

# Strategic Improvement Plan 2021-2025

## Hebersham Public School 4447



# School vision and context

## School vision statement

Hebersham Public School promotes an inclusive and diverse school community that delivers quality learning and teaching opportunities that are personalised, evidenced based and which build upon future focused pedagogies for students to become literate and numerate, successful, active, and informed citizens. Our students are active collaborators and integral contributors to school culture, where authentic relationships are valued by the school community. Hebersham Public School aims to nurture the development of responsible citizens through fostering innovative thinking, creative problem solving and global perspectives where all are valued, inspired, and motivated to reach their full potential.

***Hebersham Public School strives to ensure a continued cycle of school improvement to maximise student learning outcomes.***

## School context

To maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Hebersham Public School is in Western Sydney and has a student enrolment of 546. The school culture is that of connectedness, inclusion and belonging with students, staff, parents, and the wider community working together to promote school excellence. Positive Behaviour for Learning underpins the academic success, positive well-being and school engagement of all students encouraging them to be brave and follow the *Pride Guide: be a learner, be respectful; be safe.*

Our school is supported by a strong and vibrant multi-cultural community. 50% of our students have a language background other than English and 78% require some level of EAL/D (English as an Additional Language or Dialect) support. 20% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds. The schools Family Occupation and Education Index is 151.

The whole school community, involving students, staff, parents, and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified. Through the careful analysis of data, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and on developing greater consistency of teacher judgement within and across schools.

The implementation of our Strategic Improvement Plan will lead to improved outcomes for all students.

# Strategic Direction 1: Student growth and attainment

## Purpose

The purpose of Strategic Direction 1 is to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas. Further development and refinement of data driven teaching practices will be responsive to the learning needs of individual students.

## Improvement measures

Achieve by year: 2025

Diverse school evidence and data supports validation of effective classroom practice, explicit teaching and feedback at excelling.

### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

### Effective Classroom Practice in Reading and Numeracy

Systematic and explicit reading and numeracy instruction is:

- embedded in all programs
- visible in classroom practice
- monitored and tracked across the school and leads to improved growth and performance in students

### Collegial Coaching and Mentoring

Collegial coaching and mentoring to build staff capacity will involve:

- modelling and guiding by Instructional Leaders with ongoing support for professional development in literacy and numeracy
- collegial and collaboratively coaching and mentoring through learning rounds; observations & feedback
- critical teacher reflection; participation in professional learning; induction and mentoring for early career teachers.

### Mathematics Professional Learning

To ensure a consistent whole school approach, staff will be involved in professional learning:

- 'Big Ideas to Start Strong' will enable staff to explore the syllabus making connections across Focus Areas. All teaching staff will be involved in this training.
- 'Launch, Explore, Summarise' teaching pedagogy will see targeted staff attend and then become school trainers in the pedagogy.

## Success criteria for this strategic direction

### Learning Domain:

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. **(SEF:SPM/IEMSS/E)**

### Teaching Domain:

A whole school approach ensures the most effective evidence based teaching methods optimize learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified promoted and modelled, and students learning improvement is monitored demonstrating growth. **(SEF:ECP/ET/E)**

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. **(SEF:ECP/F/E)**

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. **(SEF:PS/LNF/E)**

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. **(SEF:LD/CM/E)**

### Leading Domain:

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective,

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.  
(SEF:EL/IL/E)

## Evaluation plan for this strategic direction

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The Strategic Direction **Student Growth and Attainment** initiatives and improvement measures will be evaluated by The School Leadership Team in consultation with committee leaders, the staff and the community.

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
- SCOUT
- student work samples
- Internal Assessment Data - Literacy and Numeracy progressions and Essential Assessment
- Phonics screening check
- student Personalised Learning Pathways
- student Individualised Education Plans
- School Excellence Framework - Self Assessment Survey (SAS)
- staff Performance and Development Plans
- teaching and learning programs
- Check-In Assessment
- annual school based data
- Whole school Assessment Schedule and records
- Teacher Reflection Surveys for Learning Rounds

### Analysis and Implications:

Rigorous termly analysis of the data to determine impact

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning and development. Analysis of data will be uploaded into SPaRO each term to inform future activities and directions.

## Strategic Direction 2: Future Focused Pedagogy

### Purpose

The purpose of Strategic Development 2 is to develop a whole school embedded approach to Visible Learning in which teachers use evidence based best practice to support student learning outcomes.

### Improvement measures

Achieve by year: 2025

100% of teaching and learning programs have embedded learning goals; success criteria, teacher to student and peer feedback and formative assessments in literacy and numeracy.

Achieve by year: 2025

100% Yr 6 students transition to high school with demonstrated stage appropriate skills in manipulating digital platforms. to support their learning.

