Strategic Improvement Plan 2021-2025

Harbord Public School 2133

School vision and context

School vision statement

Harbord Public School will :

Prepare students to be successful learners, confident and creative individuals, and active and informed citizens. We will achieve this by providing future focused learning opportunities for every student enabled by technology. Our teachers are instrumental in supporting our students. As we build teacher professional knowledge and practice to continually lead the improvement of quality teaching to inspire learning, innovation and engagement, our students will thrive. The capacity of leaders to use research and evidence to drive instructional leadership practices will enable us to use a school wide data driven approach to inform best practice in future school priorities. We value our parent community and work in partnership to develop student capabilities, provide a holistic education and ensure our students are known, valued and cared for.

School context

Harbord Public School is located in Sydney's northern beaches suburb of Freshwater, about 17 kilometres from Sydney CBD. Freshwater is characterised by waterways, open space and beaches in close proximity. Development in Freshwater is mainly residential with some medium to high density areas. The school has a student population in excess of 900 students supported by 55 teaching staff.

The performing arts and sport are valued by the school community and our P & C are actively involved in environmental projects, fundraising and social / community activities. We have a strong focus on student wellbeing and student engagement. We follow Positive Behaviour for Learning (PBL) which is underpinned by student wellbeing and engagement and our core vales are: respect, responsibility and personal best.

The whole school community, involving students, staff and parents were consulted in surveys to inform our situational analysis followed by the development of a strategic improvement plan. Through our situational analyses, we have identified a need to have a strong learning culture with a student-centred approach to teaching, learning and leading, driven by high expectation and academic growth for all students. A school wide approach to differentiation in literacy and numeracy will be collaboratively developed and implemented. We will build a culture where data use and practice is implemented and embedded across the school.

Differentiated professional learning will form the foundation for consistent teaching and learning practices across the school. Collaboration within and across teams will facilitate a shared understanding and responsibility for student achievement and quality professional learning for all staff. To create an environment that supports continual school improvement, teachers will reflect on, evaluate and refine their practice to support student achievement.

Teaching and learning programs will engage all learners and nurture giftedness and talent in all domains. This will focus on student abilities to think creatively, collaborate, communicate and problem solve through curriculum and pedagogy.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and the Harbord Public School Aboriginal Education Committee.

Strategic Direction 1: Student growth and attainment

Purpose

To foster excellence in learning through quality literacy and numeracy instruction, that is responsive in meeting the needs of all students.

Improvement measures

Reading
Achieve by year: 2025

Numeracy
Achieve by year: 2025

Reading growth
Achieve by year: 2023

Student Growth:

- Student cohorts can demonstrate improved reading scores compared to 2021 and 2022 cohorts, using PAT as a key data point

Numeracy growth
Achieve by year: 2023

- Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts, using PAT as a key data point

Initiatives

Differentiation in literacy and numeracy.

To meet our system negotiated targets and to ensure the academic needs of all students are met, a school wide approach to differentiation in literacy and numeracy will be implemented through:

- Personalised learning goals - Professional Learning (PL) to embed teaching sprints across the school. Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Progressively embed the differentiated model of mathematics K- 6.
- Provide learning opportunities with appropriate challenge for High Potential Gifted Education (HPGE) students in both literacy and maths groups. across K - 6
- Building staff capacity to triangulate pre/post tests, progression data, student observations and work samples to reflect on teacher effectiveness and provide individualised explicit differentiated learning opportunities.
- Learning sprints K-2 through pre-testing reading., identifying areas of need and targeting teaching to support and enhance student learning.

Data Use and Practice

We will build a culture where data use and practice is embedded to drive teaching practice. Across the school, data use and practice will include:

- Professional Learning in effective reading for teaching sprints..
- Professional Learning in literacy & numeracy progressions.
- Whole school collection of data at key points to inform teaching and learning.
- Teacher classroom observations and formative and summative assessments.
- Work samples and Consistent Teacher Judgement

Success criteria for this strategic direction

Learning Domain: Curriculum: Curriculum provision: Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

Learning Domain: Curriculum: Differentiation: Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Learning Domain: Assessment: Summative assessment: 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.

