Strategic Improvement Plan 2021-2024

Hurstville South Public School 2198

School vision and context

School vision statement

At Hurstville South Public School we strive to achieve academic and personal excellence in a high quality, contemporary learning environment that develops:

- active learners who demonstrate positive character qualities and resilience
- successful, confident and creative learners
- critical thinkers and reflective learners with deep knowledge, skills and understanding
- capacity to succeed, thrive and contribute as connected global citizens.

School context

Hurstville South Public School has provided the local community with high quality education for over 100 years.

Hurstville South Public School has a diverse enrolment of over 500 students with 93% from Non-English speaking backgrounds. There are over 30 language backgrounds represented in our student body with 61% of these students from a Chinese background and 1% from Aboriginal and Torres Strait Islander background.

Our languages program includes Languages other than English (LOTE) for non-native Chinese speakers and Community Languages other than English (CLOTE) for native Chinese speakers.

Our dedicated staff are committed to using evidence-based practices to maximise student outcomes in all learning areas. This is demonstrated through the achievement of student growth in literacy and numeracy.

Students who need additional support in literacy and / or numeracy benefit from an established learning support program which includes Learning Support Teachers, Interventionists and English as an Additional Language or Dialect teachers (EAL/D).

Students can access a wide range of activities including band, choir, dance, sport and public speaking.

Hurstville South Public School has inclusive wellbeing programs which include Harmony Hub and student leadership programs which enhance our school culture.

Our school community is committed to supporting the school's vision and value holistic education for each and every student.

The Hurstville South Public School Parents and Citizens Association (P&C) are a dedicated group of parents who support our school effectively.

From our Situational Analysis we have identified: differentiation, assessment, reflective practice, quality learning, collaboration and supported learning communities as the areas of focus in our school plan. This plan was developed through a community consultation process.

Hurstville South Public School are a partner in a community of practice with Hurstville Public School, Mortdale Public School, Connells Point Public School and Carlton Public School. Our community of practice has a focus on contemporary learning.

Strategic Direction 1: Student growth and attainment

Purpose

To build a high expectation culture where every student is challenged through targeted, differentiated and authentic assessment to encourage continuous academic improvement.

Improvement measures

Target year: 2023

Uplift of 1.8% of students achieving expected growth in NAPLAN Numeracy.

Target year: 2022

Uplift of 5.1% of students achieving top 2 bands in NAPLAN Numeracy.

Target year: 2023

Uplift of 1.9% of students achieving expected growth in NAPLAN Reading.

Target year: 2022

Uplift of 1% of students achieving top 2 bands in NAPLAN Reading.

Target year: 2024

Internal measures indicate an increased percentage of students achieving stage appropriate benchmarks in literacy.

Target year: 2024

Internal measures indicate an increased percentage of students achieving stage appropriate benchmarks in numeracy.

Initiatives

Differentiation

Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge and engage students in learning in meaningful ways. Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning.

- Use student data to evaluate individual learning programs to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful.

- Identify needs of individual students through data analysis and differentiate teaching accordingly to provide additional support or opportunities for extension.

- Provide clear and concise learning intentions and success criteria at the beginning of each lesson to establish expectations early in the learning process.

Assessment

Student assessment refers to the variety of methods that teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or educational needs of students.

- Use regular formative assessment to understand students' strengths and areas for improvement, and provide a variety of meaningful learning opportunities that cater to the full range of understanding and abilities in the classroom.

- Use data to model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable and aligned to their individual needs.

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

The school curriculum provision and evidence-based teaching practices provide a high expectations framework.

Students effectively develop their literacy and numeracy knowledge, understanding and skills.

Students who can articulate their learning and understand what they need to learn next.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students.

Assessment being used flexibly and responsively as an integral part of daily classroom instruction.

The school uses systematic and reliable assessment information to evaluate student learning over time.

Staff implements changes in teaching that lead to measurable improvement.

Improvement measures and resourcing aligned to the needs of students from identified equity groups; English language proficiency flexible funding, Low level adjustment for disability flexible funding, Socio-economic background flexible funding and Aboriginal background flexible funding, in addition to other funding sources; Literacy and numeracy funding and Literacy and numeracy intervention funding, Quality teaching successful students funding are being used to achieve the identified outcomes of this Strategic Direction.

Evaluation plan for this strategic direction

To what extent have we built a high expectation culture where every student is challenged through targeted differentiation?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

To what extent have we encouraged continuous academic improvement through meaningful assessment practices?

Data Sources:

The school will use the following 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:

- NAPLAN data
- Scout - Value added data
- Check-In Assessments
- Student work samples
- Planning for Literacy and Numeracy 2 (PLAN2) data
- Student Personalised Learning Pathways (PLPs)
- Student intervention
- Phonics Screener
- Interview for Student Reasoning (IfSR) Numeracy Assessment

The structure for our evaluation will involve:

- Regular review of these 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.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Quality Teaching

Purpose

To maximise student performance outcomes through continually updating and expanding quality teaching and improving teacher reflective practices to meet the learning needs of increasingly diverse students.

