

# Strategic Improvement Plan 2021-2024

## Heckenberg Public School 4336



# School vision and context

## School vision statement

Heckenberg Public School will build the intellectual, creative, social-emotional and physical potential of students in a caring and nurturing environment. The school demonstrates high expectations for all stakeholders and is focused on ongoing improvements in student growth and teacher quality.

We value authentic connections with the wider community and leverage these partnerships to be innovative and responsive to our needs. The school is guided by the values of excellence, equity, accountability, trust, integrity and service.

## School context

Heckenberg Public School is part of the Liverpool Network in South West Sydney. It is 5km west of the Liverpool CBD and is in the 2168 local area. The school was built in 1965 and is an important part of our small community. Heckenberg PS has an enrolment of 207 students and this number generally hovers between 205 and 215. The community is largely transient with over 60% of students leaving the school by year 6. The main languages spoken at home by our families are English, Arabic, Vietnamese, Samoan and Hindi resulting in the school having an EALD rate of 67%. Overall, there are 21 language groups that make up the Heckenberg PS community. The school prides itself on providing a variety of extra curricular activities for our students in the area of sport, technology and the creative arts. In 2020, the school engaged DanceFever MultiSport to provide additional sport and personal development programs for students, led and participated in a local STEM initiative across four local schools, participated in 2168 Children's Parliament and engaged with the Casula Powerhouse Arts Centre to create a Gifted and Talented art program. This was on top of our regular sporting and academic activities that are annual events at our school. The school was part of the Early Action for Success Initiative and has a strong culture of instructional leadership and professional development of staff. The school has created a bespoke model of professional learning, drawing upon current research and evidence related to best practice. This has resulted in our students K-3 "Excelling" in regards to literacy and numeracy. "Sustaining and Growing" from 3-5 and "Excelling" from 5-7. This growth is a testament to the diligent and professional staff that are employed at Heckenberg PS. Heckenberg PS has a number of partnerships that support the vision of our school. The school is in a multi year partnership with Community Hubs Australia, Musica Viva, Liverpool Council, South West Sydney Area Health Service and Karitane. These partnerships support the students, families and staff in a variety of ways. Some actions that are able to be completed with these partnerships include, Parent, Child Interaction Therapy, Speech Therapy, Parent English Classes, a variety of extra curricular activities provided by external agencies, social skills programs, student leadership initiatives and gifted and talented creative arts program. The school invests significant funds and regularly obtains financial grants to create outstanding and varied opportunities for our students.

# Strategic Direction 1: Student growth and attainment

## Purpose

Heckenberg PS aspires to support outstanding, evidence based teaching practices in English and Mathematics through quality instructional leadership.

The school is fully committed in ensuring that planned future changes to Department of Education strategies and new syllabus documentation is deliberately and strategically implemented to foster student growth.

## Improvement measures

### Target year: 2022

An uplift of 6.6% of students in the top 2 bands for Reading in NAPLAN.

### Target year: 2022

An uplift of 7% of students in the top 2 bands for Numeracy in NAPLAN.

### Target year: 2023

An uplift of 11.6% of students reaching expected growth in Reading.

### Target year: 2023

An uplift of 5.5% of students reaching expected growth in Numeracy.

## Initiatives

### Instructional Leadership

Embed leadership practices that create a K-6 Learning Culture that is driven by evidence based practices that enhance learning outcomes for students.

- Lead strategies that promote and embed regular cyclical professional learning goals and high expectations for all staff.
- Create regular opportunities for high quality coaching and mentoring.
- Provide strategic feedback to teachers based on classroom observations.
- Model best pedagogical practice, underpinned by explicit instruction, carefully planned sequenced lessons, clear and detailed instructions and modelling and systematic monitoring of student progress and feedback to students.
- Create a supportive environment through high quality leadership, management and explicit whole school processes.

### Effective Classroom Practice (English and Mathematics)

Ensure staff have a high level of knowledge and understanding of effective teaching strategies in English and Mathematics.

