

School plan 2018-2020

Heckenberg Public School 4336



School background 2018–2020

School vision statement

Collaboratively pursuing excellence, opportunities and equity.

School context

Heckenberg Public School (HPS) is part of the Liverpool Network of Schools and the continual improvement of student learning outcomes is our priority.

HPS has 214 students organised into mainstream classes. The school has formed an additional class to support the engagement and wellbeing of our learners.

The students who attend our school come from a wide variety of backgrounds. We experience high mobility (35–40%) annually. Over 68% of students are of Language Backgrounds Other Than English (LBOTE) and 7% identify as Aboriginal and Torres Strait Islanders.

Heckenberg Public School receives additional funding to support teaching and learning programs and is currently part of the Early Action for Success initiative. The school offers, Learning and Support (LaST) and English as an additional dialect (EALD) and supports personalised learning through a well functioning Learning Support Team.

Our dedicated staff deliver highly engaging lessons with a focus on evidence based pedagogy. HPS is a caring and committed child-centred school, strongly focused on catering for individual needs, student wellbeing and the continual improvement of teaching and learning practices.

At Heckenberg Public School we celebrate the successes and performance of whole school and individual achievements through our Positive Behaviour for Learning system. Students at Heckenberg are Safe, Respectful, Learners.

Heckenberg Public School is committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. All lessons are aligned to the NSW Quality Teaching Framework with a strong focus on high expectations. All teaching staff have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

School planning process

An evaluation team, consisting of Executive and teaching staff, ensured key stakeholders were involved in the school planning process. Consultation with staff, students and the school community took place and a comprehensive process was undertaken to establish goals for Heckenberg Public School.

Consultation took the form of staff, student and parent interviews, focused discussions with parent groups including Aboriginal Parent and Multicultural Parent groups, formal and informal discussions, surveys, written, collaborative feedback from staff and analysis of school data and external assessment data. This enabled the school to develop a vision statement that all members of the school community share.

All information was collated, with consistent themes emerging from all groups. These themes were collated to create our strategic directions. The processes, products and practices were developed with staff as current programs and practices were evaluated against a range of data sources.

The Heckenberg PS 2018 – 2020 School Plan sets clear goals and targets for our work towards achieving the three strategic directions. It forms the basis for the school's improvement and direction for the next three years in partnerships with the school community. Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Instructional Collaboration

Purpose:

To inspire excellence in teaching and learning through instructional collaboration, that promotes the use of evidence based teaching practices within high quality learning environments, providing personalised learning, collaborative support and accountability.

STRATEGIC DIRECTION 2 Inspired Wellbeing and Belonging

Purpose:

To ensure all students are known, valued and cared for by fostering positive relationships between students, teachers and the community and delivering high quality, innovative teaching and learning programs that focus on individual student growth, creative and critical thinking and enhanced wellbeing.

STRATEGIC DIRECTION 3 Building Partnerships

Purpose:

To promote a collaborative and aspirational learning community that values and contributes to a school wide culture of high expectations and a shared sense of responsibility for educational excellence, opportunity and success.

Strategic Direction 1: Instructional Collaboration

Purpose

To inspire excellence in teaching and learning through instructional collaboration, that promotes the use of evidence based teaching practices within high quality learning environments, providing personalised learning, collaborative support and accountability.

Improvement Measures

An increase in the proportion of teachers that utilise evidence based practices in the classroom and whom participate in action research to drive quality teaching and student achievement.

Increase the percentage of students demonstrating expected growth in writing in Year 5 NAPLAN and Internal School data.

Increase the proportion of students in the top two bands in reading and numeracy in line with the Premiers Priority.

People

Staff

Teachers and support staff value instructional collaboration to systematically and collectively monitor the impact of differentiated professional learning.

Students

Develop deep knowledge and understanding across all Key Learning Areas and can articulate what they are learning, why they are learning it and where they are going next in their learning.

Parents/Carers

Community members understand the learning culture of Heckenberg PS and support students in attaining their potential.

Processes

Draw on evidenced based research to develop and implement high quality pedagogical practices across all Key Learning Areas.

Drive teacher development through coaching and an innovative professional learning model based on inquiry, which supports collaboration, a consistent approach to teaching and learning and strategic reflection of practice.

Implementation of programs that complement Early Action for Success initiatives and the successful utilisation of the Learning Progressions.

