

# School plan 2018-2020

## Harrington Park Public School 4628



# School background 2018–2020

## School vision statement

Harrington Park Public School equips our students with the knowledge, understanding, skills and values to not only take advantage of opportunity, but also face challenges with confidence.

Our high expectations guide every student, every teacher and every leader to improve every year. Passion, challenge and creativity underpin our continuous learning improvement. There is a strong collegial culture of mutual trust, respect and support as clear, data informed directions focus our actions.

Parents are encouraged and welcomed as partners in the promotion of student learning and wellbeing. The school works to maintain learning environments that are safe, respectful, culturally harmonious and intellectually challenging. Every student is known, valued and cared for as a learner and a person in our school.

## School context

Harrington Park PS is a large primary school located in the Camden Local Government Area. The school was established in 2002 and has well-equipped modern facilities.

The executive staff consists of a principal, two deputy principals and four assistant principals. The staff ranges in the level of experience, with some very experienced teachers who combine well with a growing number of early career teachers.

A good relationship exists between the school and the community. The school P&C is very supportive, and a significant feature of the school is the parent help with teaching/learning programs during the teaching day.

The school maintains a strong commitment to the development of literacy and numeracy skills, and also has achieved many successes in sport and creative and performing arts. Environmental education also is embedded in school programs and practices. The major focus for the next three years is to build more confident and creative learners who connect and thrive through positive partnerships.


## School planning process

Data was gathered from a variety of sources both internal and external to establish a baseline for future growth and development. Staff members commenced preparation for this plan on day one of the 2017 school year when they examined and reflected upon school purpose and established a timeline for strategic planning for the 2018–2020 triennium.

Detailed feedback was gathered from all stakeholders and this information was shared and discussed with parents and community members at P&C meetings. The draft strategic directions were discussed and planned during numerous staff meetings and through workshops on school development days.

A draft of the plan was presented to community members at the “2020 Vision” information night. Staff members explained key projects and answered questions from parents in a less formal setting, with community members free to move around and focus on projects they were interested in knowing more about. This evening also served as an opportunity for the community to offer a final endorsement of the strategic plan.


# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Confident and Creative  
Learners

**Purpose:**

To provide data-driven teaching and learning programs that extend skills and build confidence to empower future focused learners.



**STRATEGIC  
DIRECTION 2**  
Connect and Thrive

**Purpose:**

The school learning community works collaboratively to connect, thrive and succeed as responsible and productive global citizens.



**STRATEGIC  
DIRECTION 3**  
Positive Partnerships

**Purpose:**

To make genuine and authentic partnerships with the local and wider school community to promote school and student achievement.

# Strategic Direction 1: Confident and Creative Learners

Purpose	People	Processes	Practices and Products
To provide data-driven teaching and learning programs that extend skills and build confidence to empower future focused learners.	<b>Students</b> <ul style="list-style-type: none"> <li>• Use technology in Self Organising Learning Environments (SOLE) to develop skills in collaboration and communication.</li> <li>• Engage in creative and critical thinking tasks, including brain crunches and the seven dispositions of Creative and Critical Thinking (CCT).</li> <li>• Build skills through engaging with learning experiences with a positive approach and a growth mindset.</li> <li>• Successfully engage in project based learning tasks, integrating syllabus outcomes across Key Learning Areas.</li> </ul>	<b>Professional Learning Communities (PLCs)</b> – Develop teacher quality in a supportive team environment for all teachers, K–6. PLCs focus on "what works best" (CESE) through collaborative planning, formative assessment, gifted and talented education, teaching standards, consistency of teacher judgement in assessing, reporting and future focused learning strategies through spirals of learning.	<b>Practices</b> <ul style="list-style-type: none"> <li>• Literacy and numeracy progressions are used to inform and evaluate teaching and learning programs. Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions each term.</li> <li>• Professional learning and mentoring will support the development of future-focused programs in all</li> <li>• Professional Learning Communities (PLCs) will support the development of teacher quality. Teachers are highly skilled and trained to identify and cater for the diverse learning needs of their students.</li> </ul>
Improvement Measures	<b>Staff</b> <ul style="list-style-type: none"> <li>• Teachers value professional learning opportunities and use new skills and understanding to improve their classroom practice.</li> <li>• Plan differentiated programs in literacy and numeracy; teaching every student at their point of need.</li> <li>• Provide a future-focused learning environment, linking the classroom to real-world learning experiences.</li> </ul>	<b>Gateways Education (Aldea Education)</b> – Professional learning provided for Stage 3 teachers in identification, assessment and engaging curriculum differentiation, in the area of gifted education. This middle school strategy is a shared experience with Elizabeth Macarthur High School.	<b>Products</b> <ul style="list-style-type: none"> <li>• Students are motivated to learn in engaging, future-focused environments, utilising communication, collaboration, creativity and critical thinking.</li> <li>• Percentage of students achieving proficiency in reading, writing and numeracy align to state average or above in NAPLAN.</li> <li>• An effective early career teacher mentoring program and support network is in place at Harrington Park Public School.</li> </ul>
An increased proportion of students reaching expected learning outcomes in literacy.	<b>Parents/Carers</b> <ul style="list-style-type: none"> <li>• Understand and value the purpose and direction of new initiatives introduced by the school.</li> <li>• Work with the school in partnership to support and enhance student outcomes.</li> </ul>	<b>Literacy</b> – Professional learning provided K–6 through key programs, including: <ul style="list-style-type: none"> <li>• Learning Progressions</li> <li>• L3 (Kindergarten and Year 1)</li> <li>• Focus on Reading (Stage 2 and 3)</li> <li>• Seven Steps to Writing Success (Stage 2)</li> </ul>	
An increased average percentage growth from 2015–17 to 2018–20 in NAPLAN data in Reading, Writing and Numeracy.	<b>Leaders</b> <ul style="list-style-type: none"> <li>• Provide meaningful and tailored</li> </ul>	<b>Numeracy</b> – Professional learning provided K–6 through key programs, including: <ul style="list-style-type: none"> <li>• Learning Progressions</li> <li>• TEN (K–2)</li> <li>• TOWN (Year 3–6)</li> <li>• Mathletics</li> </ul>	
An increased proportion of students reaching expected learning outcomes in numeracy.		<b>Future Focused Learning</b> – Professional learning provided K–6 through key programs, including:	

