

Strategic Improvement Plan 2021-2024

Haberfield Public School 2117



**HABERFIELD
Public School**

School vision and context

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 and teachers are life-long learners.

We will continue to develop a school culture that empowers each student to reach their full potential. We will create innovative learning environments which will allow students to connect, succeed, thrive and learn.

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 646 students, 62.7 % 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 High Potential and Gifted Education 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.

In developing the 2021-24 School Improvement Plan (SIP), we conducted a thorough situational analysis consulting the whole school community, including students, staff and parents.

Through our situational analysis, we have identified a need to enhance collaborative and consistent practices in explicit teaching, to provide effective feedback and to utilise data driven practices.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth in Writing, Reading and Numeracy across all ability levels.

Improvement measures

Target year: 2022

Reading:

- Achieve an uplift of 5.1% of students in the top 2 bands of NAPLAN in Reading.

Target year: 2022

Writing:

- Achieve an uplift of 5% in the top 2 bands in NAPLAN in writing for Year 5.

Target year: 2022

Numeracy:

- Achieve an uplift of 2% of students achieving in the top 2 bands of NAPLAN Numeracy.

Initiatives

K-6 Inferred and Critical Comprehension program

- Establish a whole-school professional development program to upskill teachers on quality teaching and learning in the area of inferred and critical comprehension.
- Establish grade-based work samples and assessments (NESA)
- Develop a whole-school scope and sequence for reading and viewing, specifically focusing on inferential comprehension skills.
- Teachers to observe colleagues with expertise in the teaching and learning cycle for inferred and critical comprehension.

Seven Steps to Writing Whole-school program

- Establish a whole-school professional development program to upskill teachers on quality teaching and learning in the area of development of ideas and vocabulary.
- Establish grade-based work samples and assessments (NESA)
- Develop a whole-school scope and sequence for writing and representing, specifically focusing on the development of ideas and vocabulary.
- Teachers to observe colleagues with expertise in the teaching and learning cycle for development of ideas and vocabulary.

K-6 Working Mathematically Program

- Establish a whole-school professional development program to upskill teachers on quality teaching and learning in the area of reasoning and problem solving in working mathematically.
- Establish grade-based work samples and assessments (NESA)
- Develop a whole-school scope and sequence for working mathematically in number, specifically focusing on reasoning and problem solving.

Success criteria for this strategic direction

- Valid teacher judgment is evident across the school.
- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.
- K-6 teaching and learning programs for Writing, Reading and Numeracy are dynamic, showing evidence of revisions based on consistent and reliable student assessment and continuous tracking of student progress and achievement (School Excellence Framework).
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels (School Excellence Framework).
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (School Excellence Framework).

Evaluation plan for this strategic direction

The school will utilise a range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

These data sources include:

- NAPLAN
- Scout
- Student work samples
- Literacy and Numeracy PLAN2
- SEF surveys

Strategic Direction 1: Student growth and attainment

Initiatives

- Teachers observe colleagues with expertise in the teaching and learning cycle for reasoning and problem solving in working mathematically.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of the above mentioned data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

A deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Building Teacher Capacity

Purpose

To enhance teacher knowledge and expertise based on current best practices, resulting in high quality teaching, learning and student growth.

Improvement measures

Target year: 2022

- All Stages effectively use PLAN2 to identify, program for and monitor student growth across elements of reading, writing and numeracy.

Target year: 2024

- 100% of are effectively embedding 'explicit teaching, effective feedback and 'assessment' and 'classroom management' into their reading, writing and numeracy programs.

Initiatives

Whole-school PD program on What Works Best in Education.

- Professional Development on Effective Feedback
- Professional Development on Explicit Teaching
- Professional Development on Data Skills in Use
- Professional Development on Assessment
- Quality Teaching Rounds in elements from What Works Best.

Whole-school PD program on PLAN2

- Professional Development on PLAN2
- Professional Development on Literacy and Numeracy Progressions
- Professional Development on data literacy, data analysis and data use in teaching for all staff.
- Expertly use student assessment data from PLAN2 to reflect on teaching effectiveness and provide individualised learning opportunities
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Quality Teaching Rounds and programs show evidence of high-quality practices across K-6 in:

- Explicit Teaching
- Effective Feedback
- Assessment
- Classroom Management

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

Student feedback is elicited by teachers and informs their teaching.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Professional Development is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF)

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- Student work samples
- Literacy and Numeracy PLAN2

Evaluation plan for this strategic direction

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Strategic Direction 3: Wellbeing

Purpose

To strengthen whole school wellbeing processes and practices to provide optimum conditions so that every student and teacher can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

- All classes embed the K-6 Wellbeing programs into their daily classroom practice.

Target year: 2024

- All parents and carers will be informed of whole-school student welfare practices and processes.

Target year: 2024

- All teachers feel they are provided with regular opportunities to develop their own professional learning.

Target year: 2024

- Maintain an average of 90% of students attending 90% or more for the school year.

Initiatives

K-6 In-class Wellbeing program

- Professional Development on Smiling Minds program
- Establish whole school, Scope and Sequence aligned to PDH/PE syllabus.

Parent Workshops on School Wellbeing

- Parent workshops on Smiling Minds program
- Parent workshops on PBL (Positive Behaviour for Learning)

Success criteria for this strategic direction

Excelling in wellbeing through a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF)

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

The school will utilise a range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

These data sources include:

- Scout
- Student work samples
- SEF surveys
- TTFM
- School-based surveys

The evaluation plan will involve:

- Regular review of the above mentioned data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

A deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.