

School plan 2018-2020

Harcourt Public School 5118



School background 2018–2020

School vision statement

Our learning community at Harcourt Public School is committed to fostering personal excellence. Together we inspire curious, adaptable learners who actively engage in a complex and dynamic world. We value integrity, inclusivity and mutual respect.

School context

Harcourt Public School is a collaborative learning community committed to developing confident, successful learners and leaders, who embrace opportunities and are motivated to achieve personal excellence. We are situated in a south–western suburb of Sydney and are made up of approximately 540 students from diverse cultural and linguistic backgrounds. Community Language programs in Chinese and Korean are part of the curriculum offered, along with extracurricular programs designed to extend and challenge students of all backgrounds.

Harcourt Public School has established a culture of providing quality teaching and learning programs for all students, through an innovative, differentiated and challenging curriculum. There is a strong focus on student achievement with an emphasis on enhancing student wellbeing and community involvement.

School planning process

The Harcourt Public School Plan has been developed with opportunities for all participants to discuss, contribute and develop the content.

In 2017, Harcourt participated in the external validation process, enabling clear evidence based discussions to occur related to areas of strength and required growth. During Term 4 2017, the whole learning community provided input and finally refinement in the development of a vision statement, reflecting a united and transparent direction. The leadership team utilised the vision statement and information gleaned from the external validation process to develop strategic directions and a draft 5 P outline. This was then discussed and further developed in workshops attended by staff and community. This led to the final three year plan.

During the planning process, annual milestones were identified and discussed for each process, with committees being formed to lead the implementation and evaluation of the smaller checkpoints for the 2018 year.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Pedagogical Impact

Purpose:

To ensure student outcomes are met and exceeded through the embedded use of authentic data collection, analysis and reflection of teaching practices.



STRATEGIC DIRECTION 2

Collaborative Communities

Purpose:

To create and embed a culture of evidence based collaborative practice, so that a stimulating, engaging environment, focussed on professional growth and student achievement, is experienced by all learning community members.



STRATEGIC DIRECTION 3

Authentic Partnerships –
Belonging

Purpose:

To provide an inclusive learning community that ensures students become successful, confident and engaged learners. This is achieved through ongoing active partnerships that foster collegiality, communication and a shared sense of pride.

Strategic Direction 1: Pedagogical Impact

Purpose

To ensure student outcomes are met and exceeded through the embedded use of authentic data collection, analysis and reflection of teaching practices.

Improvement Measures

Increasing % of students achieve equal to or greater than stage appropriate expectations when measured against literacy and numeracy outcomes.

Increasing evidence of visible learning in action and assessment practices in literacy and numeracy.

Increasing evidence of teachers using internal and external data to inform their teaching practice in literacy and numeracy.

Increasing consistency in teaching staff contributing to and utilising a consistent data collection and recording system.

People

Staff

Develop a deeper understanding of visible learning and assessment as, for and of strategies.

Embed documentation of data driven programming, inclusive of differentiation into all literacy and numeracy programs.

Adopt a coordinated and consistent approach to the collection and analysis of internal and external data.

Embed self reflective practices that inform the development of evidence-based programs meeting the needs of all students.

Students

Build skills to self-assess through feedback, formative assessment strategies and literacy and numeracy progressions.

Leaders

Comprehensively analyse student progress and achievement data for insights into student learning and discusses results with the whole staff.

Parents/Carers

Parents improve understanding of student learning through regular engagement with teachers and executive. Parents/carers contribute to feedback on assessment and methods of communication related to student learning and growth.

Processes

Implement a whole school integrated approach of visible learning (explicit instruction, feedback & differentiation) and assessment practices (as/for/of) in writing and numeracy.

Consistent data collection and analysis, where teachers analyse, interpret and extrapolate data, collaboratively use this to inform planning, identify interventions and modify teaching practice. Consistency of teacher judgement is evident along with effective reporting to community members.

Evaluation Plan

Progress toward improvement measures will be evaluated through: student achievement data analysis; evaluation of consistent use of school processes and procedures involving data collection and analysis; evaluation of classroom environments; teaching and learning program supervision, parent and community satisfaction surveys (for example TTFM).

Practices and Products

Practices

Visible learning and assessment for, as and of strategies are evident in every classroom and embedded in all team directions.

Every teacher uses data to inform and differentiate their teaching by adjusting and modifying programs and use this data to monitor the effectiveness of their own efforts.

A shared school wide responsibility for evidence-based reporting through consistent teacher judgement, embedded collaborative practices and a consistent whole school data collection system.

Products

Teaching and learning programs in literacy and numeracy are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by as, for and of assessment strategies.

Teaching staff contribute to and utilise a consistent collection and recording system of quantitative and qualitative internal and external data, supporting the impact of consistent teacher judgement and reporting to community members.