# Strategic Direction 1: Confident and Creative Learners

## People

- professional learning opportunities for all staff.
- Collate and critically analyse data to guide future directions and practice.
- Provide induction for new teachers; mentor and provide feedback to all staff.
- Support the community through developing their understanding and value of key school initiatives.

## Community Partners

- Strengthen existing connections to the community of schools.
- Develop further partnerships with organisations outside the school.

## Processes

- Self Organised Learning Environments (SOLE)
- Creative and Critical Thinking (CCT)
- Growth Mindset
- Project Based Learning

## Evaluation Plan

- SMART data from NAPLAN.
- SCOUT
- PLAN 2 (Learning progressions)
- Professional Development Plans (PDPs)
- Creative and Critical Thinking tasks
- Classroom observations
- Program supervision

# Strategic Direction 2: Connect and Thrive

## Purpose

The school learning community works collaboratively to connect, thrive and succeed as responsible and productive global citizens.

## Improvement Measures

- Demonstrated improvement reflected against the "Wellbeing Self-Assessment Tool for Schools". This includes the cognitive, emotional, social, physical and spiritual domains.
- Value added to Tell Them From Me (TTFM) survey results.
- Data collected from the School Culture Matrix indicates a respectful interactions between stakeholders.

## People

### Students

- Use the 9 core values of public education to guide their communication and actions inside and outside the school grounds.
- Have positive and respectful relationships with each other, their teachers and the community.
- Students are self-directed, take initiative and grasp opportunity.

### Staff

- Deepen their understanding of the Wellbeing Framework and improve the strategies used with students for them connect, succeed and thrive.
- Consistently follow the school PBL system and support all students to do their best.
- Work in partnership with the Learning and Support Team to meet the needs of all students..

### Parents/Carers

- Provide feedback to their children based on behavioural choices.
- Provide feedback to the school through surveys, including TTFM.
- Attend Care, Believe, Succeed assemblies, Admiral assemblies and presentation day to celebrate success.

### Leaders

- Lead staff to implement and self-evaluate the Wellbeing Framework for Schools.

## Processes

- Consistent implementation and evaluation of the Positive Behaviour for Learning (PBL) program. This will include lessons focused on the 9 core values of public education, with special focus on the value of respect. Parents will be informed and involved to develop a deeper understanding of the system. Students consistently meeting and exceeding the school's expectations for behaviour are rewarded through awards and a variety of special events.
- Staff create a School Culture Matrix based on the positive statements made by teachers of what is important at Harrington Park Public School. This matrix guides our development from delivering through to exceeding.
- The Learning and Support team provides professional learning, mentoring and assistance across the school to support students with additional needs. Personalised Learning Pathways (PLPs), Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) minimising risk are collaboratively written to support individual student needs.
- Professional learning on the Wellbeing Framework for all staff, K-6, including the development of understanding of the domains. Engaging with the "Wellbeing Self-Assessment Tool for Schools" guides directions.