Learning Domain: Student performance measures: Value-add: The school's value-add* trend is positive.

Learning Domain: Student performance measures: NAPLAN: Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Learning Domain: Student performance measures: Student growth: The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Teaching Domain: Data skills and use: Data analysis: The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Evaluation plan for this strategic direction

Questions:

Harbord Public School (2133) -2021-2025

Strategic Direction 1: Student growth and attainment

Initiatives

(CTJ) to analyse data at a grade and stage level.

- Embed data informed practices to inform targeted support and extension / High Potential Gifted Education (HPGE).

Evaluation plan for this strategic direction

Are students achieving expected targets and therefore meeting and exceeding syllabus requirements?

Are we seeing a positive shift in teacher practice in their confidence using syllabus documents to program differentiated lessons in literacy and numeracy?

How are teachers demonstrating that they are catering for students requiring support and extension?

Data:

- NAPLAN growth and attainment data
- Progressive Achievement Tests (PAT) reading/numeracy growth & attainment data
- Literacy and numeracy progressions (PLAN2)
- Identification of HPG students in academic domain
- HPGS monitored and tracked across multiple data sources
- CTJ using student work samples
- Pre and post testing in numeracy
- Observations as formative and summative assessment
- Plot all students on class tiered monitoring triangle
- Teacher surveys
- Student growth and attainment quadrant graphs
- Teacher observations
- Document analysis
- Resource allocation analysis
- Teacher - parent feedback on student learning through the 'See-Saw 'app at key points

Analysis:

Data will be analysed regularly at key points and evidence will be recorded in the annual section. All teachers will be involved in the analysis of data and the executive will monitor whole school progress.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications:

This will inform continued directions and modifications that may need to be made. It will also inform expenditure and resourcing.

Strategic Direction 2: Curious and Powerful Learners

Purpose

- To ensure that our staff, students and parents are curious and powerful learners.
- All staff engage in evidence based professional learning to improve their teaching practice.
- Build leadership capacity across the school.
- Develop distributive instructional leadership to support whole school improvement.

Improvement measures

Achieve by year: 2025

Achieve by year: 2025

Tell them from me (TTfM):

- Teacher TTfM Data indicates an uplift of 13% within the 'leadership' domain in the TTfM.
- Teacher TTfM Data indicates an uplift of 10% within the 'Data Informs Practice' domain and the 'Learning Culture' domain.
- Parent TTfM survey data indicates an uplift of 10% in the 'Parents Support Learning at Home' domain.
- Student TTfM survey data indicates an uplift of 16% in the domain 'Students are interested and motivated in their learning'.

Initiatives

Differentiated Professional Learning

Differentiated teacher professional learning will be achieved through:

- Teaching Sprints training grades 2, 3, 5
- AP opportunity to lead Teaching Sprint PL
- Whole school curriculum reform professional learning
- Classroom observations through learning walks.

Reflective and Responsive Practice

To create an environment that supports continual school improvement, teachers will evaluate, refine and be reflective of their own practice through:

- Instructional Leadership - IL's work with all teachers around identified areas of need.
- Quality modelling of professional practice and expectations of excellence through the beginning teachers induction and Early Career support program - Aspiring AP's and leaders.
- Assistant Principals (APs) engage in mentoring with Deputy Principals (DPs) and IL(DP) to build capacity to Instructional Leadership.
- Formal Performance Development Process (PDP's) demonstrate teachers' self-reflection against school targets.
- P&C to work collaboratively with teaching staff to promote link between learning at school and at home to wider school community.

Success criteria for this strategic direction

Learning Domain: Learning culture: High expectations: The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Learning Domain: Curriculum: Teaching and earning programs: Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress & achievement.

Learning Domain: Effective classroom practice: Lesson planning: Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Learning Domain: Effective classroom practice: Explicit teaching: Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teaching Domain: Data skills and use: Data use in planning: School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research and include ongoing monitoring of success.