- Create improved systems to collect quality assessment data in English and Mathematics K-6.
- Provide professional learning in English and Mathematics syllabus content. (Curriculum Reform).
- Employ Collaborative practice strategies to create well planned, sequenced teaching and learning programs.
- Create a whole school approach to the teaching of Reading, underpinned by phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Develop whole school Mathematics programs that promote the understanding of number and how to

## Success criteria for this strategic direction

The leadership team uses distributed instructional leadership to sustain effective evidence based teaching. (LEADING- EDUCATIONAL LEADERSHIP INSTRUCTIONAL LEADERSHIP)

The school uses embedded and explicit systems that facilitate professional dialogue, feedback and classroom observation. (TEACHING- LEARNING AND DEVELOPMENT - COLLABORATIVE PRACTICE AND FEEDBACK)

A whole school approach to teaching English and Mathematics is based on evidence based practices and optimised for student growth. (TEACHING- EFFECTIVE CLASSROOM PRACTICE -EXPLICIT TEACHING)

Teachers undertake professional learning in literacy and numeracy and understand how to explicitly teach students of all abilities with measurable improvements in achievement data. (TEACHING- PROFESSIONAL STANDARDS - LITERACY AND NUMERACY FOCUS)

Student assessment and tracking of student progress informs teaching programs across the school and promotes learning excellence. (LEARNING- CURRICULUM - TEACHING AND LEARNING PROGRAMS)

## 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.

- NAPLAN data
- Scout - Value added data
- Learning sprint data analysis and teacher surveys
- Student work samples
- PAT and other internal assessment data
- Literacy and Numeracy PLAN2 data

# Strategic Direction 1: Student growth and attainment

## Initiatives

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apply this understanding to mathematical problems.

## Evaluation plan for this strategic direction

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### The evaluation plan 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 reflection sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

## Strategic Direction 2: Curiosity, Enrichment, Creativity

### Purpose

Heckenberg PS values the diverse range of skills and attributes learners at our school possess and is committed to ensure students reach their potential.

Students at Heckenberg PS will be confident and creative individuals, successful life long learners and problem solvers that are supported by a school that promotes opportunity.

A confident teaching staff, with expertise in differentiating a rich and engaging curriculum will drive curiosity and a love of learning.

### Improvement measures

#### Target year: 2024

Value added data in Scout K-3 is sustained at Excelling; Value added data in Scout increases from Sustaining and Growing to Excelling in 3-5.

#### Target year: 2024

Increase in accuracy of student answers across the content strands of Science and Working Scientifically within the VALID assessment by 2024.

#### Target year: 2024

Increase in the the percentage of students meeting stage expectations of the ACARA Critical and Creative Thinking Learning Continuum.

### Initiatives

#### High Expectations and Differentiation

Teaching and Learning programs will promote engagement and challenge for every student across the school by all staff having a deep knowledge of student potential.

- Create interventionist roles and associated strategies to support and extend students identified as having high potential.
- Develop and explicitly teach learning goals for students of all abilities based on the regular analysis of student data and provide opportunities for student feedback.
- Embed programming adjustments to differentiate learning experiences for students..
- Use quality assessment data to identify and plan for students who require additional support and enrichment.
- Support students and teachers through refined Learning and Support procedures that promote high expectations, wellbeing, use of data to inform practice and collaboration between staff.

#### Enriched Curriculum

Students should emerge from our school as creative, connected and engaged learners. Teaching and Learning programs will ensure students have the knowledge, skills and understanding required for a changing world.

- Develop professional learning strategies that lead to a deep understanding of syllabus content across all Key Learning Areas. (Curriculum Reform).
- Immerse the General Capabilities across Key Learning Areas and assess student ability to apply this knowledge against the ACARA Critical and Creative Thinking Learning Continuum.
- Strengthen enrichment opportunities for students across the curriculum through internal and external partnerships.