Evaluation Plan

The school will monitor and evaluate the implementation of key strategies within the strategic direction of Instructional Collaboration through;

- Regular evaluation of priorities within curriculum teams
- Evaluations with the leadership team to monitor milestones and improvement measures
- Participation of the self-evaluation team to analyse data from school, community and student performance sources

Practices and Products

Practices

Every teacher displays and uses data that reflect class based success criteria and learning intentions.

Systematic implementation of evidence-based lesson components based on current research, with embedded and authentic collection of K–6 assessment data.

Successful, high quality staff, that effectively utilise their extensive knowledge of current syllabus documents and a variety of other relevant support materials, to drive collaborative planning to meet the needs of all students across the school.

Systematic implementation of evidence-based lesson components based on current research, with embedded and authentic collection of K–6 assessment data.

Products

Resilient and motivated students accessing a differentiated curriculum within a quality learning environment.

Articulate students who demonstrate learning and interact with evidence-based teaching practices.

Strategic Direction 2: Inspired Wellbeing and Belonging

Purpose

To ensure all students are known, valued and cared for by fostering positive relationships between students, teachers and the community and delivering high quality, innovative teaching and learning programs that focus on individual student growth, creative and critical thinking and enhanced wellbeing.

Improvement Measures

Increase the proportion of students participating in enrichment activities.

Increase the proportion of students displaying positive behaviours in the classroom and playground.

To increase the number of students utilising higher order and creative and critical thinking as measured by Internal Data, Valid and Tell Them From Me Surveys.

People

Staff

Build capacity in collaboratively designing individualised teaching and learning programs.

Adopt a coordinated approach to the implementation of PBL principles that are consistently applied.

Students

Demonstrate the capacity to analyse, reflect, evaluate and problem solve.

Engage in enrichment activities that take into account their needs and strengths, talents and aspirations.

Community Partners

Develop partnerships that support tailored programs for identified students.

Engage with the school and local agencies to enhance wellbeing.

Parents/Carers

Engage with the school and local agencies to enhance wellbeing.

Processes

Use the Wellbeing Framework for schools to drive a comprehensive and inclusive strategy to explicitly teach wellbeing and promote consistent expectations across the school.

Systematically enable leadership of programs that support engagement, wellbeing and creative and critical thinking across the whole school.

Improve access to enrichment activities and programs that support engagement across academia, the arts, technology and sports.

Evaluation Plan

The School will monitor and evaluate the implementation of key strategies within the strategic direction of Inspired Wellbeing and Belonging through;

- Regular evaluation of priorities within curriculum teams
- Evaluations with the leadership team to monitor milestones and improvement measures
- Participation of the self-evaluation team to analyse data from school, community and student performance sources

Practices and Products

Practices

Our students will be actively engaged in their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Visible and confident students as leaders that demonstrate initiative and leadership strategies within the classroom and beyond.

Products

High functioning Learning Support Team that meets the needs of students at a point in time and provides professional learning to teachers, support staff, SLSO's and parents/caregivers.

Creative and Critical Thinking programs are embedded in teacher practice, supporting students to problem solve in and out of the classroom.

Strategic Direction 3: Building Partnerships

Purpose

To promote a collaborative and aspirational learning community that values and contributes to a school wide culture of high expectations and a shared sense of responsibility for educational excellence, opportunity and success.

Improvement Measures

Increase the number and quality of school events and increase overall parent attendance and satisfaction.

Increase the proportion of teachers collaborating with networks, external agencies and community groups.

Increase the amount of student and parent engagement through authentic two-way communication and engagement strategies.

People

Staff

Staff: Reflect on the feedback of the wider school community to strengthen positive and constructive relationships.

Students

Students: Voice their opinions about how the school community can better support their learning.

Parents/Carers

Community: Engage in effective two-way communication that enhances positive home school relationships for the benefit of the school community.

Processes

Develop and improve the relationship between home and school through a variety of strategies.

Promote school and community engagement through authentic, sustainable collaboration with the Heckenberg Parents and Friends Group.

Develop strong partnerships with the wider community through increased networking and collaboration.

Evaluation Plan

The School will monitor and evaluate the implementation of key strategies within the strategic direction of Building Partnerships through;

- Regular evaluation of priorities within curriculum teams
- Evaluations with the leadership team to monitor milestones and improvement measures
- Participation of the self-evaluation team to analyse data from school, community and student performance sources

Practices and Products

Practices

A variety of communication modes can accessed by the school community.

Strong links between the 2168 Community of Schools.

Our community will have a strong sense of communication procedures and understand the organisation of the school.

Students will participate in initiatives that promote student voice and school improvement.

Products

Networks established throughout the DoE system and beyond to share expertise.