Teaching Domain: Professional standards: Improvement of practice: Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Strategic Direction 2: Curious and Powerful Learners

Success criteria for this strategic direction

(Ensure PDP goals align to CPL and Professional teaching standards).

Teaching Domain: Learning and development: Collaborative practice and feedback: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Teaching Domain: Learning and development: Coaching and mentoring: Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Leading Domain: Educational leadership: Instructional leadership: The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Question: Are school executive more confident to led school improvement across their teams?

How are teachers improving their instructional practice through professional dialogue and using triads?

Data:

- CPL Theory of Action rubrics.
- TTFM survey data.
- PDP goal achievement.
- Teacher/ student/ parent surveys.
- Focus groups - staff, students, parents.

Strategic Direction 2: Curious and Powerful Learners

Evaluation plan for this strategic direction

Analysis:

CPL Theories of Action Rubrics will be re visited regularly by the SIP team to monitor progress. Teacher and executive PDP goals and professional learning to include discussion around triads.

Implications: The school will have a process in which to focus on its school improvement journey and be guided by CPL research and resources.

Strategic Direction 3: Engaged Problem Solvers

Purpose

To prepare students to be successful learners, confident and creative individuals, and active and informed citizens. To build professional knowledge of educators to continually lead the improvement of quality teaching to inspire learning, innovation and engagement. Use research and evidence in HPGE to inform learning and teaching practice.

Improvement measures

Achieve by year: 2025

Tell Them From Me:

- Confident but under-challenged students reduced by 30%.
- Relevance has an uplift of 7%.
- Students that value schooling outcomes has an uplift of 7%.
- Students are interested and motivated has an uplift of 10%.

Attendance >90%
Achieve by year: 2023

Attendance

- Increase the proportion of students attending >90% from 83.6% to 89.4%

Initiatives

Increased student engagement through implementation of the HPGE Policy

Engaging students in solving problems to find and develop potential and talent in all domains (intellectual, creative, social-emotional & physical).

- Teachers engage in professional learning on HPGE Policy
- Using REAPS to create talent development opportunities.
- Engage students in authentic learning using real world examples.

Real Engagement in Problem Solving (REAPS) General capabilities (5 C's)

 Enhancing students' ability to problem solve, think creatively, collaboratively, communicate and use critical thinking skills through:

- Explicitly teaching the skills' of communication, collaboration, critical thinking, creativity and problem solving (5C's) through REAPS.
- Developing staff capabilities to recognise, develop and assess students' strengths in the 5 C's through the Real Engagement And Problem Solving (REAPS) project.
- Embed into teaching/learning/assessment cycle and programs.

Monitor Attendance

Monitor Attendance

Success criteria for this strategic direction

Improvement against the SEF from Delivering to Sustaining and Growing using the HPGE Policy Evaluation & Planning Tool with a focus on 1.6 - Engagement with quality research and ongoing professional learning builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students.

SEF : Move from Delivering to Sustaining & Growing

Learning: learning culture: high expectations: The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Learning: Curriculum: Curriculum provision: The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where practicable.

Learning: Curriculum: Differentiation: Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning.

Teaching: Effective Classroom practice: Lesson Planning: All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Leading: Educational Leadership: Community engagement: The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Questions: Is the Real Engagement and Problem Solving (REAPS) project explicitly teaching students problem solving, communication, collaboration, critical thinking skills and creativity?

Have teachers skills in teaching the science curriculum and student engagement increased?

Data Sources:

HPGE Evaluation & planning Tool

Tell Them From Me (TTFM) survey data.

REAPS surveys and interview (parent/teacher/students)

Concept maps (pre & post) as an open- ended task to gauge higher order thinking

School Excellence Framework (SEF) as an indicator of improvement.

Analysis:

HPGE EP Tool in Term 4

Survey and interview data will be analysed pre and post REAPs project (Term 2 & Term 4)

TTfM data will be collected in November to provide further information on engagement of students and their level of perceived challenge..

Implications:

This will inform future planning for the HPGE Policy implementation in 2024.

This will inform future scaling of REAPS to Stage 3 and Kindergarten in 2024.