### Success criteria for this strategic direction

Executive staff monitor programs, review syllabus requirements and promoting continual student improvement. (LEARNING-CURRICULUM-TEACHING AND LEARNING PROGRAMS)

Teachers demonstrate aspirational expectations by implementing elements of the High Potential and Gifted and Talented Policy within class programs. (LEARNING- LEARNING CULTURE- HIGH EXPECTATIONS)

Learning goals for students are informed by the analysis of quality, reliable data across all classes and programs show evidence of adjustments to address student need. (TEACHING- DATA SKILLS AND USE- DATA USE IN TEACHING)

Teachers demonstrate expertise, contemporary content knowledge and explicitly teach the General Capabilities. (TEACHING- LEARNING AND DEVELOPMENT- EXPERTISE AND INNOVATION)

The leadership team deploys teaching and non teaching staff to meet the needs of students and evaluates these decisions with quality evaluative processes. (LEADING- SCHOOL RESOURCES- STAFF DEPLOYMENT)

### 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.

- NAPLAN data
- Scout - Value added data
- Learning sprint data analysis
- Student work samples with annotations regarding SOLO taxonomy
- VALID data
- Student focus groups.

## Strategic Direction 2: Curiosity, Enrichment, Creativity

### Initiatives

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- Develop a comprehensive professional learning model (co-teaching) in relation to integrating technology across key learning areas.
  - Create improved Science and related STEAM programs to promote problem solving, technical skills, creative and critical thinking and engagement.
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### Evaluation plan for this strategic direction

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- Internal student data

#### The evaluation plan 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.

# Strategic Direction 3: A Place to Flourish

## Purpose

Heckenberg PS strives to build upon the values of integrity and service when supporting our school.

Staff will build upon strong foundations of community engagement to advocate for the needs of our learning community and ensure our community feels valued, known and cared for.

## Improvement measures

### Target year: 2022

93.7-98.7% of students will measure positive wellbeing results in Tell Them From Me surveys by 2022.

### Target year: 2022

67.3-72.3% of students will attend school 90% of the time.

## Initiatives

### Community Connections

Schools that emphasise and promote the importance of wellbeing for all students and teachers who emphasise improvement, are critical elements in supporting wellbeing across the school community.

We will

- Continue to invest in the Community Hub through Community Hubs Australia. Including the employment of a Hub Leader to lead community programs.
- Invest in Early Intervention programs (including allied health) that support students and families.
- Organise a variety of extra curricular programs to increase student engagement and improve wellbeing.
- Create programs and strategies that support vulnerable students and families.
- Support intercultural understanding, English speaking skills with multicultural families and foster a strong community spirit through increased engagement.

### Social-Emotional Learning

A whole-school approach is important in addressing the interconnected and interdependent nature of wellbeing.

We will;

- Explicitly teach social skills through Positive Behaviour for Learning
- Engage external organisations to deliver wellbeing programs to students.
- Develop the skills and strategies of teachers to support students with additional and complex needs.
- Develop leadership opportunities for students and provide opportunities for student voice and advocacy.

## Success criteria for this strategic direction

The school is responsive to the needs of its community and effectively caters to a range of equity issues in the school community leading to high community satisfaction. (LEADING - EDUCATIONAL LEADERSHIP- Community Satisfaction)

Incorporate Early Intervention programs to support students in K-2 as well as children who are of prior to school age. (LEADING - SCHOOL RESOURCES - Community use of facilities)

Provide allied health support through a range of strategies and supports. (LEADING - SCHOOL RESOURCES - Community use of facilities)

Foster an inclusive school culture where students and parents have a strong sense of belonging. (LEADING EDUCATIONAL LEADERSHIP - Community Engagement )

Evidence based programs explicitly teach social skills to create measurable improvements in wellbeing and promote respectful relationships across the school. (LEARNING - Wellbeing - A planned approach to wellbeing)

## 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.

- Scout - Value added data
- SENTRAL wellbeing data
- Community Hub Portal data and Parent Surveys
- TTFM Data
- Student PLPs
- PAT Wellbeing assessment
- Student focus groups.

## Strategic Direction 3: A Place to Flourish

### Initiatives

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- Create systems to monitor the wellbeing of students.

### Evaluation plan for this strategic direction

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#### The evaluation plan 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.