### Initiatives

#### Embedded and Integrated Technology

Future Focused Pedagogy of embedded, meaningful and integrated technology is:

- professional learning for all staff
- teaching and learning practices that embed digital resources as teaching and learning tools
- enhanced student capacity to manipulate digital platforms to support their learning
- student preparedness for future digital world.

#### Effective Classroom practice in Visible Learning

Building deep understanding of evidence-based teaching practices that utilise Visible Learning theories through:

- building staff capacity using professional learning in Visible Learning
- embedding future focused learning strategies into classroom practice and teaching programs
- monitoring and tracking understanding of and implementation into classroom practice across the school through data
- gathering and analysing to assess the impact of staff, student and community feedback in relation to future focused learning practice
- improved growth and performance in students throughout an integrated curriculum directed by student understanding and learning.

### Success criteria for this strategic direction

#### Learning Domain:

The school implements evidence based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. **(SEF:W/PAW/E)**

#### Teaching Domain:

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Teachers clearly understand and use evidence to plan and meet student learning needs with clear, well understood learning intentions and success criteria. Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. **(SEF:DS/DA/E)**

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:LD:CPF:E)**

Teachers engage in profession learning to build and engage visible learners in determining teacher directions, monitoring and assessing student progress. **(SEF:LD/PL/E)**

### Evaluation plan for this strategic direction

The Strategic Direction **Future Focused Pedagogy** Initiatives and improvement measures will be evaluated by The School Leadership Team in consultation with the Committee Leaders, staff and the community.

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:

## Strategic Direction 2: Future Focused Pedagogy

### Evaluation plan for this strategic direction

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- student work samples
- Internal Assessment Data - Literacy and Numeracy
- progressions and Essential Assessment
- student Personalised Learning Pathways
- student Individualised Education Plan
- staff Performance and Develop Plans
- staff feedback and surveys
- teaching and learning programs
- Visible Learning programs
- whole school Assessment Schedule and records
- School developed Digital Technology and ICT scope and sequence
- School developed Digital Literacy assessment.
- Typing Tournament Student Assessment Data
- Digital use records

### Analysis and Implications:

Rigorous termly analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning and development. Analysis of data will be uploaded into SPaRO each term to inform future activities and directions.

# Strategic Direction 3: Authentic Connections

## Purpose

To foster genuine partnerships between staff, students, parents and our wider community allowing all stakeholders to feel a sense of belonging and connectedness with the school leading to enhanced student outcomes.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increased percentage of students attending school more than 90% of the time to be above the lower bound target of 69.3%

Achieve by year: 2025

Tell Them From Me student surveys indicate that Aboriginal students have a sense of belonging, connectedness and advocacy above the state average.

## Initiatives

### Action towards Reconciliation

Aboriginal culture to be valued and embedded through:

- enhancing opportunities to demonstrate leadership amongst our Aboriginal and Torres Strait Islander students.
- strengthening staff knowledge a teaching Aboriginal perspectives across Key Learning Areas through professional learning opportunities
- fulfilling a commitment to reconciliation in our community through the development and ongoing reflection of our school Reconciliation Action Plan.

### Systematic Attendance Processes

Initiation of critical school reflection into Hebersham Public School Attendance Policy and practices including a review of and recommendations for future actions including:

- whole school processes in line with Positive Behaviour for Learning
- Communication with families and raising both the profile and engagement with attendance improvement
- compliance with Departmental policies and systems requirements.
- initiative to support improved attendance.

### Connecting with our community

Collaboration with our culturally diverse community will be consolidated through:

- the promotion of opportunities for parents and community to become involved in school events, celebrations and an enhanced range of learning experiences
- building authentic partnerships with culturally diverse community groups leading to a greater sense of belonging and connectedness in the students of

## Success criteria for this strategic direction

### Learning Domain:

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF:LC/HE/E)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF:LC/A/E)

The school is organised so that all 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:W/CFS/E)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF:W/APATW/E)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF:W/ILN/E).

## Evaluation plan for this strategic direction

The Strategic Direction **Authentic Connections** initiatives and improvement measures will be evaluated by The School Leadership Team in consultation with the Committee Leaders, staff and the community.

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:



## Strategic Direction 3: Authentic Connections

### Initiatives

- Hebersham Public School.
- implementation of the wellbeing framework to create teaching and learning environments that enable students to be healthy, happy, engaged and successful.

### Evaluation plan for this strategic direction

- Internal Attendance Data
- SCOUT attendance dat
- SENTRAL Data - positive and negative records
- student Personalised Learning Pathways
- student Individualised Education Plans
- Parent Participation Data
- School Excellence Framework - School Assessment Survey (SAS)
- staff Performance and Develop Plans
- teaching and learning programs
- Tell Them From Me Survey
- Wellbeing Framework critical reflection survey data

### Analysis and Implications:

Rigorous termly analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning and development. Analysis of data will be uploaded into SPaRO each term to inform future activities and directions.