Strategic Direction 2: Collaborative Communities

Purpose

To create and embed a culture of evidence based collaborative practice, so that a stimulating, engaging environment, focussed on professional growth and student achievement, is experienced by all learning community members.

Improvement Measures

Increasing % of staff are evaluating their practice and providing evidence of impact as measured against their performance and development goals.

Increasing evidence of impact related to collaborative learning practice across the HPS learning community.

Increasing evidence of impact of mentoring and coaching practices.

People

Staff

Understand the importance of improving practice and engage with a culture of continual learning and sharing.

Students

Build skills to communicate and work collaboratively with peers in a variety of situations.

Leaders

Drive the development of a learning culture and support continuous improvement and collaboration.

Support staff through mentoring and coaching methods in order to build capacity of others.

Parents/Carers

Are supported to understand the importance of professional learning and encouraged to engage in a culture of continual learning and sharing.

Processes

Draw on research to develop and implement high quality collaborative learning structures and practices across all aspects of the learning community.

Implement a whole school integrated approach to mentoring and coaching in which staff can connect, build capacity and celebrate professional growth and student achievement.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

student achievement data analysis, evaluation of consistent use of school processes and procedures involving collaborative learning, Performance and Development Plan surveys, School Excellence Framework as a self assessment tool, reflection journals, parent and community satisfaction surveys (e.g. TTFM), committee surveys, collaborative learning exit slips and feedback.

Practices and Products

Practices

Every teacher is committed to collaborative learning through the sharing of knowledge, acknowledging feedback and demonstrating a growth mindset. All staff share responsibility for student learning and develop a culture of continuous improvement.

Members of the learning community engage in the exploration of ideas, risk taking and feedback practices, resulting in shared experiences and strengthening capacities and processes.

Mentoring and coaching practices are evident across a variety of collaborative environments.

Products

A school wide culture of mutual respect, professionalism, inclusivity and integrity.

Enhanced leadership capacity reflected in strong collaborative practices, self-reflection, high expectations and cohesive school teams.

Staff demonstrate an increasing capacity of evidence-based skills and knowledge, evaluation of their practice and provide evidence of impact as measured against their performance and development goals. These goals link to the school plan, DoE reforms and individual career aspirations.

Strategic Direction 3: Authentic Partnerships – Belonging

Purpose

To provide an inclusive learning community that ensures students become successful, confident and engaged learners. This is achieved through ongoing active partnerships that foster collegiality, communication and a shared sense of pride.

Improvement Measures

Increasing % of addressing all aspects of the Wellbeing Framework.

Improving communication and reciprocal relationships with the HPS and local community.

People

Staff

Actively support the school's positive culture through collaboration, clear and inclusive communication and consistent implementation of systems/practices that acknowledge/reward achievements and positive behaviours.

Embed practices that regularly analyse and reflect on data to develop a learning community that promotes a positive and inclusive whole school culture.

Students

Build skills to self regulate behaviour and contribute to the positive acknowledgement of others.

Parents/Carers

Develop an understanding of and value the theories and models of the wellbeing framework. They demonstrate support for the schools position with their children and in the community and are active partners in embedding these into the schools positive culture.

Community Partners

Develop reciprocal relationships with the school community to enable collaboration that contributes to inclusivity and a shared sense of purpose. These partnerships enhance professional learning communities, teacher capacity and student learning outcomes.

Processes

Implement a whole school integrated approach to a positive culture in which all members can connect, succeed and thrive.

Draw on collaborative practices to develop and nurture reciprocal partnerships with the HPS learning community and surrounding local area with a focus on successive processes and professional learning.

Evaluation Plan

Progress toward improvement measures will be evaluated through: evaluation of consistent use of school processes and procedures, Positive Behaviour for learning data collection and analysis, School Excellence Framework as a self assessment tool, parent and community surveys (e.g. TTFM), collaborative learning exit slips and feedback, Wellbeing Framework.

Practices and Products

Practices

Continual discussion, analysis of data and reflection of practices will occur to ensure support and acknowledgement driving a positive culture across the whole school.

All members of the learning community will refer to and support a consistent language base, restorative consequence system and acknowledgement of achievement in meeting expected standards.

Varied and clear communication methods between the school and community members/ associations, ensuring a positive and inclusive culture is promoted.

Collaborative practices ensuring a strengthening understanding and contribution of all voices relating to initiatives and processes being implemented.

Products

A whole school culture focussed on positive encouragement and acknowledgment will be embedded in daily routines and practices.

A whole school approach to student well being will be evident in which students can connect, succeed and thrive at each stage of their schooling.

Reciprocal partnerships, within and external to the Harcourt school community, will be reflected through the initiatives and inclusion of all participants.