## Evaluation Plan

- Wellbeing Self-Assessment Tool
- School Culture Matrix
- PBL data recorded on SENTRAL

## Practices and Products

### Practices

- Teaching staff have a deeper understanding of the Wellbeing Framework and its domains. Staff will use the "Wellbeing Self-Assessment Tool for Schools" to further guide directions.
- Students have a clear understanding of PBL expectations and interact and communicate in a respectful manner.
- All staff draw upon a repertoire of strategies to enhance the wellbeing of students.
- All students with additional needs are provided with an individualised plan to maximise their learning outcomes.

### Products

- Staff are guided by the Wellbeing Framework, resulting in students connecting, succeeding and thriving, at Harrington Park PS.
- The culture of the school is professional, collaborative and welcoming, as teachers are highly engaged and focused on continuous improvement..
- Strong attendance and reduced suspension rates.
- Students demonstrate positive, respectful behaviour in a range of settings, both within and outside of the school.

## Strategic Direction 2: Connect and Thrive

### People

- Use the School Excellence Framework to determine the effectiveness of wellbeing approaches.

### Community Partners

- Support the school in recognising and celebrating positive student engagement and behaviour.

### Processes

- Suspension data
- Tell Them From Me (TTFM) surveys
- Evidence of educational plans

# Strategic Direction 3: Positive Partnerships

## Purpose

To make genuine and authentic partnerships with the local and wider school community to promote school and student achievement.

## Improvement Measures

- To improve our baseline data on the "School Community Engagement Matrix", moving from "Developing" towards "Sustaining" in all domains.
- Use the Tell Them From Me "Partners in Learning Parent Survey Report" to add a minimum of 1.0 to our baseline data scores in each aspect from 2017.

## People

### Students

- Develop an appreciation of the importance of interdependent relationships, i.e. within the school, the community and the world.
- Accept responsibility and seek to improve their community environment by "acting locally, thinking globally".

### Staff

- Welcome parents and value their role in enhancing the school learning environment.
- Improve parents' capacity to support student learning, particularly in literacy and numeracy.

### Leaders

- Provide opportunities for all families to have a voice in decisions that affect their children.
- Create opportunities for community linkages to grow and flourish.

### Parents/Carers

- Regularly attend school events and volunteer to be involved in school initiatives.
- Model a positive and enthusiastic attitude towards change and new learning opportunities.

### Community Partners

- Engage with and support the school to develop the "think globally, act locally" philosophy, connecting students to the wider community.

## Processes

- Empower and appreciate the important role of Grandparents and friends in our school. Grandparents and friends are welcomed into classrooms as storytellers, mentors, experienced experts, etc. to enhance teaching and learning programs.
- Creation of an Aboriginal Yarning Circle to share stories and show respect to returned Aboriginal service people and service people of all cultural backgrounds. Through consultation with the Aboriginal community, War Memorial and Returned Services League (RSL), a Yarning Circle will be designed and constructed in the school playground. The appropriate and respectful use of this space will enhance communication in our community.
- Connecting with our parents, local community and beyond, through the use of social media platforms and the school website. This will be evidenced through parent interaction online and within the community.
- Regularly showcase student learning and whole school achievement, inviting parents to watch performances and view displays. Planning must consider the available time of working parents and carers. The school acknowledges and teaches students the importance of culturally and historically significant "events" e.g. ANZAC Day, Harmony Day, NAIDOC week. Parent feedback and attendance will inform our success.

## Evaluation Plan

- School Community Engagement Matrix

## Practices and Products

### Practices

- Social media accounts and the school website are regularly updated to provide information and celebrate student and school success.
- School events and workshops are promoted in advance to encourage community involvement. Grandparents and friends are invited to contribute to classroom learning.
- The Yarning Circle is used as an outdoor venue for appropriate and related learning experiences and events.

### Products

- Parents, grandparents and community members feel a sense of pride and connection to the school.
- The school Yarning Circle is established as a safe and harmonious space for communicating in a respectful and honest manner to build trusting relationships and connections.
- The school is a welcoming and vibrant centre of the local community, as events and information sessions are well-attended by parents and community members.



## Strategic Direction 3: Positive Partnerships

### Processes

- Tell Them From Me (TTFM) surveys
- Feedback provided through Exit Slips, surveys and anecdotal data collection.
- Connection demonstrated through social media interaction.