

Strategic Improvement Plan 2021-2025

Hannans Road Public School 4092



School vision and context

School vision statement

Hannans Road Public School engages learners through innovative learning experiences that enable students to develop the capabilities and dispositions to become confident, resilient, self-directed and successful learners. Through an inclusive culture we value and promote critical and creative thinkers, respectful and successful learners and collaborative partnerships across the school community.

School context

Hannans Road Public School is a small school in the South West of Sydney with a population of 106 students. The school has a supportive community, where all students are known, valued and cared for. Currently 3% of students identify as Aboriginal or Torres Strait Islander. There are a variety of cultures in the school, with 72% of students from EAL/D backgrounds. Students from Arabic backgrounds form the largest group, followed by Pacific Islander and Asian groups. There are currently five classes, a combination of composite and straight classes. The school has a FOEI of 150, identifying the school as low socio economic demographic.

A strong moral purpose drives staff to support all learners in their ongoing achievement, through numerous interventions and specialised programs. The experienced executive team is dedicated to building a strong learning community. The school currently has a staff of 14, a combination of permanent and temporary staff, full and part time.

The whole school community works collaboratively to ensure that wellbeing is a priority. Through inquiry-based learning students engage in a wide range of experiences that engage and challenge them. Students have the opportunity to engage in a variety of extracurricular activities including dance, STEAM, art club and sport. Surveys, including Tell Them From Me, indicate a high level of satisfaction with the school and support for the programs offered.

Through the situational analysis, we have identified the need for a consistent, strategic approach to the gathering of data and evidence to drive differentiated high impact literacy and numeracy programs. The school will continue to work, with and refine, understandings of the Creative and Critical Thinking Continuum to build students thinking skills. We will further develop skills in data collection, analysis and evaluation in order to inform future teacher practice and student goal setting. There will be a continued focus on the use of effective practices and strategies to support student wellbeing.

This plan has been developed in consultation with the school community..

Strategic Direction 1: Student growth and attainment

Purpose

Staff use data to understand the learning needs of individual students and inform differentiated programs to maximise learning outcomes for all.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

Check In Assessments

An increase in the percentage of questions answered correctly in Reading for Years 4, 5 and 6 for 2023 compared to Years 3, 4 and 5 in 2022.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Check In Assessments

An increase in the percentage of questions answered correctly in Numeracy for Years 4, 5 and 6 for 2023 compared to Years 3, 4 and 5 in 2022.

Achieve by year: 2025

- Internal measures indicate an increase percentage of students achieving grade based expectations in reading.

Achieve by year: 2025

- Internal measures indicate an increase percentage of students achieving grade based expectations in numeracy.

Initiatives

Data skills and use

Build teacher capacity to implement data driven, quality literacy and numeracy programs to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Staff professional learning on use of PLAN2 to collect and analyse data.
- Staff professional learning on explicit teaching, including differentiating the curriculum.
- Whole school systems in place to collect and analyse data.

Quality teaching

Build teacher skills and knowledge of quality teaching in literacy and numeracy

- Review quality teaching framework.
- Build teacher capacity in reading and numeracy.
- Engage staff in processes such as mentoring and observations to build capacity in quality teaching.

Success criteria for this strategic direction

- There is a whole school approach that ensures teachers employ evidence based teaching strategies.
- All teachers analyse and interpret data to inform planning, identify interventions and modify teaching practice.
- Teaching and learning programs across the school show evidence that they are differentiated to address individual student needs.
- The collection of quality, valid and reliable data is used to monitor progress toward student learning goals.
- Processes are in place that support teachers in consistent evidence based judgement and moderation of assessments.
- School wide systems are in place to use student data to identify strategic priorities, and develop and implement plans for continuous improvement.
- Feedback is a regular, embedded strategy to improve student learning.
- Teachers understand and explicitly teach literacy and numeracy across all subject areas.

Evaluation plan for this strategic direction

Questions

- To what extent has staff use of data maximised learning outcomes?
- To what extent has differentiated programs supported maximising learning outcomes?

Data

- Throughout the evaluation we will use a variety of data sources to triangulate information. These include NAPLAN, PLAN2, Best Start, Check in Assessments, teacher designed assessment, Phonics Assessment, observations, programming meetings, PDPs.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis

- Regular mentoring meetings to review and analyse data.
- Executive team meetings to analyse school wide data each term.
- All staff engage in review of data analysis across the school each semester.

Implications

- From the analysis future directions will be identified and form the basis of future planning.

Strategic Direction 2: Creative and Critical Thinking

Purpose

To enhance opportunities for students to engage in learning at a deep intellectual level through creative and critical thinking and visible thinking strategies.

Improvement measures

Achieve by year: 2025

- Internal measures indicate an increase in the percentage of staff applying creative and critical thinking into classroom practice.

Achieve by year: 2025

- Internal measures indicate an increased percentage of student using the skills of creative and critical thinking.

