

Strategic Improvement Plan 2021-2024

Hurstville Public School 2197



School vision and context

School vision statement

Our school is a place where:

- everyone is treated with respect, courtesy, fairness and honesty;
- the wellbeing of our school community is a priority and all students are known, valued and cared for;
- there is a culture of high expectations where learners are nurtured, guided, inspired and challenged;
- strong foundations and optimal learning environments drive student growth and attainment;
- students develop the skills and dispositions of the 4Cs of communication, collaboration, creativity and critical reflection to become confident individuals with the personal resources for future success and wellbeing;
- engagement of effective alliances drive ongoing improvement.

School context

Hurstville Public School is located in a highly urbanised area of southern Sydney. The area is undergoing rapid redevelopment with large, multi-storey apartment blocks increasing the number of families residing within the school's enrolment boundaries. The school is one of the largest primary schools in the state with over 1160 students. They are supported by a dedicated staff of more than 115, with 73% of staff in teaching positions and 27% in non-teaching positions. 80% of all staff maintain between 10 and 49 years of service with the NSW Department of Education.

The school provides programs and support for students in all equity groups. As well as local enrolments, the school hosts four Opportunity Classes for High Potential and Gifted Year 5 and Year 6 students and a Support Unit of four classes for students with mild and moderate disabilities and autism.

97.5% of students are identified as English as an Additional Language or Dialect (EAL/D), with 43% of students being at the Beginning or Emerging levels. One student identifies as Aboriginal. More than 40 different nationalities are represented across the school. The largest group is of Chinese speaking background, representing 66% of students. The next highest language speaking backgrounds are Arabic (8%), English (4.6%), Indonesian (2%), Nepali (2%), Bengali (1.5%), Hindi (1.5%) and Macedonian (1.4%). Mandarin and Cantonese are the most predominant home languages, and these languages are supported through the Community Languages program at school. Arabic is also offered as part of the Community Languages program. There is a strong focus on inclusive education where cross-curriculum priorities and general capabilities are embedded into teaching and learning programs to enable students to develop understanding about, and address the contemporary issues that they face.

The community holds high expectations for the academic achievements of their children. The school implements a range of wellbeing programs, including Positive Behaviour for Learning (PBL) which is an educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The values of Respect, Responsibility and Learning are incorporated into all aspects of school life. Students are offered a wide range of academic, sporting and extra-curricular activities to develop skills and nurture their talents.

The school works in partnership with the Parents and Citizens (P&C) Association and wider school community to improve learning outcomes for all students. The P&C actively supports the school with fundraising, grant applications and other initiatives with school improvement at the core of all decision making.

The school holds links with academic partners and has effectively collaborated with various Communities of Practice (COP). These partnerships develop and support teacher professional learning, ensuring delivery of high quality contemporary learning practices across all curriculum areas.

Through the situational analysis, exploration of research and internal and external data sources has enabled the leadership team, in consultation with staff and community

School vision and context

School vision statement

School context

members, to identify strengths and targeted areas for improvement. This has helped inform our school vision and strategic directions and will be supported through the use of equity funding sources, including English language proficiency, low level adjustment for disability and Aboriginal background.

Data analysis has highlighted that on external student performance measures, the school is excelling. However, upon further investigation and manipulation of the data to extract equity groups, themes have begun to emerge. On collation of internal student performance measures, different trends have also surfaced. After referencing educational research and literature, data has been triangulated and strategic directions have evolved.

During the analysis of literacy data, the theme of Vocabulary has been highlighted, specifically figurative language and inferential comprehension. During the analysis of numeracy data, Measurement and Geometry have been identified as specific areas for growth. Upon further investigation, questions involving problem solving and skills with Working Mathematically were also identified as areas of need. This will drive **Strategic Direction 1 - Student Growth and Attainment** with a focus on literacy and numeracy.

Upon analysing attendance and wellbeing data in Scout and Tell Them From Me, trends have emerged that will drive **Strategic Direction 2 - Creating Optimal Opportunities for Learners**. The priority will be on students developing a positive sense of belonging and increased feelings of advocacy at school. There will also be a focus on attendance, differentiation for all learners and fostering a culture of inclusion.