Improvement measures

Target year: 2024

Internal measures indicate an increased percentage of teachers demonstrate improved reflective teaching practices.

Target year: 2024

Internal measures indicate an increased percentage of teachers demonstrate improved quality teaching practices.

Initiatives

Reflective Practice

Reflective practice provides a means for teachers to improve their practice to effectively meet the learning needs of their diverse students. It helps teachers to make informed actions that can be justified and explained to others and can be used to inform instructional teaching decisions.

- Embed a culture of continuous ongoing evaluation and assessment using a variety of methods to establish academic readiness, learning progress and skill acquisition based on educational needs of students.

- Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.

- Use external expertise to identify and implement best practice models.

- Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.

Quality Learning

Learning is improved when the classroom provides high levels of support and is led by expert practitioners. Engaging with evidence-based research to consistently implement effective teaching practice enables students to connect with the curriculum and improve student achievement. High quality collaboration, effective feedback and high expectations are critical to improving teacher quality and student learning outcomes.

- Use a combination of feedback strategies (for example, feedback about the task and feedback about the process of the task) to provide students with information that is timely and directly connected to the learning intentions and success criteria.

- Regularly participate in structured lesson

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration and classroom observation.

Modelling of effective practice and the provision of specific and timely feedback between teachers.

Teachers employ evidence-based effective teaching strategies.

Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Assessments developed and used regularly across year levels to help promote consistent and comparable judgement of student learning and monitor student learning progress.

Staff identify skill gaps for improvement and areas for extension.

Teachers providing explicit, specific and timely formative feedback related to defined success criteria.

Teachers' feedback will support improved student learning.

Teachers collaborating across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons.

Improvement measures and resourcing aligned to the needs of students from identified equity groups; English language proficiency flexible funding, Low level adjustment for disability flexible funding, Socio-economic background flexible funding and Aboriginal background flexible funding, in addition to other funding sources; Literacy and numeracy funding and Literacy and numeracy intervention funding, Quality teaching successful students funding are being used to achieve the identified outcomes of this Strategic Direction.

Strategic Direction 2: Quality Teaching

Initiatives

observations that focus on how different teaching approaches impact on student learning.

- Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.

- Draw on the collective expertise of teachers within the school through regular discussion and peer review of programs, assessment and interpretation of data.

Evaluation plan for this strategic direction

To what extent are teachers more reflective of their own practice?

To what extent are teachers demonstrating expanded quality teaching practices?

Data Sources:

The school will use the following 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:

- Collective Efficacy Groups Survey

- Internal measures

- Staff focus groups

- Performance and Development Plan (PDP)

- Interview for Student Reasoning (IfSR) Numeracy Assessment

The structure for our evaluation will involve:

- Regular review of these 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.

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Interconnected Communities

Purpose

To build a connected and supportive school culture by developing positive relationships through effective collaboration across the community.

Improvement measures

Target year: 2022

Uplift of 4.8% students attending school greater than 90% of the time.

Target year: 2022

Uplift of 3.6% of students achieving wellbeing targets.

Target year: 2024

Internal measures indicate an increased percentage of teachers demonstrating quality inquiry and contemporary learning practices when planning and teaching.

Initiatives

Collaboration

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Collaboration is most successful when it is frequent and ongoing, either through formalised communities of practice or as part of a school culture that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways.

- Actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.

- Provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.

- Develop contemporary learning environments to engage student's sense of curiosity and inspire learners to be leaders of their own learning. Embed collaboration and use critical and creative thinking to solve complex problems and become mindful global citizens.

Supported Learning Communities

Practices and initiatives that support student wellbeing are most effective when they promote a supportive environment across the whole school. Embedding wellbeing practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community will enhance student wellbeing.

- Embed collaborative strategies and share with staff across the school, the school community, and other agencies as required, to support wellbeing.

- Provide structure, predictability, and opportunities for active student participation in the classroom.

- Identify signs of student disengagement that may be

Success criteria for this strategic direction

Teaching staff demonstrate and share their expertise within their school and with other schools.

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.

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.

The school has implemented evidence-based change to whole school practices.

Teachers, parents and the community work together to support consistent and systematic processes.

Teachers collaborate with staff in other schools to share and embed good practice.

Actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.

Improvement measures and resourcing aligned to the needs of students; Quality teaching successful students funding and Professional learning funding are being used to achieve the identified outcomes of this Strategic Direction.

Evaluation plan for this strategic direction

To what extent have we enhanced collaborative practices?

To what extent have we built a supported learning community?

Data Sources:

Initiatives

reflective of underlying wellbeing issues and record attendance, behaviour or wellbeing concerns.

- Partner with parents and carers to support their child's learning at home. Provide parents and carers with advice, tools and information about how students learn.

Evaluation plan for this strategic direction

The school will use the following 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:

- Attendance data
- Tell Them From Me (TTFM) Student
- Tell Them From Me (TTFM) Parent
- Tell Them From Me (TTFM) Teacher
- Check-In Assessments
- Student work samples
- Student Personalised Learning Pathways (PLP's)
- Behaviour Planning Tools
- Student intervention

The structure for our evaluation will involve:

- Regular review of these 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.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'