Achieve by year: 2025

- Internal measures indicate an increased percentage of students able to identify the visible thinking strategies they use.

Achieve by year: 2025

- Internal measures indicate an increased percentage of students able to justify their choice of visible thinking strategies.

Initiatives

Creative and critical thinking

Students maximise their learning by thinking creatively and critically and applying this thinking across KLAS. Build teacher capacity in using the Creative and Critical Thinking Continuum to drive learning.

- Engage in action research project through creative and critical thinking professional learning to drive future directions.
- Professional learning to build teacher capacity to embed and reflect on evidence based creative and critical thinking practices in learning programs.
- Implement visible thinking strategies to build student capacity to recognise and expand their own thinking processes to reflect on their own learning and set their own learning goals.

Success criteria for this strategic direction

- There is a school wide strategy for implementing innovative pedagogy and creative and critical thinking is embedded in the school culture.
- Teachers employ innovative pedagogy to improve student learning outcomes.
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- Learning programs demonstrate a clear, consistent depth of understanding of creative and critical thinking.
- All students are engaged in inquiry based learning and reflective thinking as a means of improving metacognition.
- There is a common language across the school for discussing, creating and implementing programs that build creative and critical thinking.

Evaluation plan for this strategic direction

Question

- To what extent have students engaged in learning at a deep intellectual level through creative and critical thinking
- To what extent have students engaged in learning at a deep intellectual level through visible thinking strategies?

Data

- Throughout the evaluation we will use a variety of data sources to triangulate information. These include annotated teaching programs, student work samples, student learning goals, observations, focus group interviews and surveys, regular mentoring meetings, assessment data such as PLAN2, Check in Assessments and feedback.

Analysis

- Regular mentoring meetings to review and analyse

Strategic Direction 2: Creative and Critical Thinking

Evaluation plan for this strategic direction

data.

- Executive team meetings to analyse school wide data each term.
- All staff engage in review of data analysis across the school each semester

Implications

- From the analysis future directions will be identified and form the basis of future planning.

Strategic Direction 3: Belonging

Purpose

Collaborative partnerships are built with students, staff, families, communities and other organisations to support the learning and wellbeing of all students

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- Uplift of 5.2% of students regularly attend school greater than 90% of the time.

Wellbeing

Achieve by year: 2023

- An uplift of 5.3% of students report a positive sense of wellbeing in the areas of belonging, high expectations and advocacy across the school setting.

Achieve by year: 2025

- Internal measures indicate an increased percentage of students demonstrating positive wellbeing strategies across the school setting.

Achieve by year: 2025

- Internal measures indicate an increased percentage of parents regularly engaging in scheduled meetings to build understanding of current practice.

Initiatives

Belonging

Individual and differentiated learning enables all learners to recognise and regulate their own wellbeing and enables individuals to become active and positive contributors to the school and community in which they live. Consistent school wide processes are implemented that support individual learners to connect, succeed and thrive.

- Professional learning in differentiating curriculum to meet the needs of the learner.
- Review school Learning and Engagement policy to reflect current research and departmental policy.
- Professional learning to support implementation of proactive wellbeing strategies, including social and emotional learning.
- Review, implement and assess positive wellbeing strategies around student voice and leadership.

Connecting with Community

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

- Planned teacher, student and parent meetings to plan and review individual learning.
- Review systems to strengthen communication between the school and parents.
- Provide learning for parents around current practice.
- Provide opportunities for parents to actively engage in student learning.
- Explore and implement positive wellbeing strategies to ensure attendance at school.

Success criteria for this strategic direction

- Programs are differentiated, based on assessment data, to actively connect students to their learning.
- Evidence based programs and processes that build cognitive, emotional, physical, social and spiritual wellbeing are mapped across the school.
- Student voice and leadership opportunities are provided in classrooms and across the school.
- Consistent and systematic processes are in place to ensure student absences do not impact learning.
- School collects, analyses and uses data, including attendance, to monitor and refine approaches to wellbeing.
- Regular, scheduled meetings are held to build parent understanding of current practice.
- Parents actively engage in student learning through parent/teacher communication, supporting in classrooms and attending scheduled meetings.

Evaluation plan for this strategic direction

Question

- To what extent have collaborative partnerships supported the learning of all students?
- To what extent have collaborative partnerships supported the wellbeing of all students?

Data

- Throughout the evaluation we will use a variety of data sources to triangulate information. These include annotated teaching programs, student leadership opportunities, focus group interviews, surveys, suspension data, Tell Them From me survey, individual learning plans, policies and processes, student feedback including exit slips and parent involvement through P&C, scheduled meetings and other experiences.

Analysis

- Regular mentoring meetings to review and analyse

Strategic Direction 3: Belonging

Evaluation plan for this strategic direction

data.

- Executive team meetings to analyse school wide data each term.
- All staff engage in the review of data analysis across the school each semester.

Implications

- From the analysis future directions will be identified and form the basis of future planning.