Over the past four years, our school has delved deep into contemporary learning to unpack the 4Cs of communication, collaboration, creativity and critical reflection. To further strengthen and assess students' understanding of and enactment of these dispositions, staff will utilise 4C assessments and collaborate with Communities of Practice, to assess and consistently report on these dispositions. We will also facilitate opportunities that engage parents, carers and the wider school community so that the school is recognised as excellent and responsive by its community. These factors will drive **Strategic Direction 3 - Effective Learning Communities**.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy and to build strong foundations for success, we will refine and develop teaching practices that are responsive to meet the educational outcomes of students at different levels of achievement. These data informed practices encompass explicit, consistent and evidence based teaching and learning to improve student growth and attainment.

Improvement measures

Target year: 2022

Literacy

- An uplift of 5.4% of students will achieve in the Top 2 Bands in NAPLAN Reading.

Target year: 2022

Numeracy

- An uplift of 3.5% of students will achieve in the Top 2 Bands in NAPLAN Numeracy.

Target year: 2023

Literacy

- An uplift of 3.5% of students will achieve expected growth in NAPLAN Reading.

Target year: 2023

Numeracy

- An uplift of 1.9% of students will achieve expected growth in NAPLAN Numeracy.

Target year: 2024

Literacy

- An uplift of 5% of students achieving grade expectations in Reading.

Initiatives

Data informed practice and consistency in Literacy

Data informed practices encompass explicit, consistent and research based teaching and learning to improve student growth and attainment in Literacy with a focus on vocabulary, figurative language and inferential comprehension.

- High impact professional learning on guided reading teaching and learning practices
- High impact professional learning on authentically embedding vocabulary in teaching and learning practices
- Establish and use specialist staff to work with teachers to use data to monitor and assess student progress and design future learning on a whole class, group and individual level
- Review and adapt practice to ensure reliable running record and comprehension diagnostic assessment is used to analyse student progress, evaluate growth over time and report student achievement
- Embed data informed assessment practices in a whole school assessment schedule
- Professional learning on the use of Literacy Progressions to gather data to personalise learning and differentiate, responsive to learning needs
- Embed and use high impact professional learning structures, as referenced in What Works Best, to build teacher capabilities in Literacy.

Data informed practice and consistency in Numeracy

Data informed practices encompass explicit, consistent and research based teaching and learning to improve student growth and attainment in Numeracy with a focus on vocabulary, Working Mathematically, and Measurement and Geometry.

- High impact professional learning in Mathematical teaching and learning practices in Working Mathematically and Measurement and Geometry

Success criteria for this strategic direction

- 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 and achievement (**SEF Learning / Curriculum / Teaching and learning programs**)
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge (**SEF Learning / Curriculum / Differentiation**)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (**SEF Learning / Assessment / Whole school monitoring of student learning**)
- The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis (**SEF Learning / Reporting / Whole school reporting**)
- 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 (**SEF Learning / Student Performance Measures / Student growth**)
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments (**SEF Learning / Student Performance Measures / Internal and external measures against syllabus standards**)
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice (**SEF Teaching / Data Skills and Use / Data literacy**)
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Numeracy

- An uplift of 5% of students will answer Working Mathematically (problem solving) questions correctly in Check-in assessment.

Target year: 2024

Numeracy

- An uplift of 5% of students will answer Measurement and Geometry questions correctly in Check-in assessment.

Initiatives

- Review and adapt practice to ensure reliable assessment is used to analyse student progress, evaluate growth over time and report student achievement
- Embed data informed assessment practices in a whole school assessment schedule
- Professional Learning on the use of Numeracy Progressions to gather data to personalise learning and differentiate, responsive to learning needs
- Embed and use high impact professional learning structures, as referenced in What Works Best, to build teacher capabilities in Numeracy.

Success criteria for this strategic direction

achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (**SEF Teaching / Professional Standards / Literacy and numeracy focus**) .

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose of embedding data informed practices to maximise student learning outcomes?

