire knowledge and skills in contemporary practices and students will learn about self assessment and reflective practices.	Students will use reflective practice in self-assessments in Literacy and Numeracy to improve their understanding
Increase in teacher expertise and confidence in PLAN2 and Learning Progressions.	Leaders Executive and Project Leaders initiate and support high quality, capacity building programs across the school.	Evaluation Plan We will evaluate these strategies with:	Teachers embed formative assessment in their teaching and learning program to inform differentiation.
Increase the number of students using self- assessment and reflective practices to set learning goals.	Parents/Carers Parents/Carers improve their understanding of their child's learning and how to support their child's progress	<ul style="list-style-type: none">• NAPLAN• Learning Progressions• Stage Assessment Data• Programs• Embedded Formative Assessments	Products Teaching and learning programs are data informed and differentiated for individual learning. Students are confident, actively engaged and reflective life long learners. An embedded consistent school wide tracking system in place to support student learning.

Strategic Direction 2: Partnerships

Purpose <p>To increase authentic learning partnerships with parents, students and teachers so students are more motivated to develop to their full potential.</p> Improvement Measures <p>Increased number of parents/carers utilising and engaging technology for communication.</p> <p>An increased awareness and understanding by parents/carers of how students learn.</p> <p>An increased percentage of staff collaborating to share and embed best teaching practice.</p>	People <p>Students Build skills in understanding, setting and valuing their personal goals to improve their learning.</p> <p>Staff To develop skills and confidence in using and applying emerging technologies. To take ownership of their professional growth.</p> <p>Leaders Build capacity and source opportunities for staff to engage in collaborative learning across the learning community. Continue to build skills in instructional leadership.</p> <p>Parents/Carers Parents develop as active partners at all levels: Consultative, supporting students in classrooms, engage as part of a strong learning community.</p>	Processes <p>Parent Partnerships Engage and inform parents regularly as partners in learning to support student outcomes through innovative emerging technologies.</p> <p>Educational Partnerships Develop a professional learning community with other local schools and the wider educational community.</p>	Practices and Products <p>Practices Students set their own individual learning goals and their parents know, understand and support their progress.</p> <p>The teaching staff of the school collaborate and share expertise with the learning community.</p> <p>Emerging technologies are used to communicate learning progress and further engage with the community.</p>
		Evaluation Plan <p>We will evaluate these strategies by:</p> <ul style="list-style-type: none">• Educational forums• Student, staff, parent survey• Professional development records• PDP goals• Focus groups	Products <p>A school community that is committed to strengthen parent partnerships to achieve educational priorities.</p> <p>A parent body that has a clear understanding of how students learn and how to help them develop to their full potential.</p> <p>A school where teacher expertise is valued and shared, with high expectations of teachers as life long learners.</p>

Strategic Direction 3: Wellbeing

Purpose	People	Processes	Practices and Products
To strengthen whole school wellbeing processes to ensure every student is supported to connect, succeed, thrive and learn. Every student's emotional and social wellbeing is valued across the school community.	Students Improve understanding of the PBL language, expectations and values. Develop skills to monitor and support their social and emotional wellbeing.	Positive Behaviour for Learning Implement the <i>Positive Behaviour for Learning</i> program across the school. This will include focus on playground behaviour and transitions between activities.	Practices All staff understand the PBL values. They consistently apply the PBL language and expectations across all school contexts.
Improvement Measures		Social, Emotional Wellbeing Project Implement a school wide system for supporting the social and emotional needs of our students. This will include using external professionals to support parents, teachers and students in ensuring our students are cared for and known.	Students and the community understand and can articulate the PBL values: Respect, Responsibility, Resilience and Safety.
Decreased number of students referred to executive for negative behaviour.	Staff Build capacity in the PBL language, expectations and values. Promote a positive teaching and learning environment where students feel valued, have a sense of belonging and have a 'friend' and 'mentor' and a 'buddy'.	Evaluation Plan We will evaluate these strategies by: <ul style="list-style-type: none">• TTFM• Record of class awards given• PBL lessons• Teacher reflections of PBL lessons and programs• Student reflections of PBL lessons and programs	Students understand the process to be able to confidently identify at least one staff member who can provide advice, support and assistance to help them fulfill their potential.
An increased number of students actively connected to their learning.	Leaders Executive and project leaders support the continued implementation of the PBL program across the school. Develop an understanding of the social and emotional wellbeing of students		Products A quiet area equipped with calm, cooperative games and activities to support students in a calm, low-stimulation environment. This space will also provide students with a trusted staff member as a listener and observer.
Increased number of students receiving awards.	Parents/Carers Understanding of PBL (playground and classroom) Continue to work in collaboration with the school's staff to build trusting and respectful relationships.		Students are active learners who practise self-regulation appropriate to their age and level of understanding.
An increased number of teachers actively using PBL language, expectations and values.			A school environment that supports optimal learning.
Increased consistency in teacher approach to distributing awards.			