

# Strategic Improvement Plan 2021-2025

## Heathcote Public School 2149

**HEATHCOTE**  
PUBLIC SCHOOL



**SUCCESS**  
**FOLLOWS EFFORT**

# School vision and context

## School vision statement

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At Heathcote Public School we are committed to the pursuit of excellence in student growth and attainment. Our major purpose is to provide dynamic quality teaching and learning opportunities for our students in a positive learning environment.

## School context

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Heathcote Public School is located in southern Sydney, neighbouring the Heathcote and Royal National Parks. Enrolments have trended downwards in recent years and there are currently 306 students (11% LBOTE) in 13 mainstream classes and one autism support class.

We have a vibrant blend of experienced and early career teachers who collaborate to provide a dynamic, safe and caring environment in which each student feels valued, nurtured and challenged to achieve individual excellence within a balanced curriculum framework.

A range of well-developed performing arts and sporting opportunities are on offer for the students including an extensive extra-curricular program. The school promotes quality welfare practices and enjoys strong partnerships with parents and the wider community. The school's motto "Success follows effort" and our school expectations of Safe, Respectful and Learner underpin all interactions and achievements.

Through an examination of our situational analysis we have found that we need to focus on student growth and attainment (numeracy and data focus), high quality teachers (literacy and collaboration focus), and enhanced wellbeing (caring for student with a planned approach to wellbeing).

# Strategic Direction 1: Student growth and attainment

## Purpose

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To improve student learning and outcomes through quality assessment tasks, data informed teaching practices and individualised learning

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2024 compared with Year 3 and 5 in 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2024 compared with Year 3 and 5 in 2023.

## Initiatives

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### Numeracy Project

We will improve numeracy through the implementation of effective strategies and practices:

#### Use of data to inform practice

Teachers will use data to check and understand where their students are in their learning and plan what to do next.

Data will be used effectively to help teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom.

Teachers will adjust their practice, informed by data, to drive improvement for all students.

#### Assessment

Teachers will use a variety of assessment methods to evaluate, measure and document the academic readiness, learning progress, skill acquisition and educational needs of students.

Assessment methods include formal examinations, standardised tests, class tests, work samples and analysis of student portfolios, as well as the informal questions, teacher judgements and observations that occur in classrooms.

### Personalised Learning Project

Improve effective classroom practice through focusing on the identification of individual student needs, explicit teaching practice and learning progressions.

Staff will engage in high impact professional learning on the use of the literacy and numeracy progressions and the High Potential and Gifted Education (HPGE) policy to personalise student learning programs.

The whole school will adopt and embed the literacy and numeracy learning progressions and PLAN2.

## Success criteria for this strategic direction

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**Data use and skills:** student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

**Assessment:** consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

**Curriculum:** an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

**LST & HPGE:** the school identifies expected growth for each student. LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school literacy and numeracy programs. Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students.

## Evaluation plan for this strategic direction

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Q: Are we improving student growth and attainment?

What has been the impact of quality assessment and data use?

D: NAPLAN, PLAN2, Maths diagnostic, Reading benchmarks, Lexile levels, Phonemic awareness check-in, other internal school data

A: How are we going and how do we know?

I: Where to next?

# Strategic Direction 1: Student growth and attainment

## Initiatives

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Additional student assessment data will be expertly reflected upon to identify teaching effectiveness and to provide individualised, differentiated and explicit learning opportunities.

A deep understanding of the HPGE policy will translate into the implementation of effective programs in this area.

Collaborative cross stage partnerships will be strengthened to support teacher performance development.

# Strategic Direction 2: High Quality Teachers

## Purpose

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To nurture a collaborative, stimulating and engaging professional environment that develops high quality teaching practices with explicit teaching and feedback

## Initiatives

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### Improving Teaching Practice in Literacy Project

#### Collaboration:

Seek professional learning opportunities to share and gain expertise in evidence-based literacy teaching practices.

Regularly participate in structured literacy lesson observations that focus on how different teaching approaches impact on student learning.

Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine literacy teaching and learning programs.

Work in partnership with colleagues to achieve shared collaboration goals.

#### Explicit Teaching / Feedback:

Teachers will use explicit teaching to clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Students will be given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

Feedback to a student about aspects of performance or understanding will be provided by a teacher, peer or through self-reflection.

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## Success criteria for this strategic direction

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**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, schoolwide improvement in teaching practice and student results.

**Effective classroom practice:** teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

## Evaluation plan for this strategic direction

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Q: What has been the impact of our journey towards a collaborative, stimulating and engaging professional environment?

What has been the impact on students from explicit teaching and feedback?

D: Teacher TTFM survey, PDPs, lesson observations, term reflections

A: How are we going and how do we know?

I: Where to next?

# Strategic Direction 3: Enhanced Wellbeing

## Purpose

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To maintain a whole-school approach to wellbeing that enables students to connect, succeed and thrive in a positive learning environment

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.10% in the attendance rate, from 91.11% in 2023 to 92.21% in 2027

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## Initiatives

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### Caring for Students Project

We will improve our students' sense of wellbeing through:

Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation.

Initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student.

Target support for different phases of student development and for students who may be at risk.

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### PBL Classroom Context Project

All classrooms and other learning environments will be well managed within a consistent, school-wide approach.

Well planned teaching will be taking place, so that all students can engage in productive learning, with minimal disruption.

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## Success criteria for this strategic direction

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**Wellbeing:** there is 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.

**Classroom Management:** teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

## Evaluation plan for this strategic direction

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Q: What has been the impact of our proactive approach to student wellbeing and classroom management?

D: TTFM student survey, student focus groups, Sentral data

A: How are we going and how do we know?

I: Where to next?