Data: The school will use a broad range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 1. This analysis will guide the school's future direction. These will include:

- NAPLAN data
- Scout - value added data
- Literacy and Numeracy Progressions
- Literacy and Numeracy PLAN2 data
- Student Individualised Learning and Support Plans
- Running Record and comprehension internal data
- Check-in assessment data
- EAL/D scales, progressions and writing data
- Sound Waves synthetic spelling data
- Phonics Screening Check data
- Student work samples with consistent teacher judgement annotations
- Valid and reliable assessment data collected, monitored, deeply analysed and recorded on Sentral
- National School Improvement Partnerships Survey- School Climate Survey (School Organisation Climate, What's Happening in This School, Parent and Caregiver Survey) and Classroom Climate survey.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis: Analysis will be embedded within Strategic Direction 1 through progress and implementation monitoring. They will include:

- Regular review of data sources to provide clarity and to ascertain whether we are on track for achieving the intended improvement measures each year
- Regular reflection and collegial discussions regarding data collection and effectiveness of initiatives to drive student growth and attainment
- Triangulation of data sources to gain conclusions
- Regular professional discussions around the School Excellence Framework elements and themes.

Implications: The findings of the analysis will determine future actions through the annual reporting and school progress measures.

Strategic Direction 2: Creating optimal opportunities for learners

Purpose

To provide optimal opportunities for all learners to connect, succeed and thrive, we will develop and refine data informed whole school systematic and proactive wellbeing practices. Students will report an increased sense of belonging and advocacy at school, resulting in improvements in wellbeing, attendance and engagement.

Improvement measures

Target year: 2022

Attendance

- An uplift of 4.3% of students will attend school 90% or more of the time.

Target year: 2023

Wellbeing

- An uplift of 2.7% of students will report positive wellbeing.

Target year: 2024

Wellbeing

- Increased % of students will report participation in extra curricular activities.

Target year: 2024

Wellbeing

- Increased % of students will report being in the high skills, high challenge quadrant.

Initiatives

Systematic and proactive approach to support learners

Refine research data informed whole school systematic and proactive wellbeing practices.

- Use, analyse and evaluate student data to identify areas of need and to create future targeted wellbeing opportunities
- High impact student and staff wellbeing programs that promote a sense of belonging, expectations for success and advocacy at school
- Embed and use high impact professional learning structures, as referenced in the Wellbeing Framework, Student Wellbeing and What Works Best, to build teacher capabilities in supporting student wellbeing and attendance
- Systematic whole school processes for monitoring and managing student attendance.

Opportunities for learners

Embed a learning culture that enables students to access differentiated opportunities, leading to higher levels of engagement and achievement of learning outcomes.

- Reflect on teaching effectiveness and provide explicit, differentiated and responsive learning opportunities
- Embed and use high impact professional learning structures to build teacher capabilities in differentiating the curriculum for all learners
- Review and adapt practice to ensure students are provided with additional programs and opportunities to support student engagement

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (**SEF Learning / Learning Culture / Attendance**)
- Students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential (**SEF Learning / Wellbeing / Caring for students**)
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (**SEF Learning / Wellbeing / A planned approach to wellbeing**)
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (**SEF Learning / Wellbeing / Individual learning needs**)
- Positive, respectful relationships are further enhanced and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (**SEF Learning / Wellbeing / Behaviour**)
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge (**SEF Learning / Curriculum / Differentiation**)
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities (**SEF Teaching / Effective Classroom Practice / Explicit teaching**)
- A school-wide approach to effective and positive classroom management is evident (**SEF Teaching / Effective Classroom Practice / Classroom management**).

Strategic Direction 2: Creating optimal opportunities for learners

Initiatives

- Foster an inclusive approach to the education of students from all equity groups to provide personalised learning and support, including strategies for building a culture of inclusion.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose of embedding data informed whole school wellbeing practices to maximise improvements in student wellbeing, attendance and engagement?

Data: The school will use a broad range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 2. This analysis will guide the school's future direction. These will include:

- Tell Them From Me - Wellbeing data
- SCOUT and Sentral - Attendance data
- Student Individualised Learning and Support Plans
- Behaviour data on Sentral
- Whole school attendance procedures evaluation
- National School Improvement Partnerships Survey- School Climate Survey (School Organisation Climate, What's Happening in This School, Parent and Caregiver Survey) and Classroom Climate survey.
- Nationally Consistent Collection of Data (NCCD)
- Pre and post data collection for Wellbeing programs, including Peaceful Kids, Breakfast Club and Drumming
- Data to determine teacher confidence in providing differentiated learning opportunities
- Data from Pioneer Attendance trial
- Exit slips from staff professional learning.

Analysis: Analysis will be embedded within Strategic Direction 2 through progress and implementation monitoring. They will include:

- Regular review of data sources to provide clarity and to ascertain whether we are on track for achieving the intended improvement measures each year
- Regular reflection and collegial discussions regarding data collection and effectiveness of

Strategic Direction 2: Creating optimal opportunities for learners

Evaluation plan for this strategic direction

initiatives

- Triangulation of data sources to gain conclusions
- Regular professional discussions around the School Excellence Framework elements and themes.

Implications: The findings of the analysis will determine future actions through the annual reporting and school progress measures.

Strategic Direction 3: Effective learning communities

Purpose

To further develop and refine collaborative learning communities and increase engagement with our diverse school community, we will utilise the 4Cs of communication, collaboration, creativity and critical reflection to refine innovative teaching practices and develop explicit processes for assessment. There will be increased opportunities for the community to be actively involved in the school's learning culture, ensuring positive connections and continuous school improvement.

Improvement measures

Target year: 2024

4C Assessment

- Increased % of students showing growth on the 4C E-Scale assessment linked to the 9 learning dispositions.

Target year: 2024

Community Engagement

- Increased % of school community engagement where the school community are actively and regularly engaged to understand and inform their child's and/or their own learning.

Initiatives

Learning Alliances

Ensure communities of practice empower change in pedagogy through a collaborative approach, where students, staff and the community regularly and consistently apply 4C transformational learning skills. A whole school approach to the explicit teaching of learning dispositions, including the development and implementation of assessment strategies through the 4C E-Scale assessment.

- High impact professional learning referenced in 4C Transformational Learning and What Works Best, to build teacher capabilities
- Learning alliances with other schools enable strong collaborations and high impact professional learning
- Empower student voice, advocacy and collective efficacy
- Pedagogical change in teaching and learning
- Systems for self-reflection and feedback to sustain quality teaching practice
- Whole school 4C transformative practice.

Community Partnerships

Increased opportunities for the community to regularly and consistently engage in the school, to be able to authentically respond, reflect, understand and inform their child's and/or their own learning.

- Regular opportunities for students to self-reflect on learning and for parents to provide feedback to students
- Opportunities for families to engage in discussion with students about learning
- Execute regular and consistent opportunities for community engagement
- Reciprocal learning opportunities between parents and students.

Success criteria for this strategic direction

- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points **(SEF Learning / Learning Culture / Transitions and continuity of learning)**
- The curriculum is enhanced by learning alliances with other schools or organisations **(SEF Learning / Curriculum / Curriculum provision)**
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes **(SEF Learning / Reporting / Parent engagement)**
- 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 **(SEF / Teaching / Learning and Development / Collaborative practice and feedback)**
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success **(SEF / Teaching / Learning and Development / Expertise and innovation)**
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth **(SEF / Teaching / Effective Classroom Practice / Explicit teaching)**
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning **(SEF / Educational Leadership / High expectations culture)**

Strategic Direction 3: Effective learning communities

Success criteria for this strategic direction

- Teachers collaborate with staff in other schools to share and embed good practice (**SEF / Teaching / Learning and Development / Professional learning**)
- 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 (**SEF / Educational Leadership / Community engagement**).

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose to build effective learning communities?

To what extent have we achieved our purpose to actively engage our school community?

Data: The school will use a broad range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 3. This analysis will guide the school's future directions. These will include:

- Student work samples
- Student focus groups
- Exit slips from students, staff and the community
- Seesaw interaction data
- Community of Practice data
- 4C E-Scale assessment data
- Collaborative Classroom Visits (CCV) Reflection data
- Tell Them From Me survey data for students, staff and community
- National School Improvement Partnerships Survey-School Climate Survey (School Organisation Climate, What's Happening in This School, Parent and Caregiver Survey) and Classroom Climate

Strategic Direction 3: Effective learning communities

Evaluation plan for this strategic direction

survey

- On-Demand learning - feedback data
- Data from Pioneer Attendance trial
- Parent engagement in school functions, including reciprocal meetings to drive learning
- Individual student goals, action plans and reporting data.

Analysis: Analysis will be embedded within Strategic Direction 3 through progress and implementation monitoring. They will include:

- Regular review of data sources to provide clarity and to ascertain whether we are on track for achieving the intended improvement measures each year
- Regular reflection and collegial discussions regarding data collection and effectiveness of initiatives
- Triangulation of data sources to gain conclusions
- Regular professional discussions around the School Excellence Framework elements and themes.

Implications: The findings of the analysis will determine future actions through the annual reporting and school progress measures.