

# Strategic Improvement Plan 2021-2024

## Hambledon Public School 4590



# School vision and context

## School vision statement

Hambledon Public School is committed to providing a vibrant and innovative culture that engages every child through high expectations in learning excellence. We foster a nurturing environment that values inclusivity and engages our community in developing positive partnerships. We expect students to inquire, collaborate, create and communicate to become confident visible learners who have the skills to succeed, connect and thrive as global citizens.

## School context

Hambledon Public School serves a small part of the Quakers Hill Community in North-West Sydney. The school celebrated our 25th anniversary in 2019. With new housing developments the school has shown consistent growth with now over 740 students.

Our school has 25 students that identify as Aboriginal or Torres Strait Islander. Over half of our school student body identify as being from a language background other than English. Our FOEI (Family Occupation Education Index) is 59 and our ICSEA (Index of Community Socio-Educational Advantage) is 1044. Education and student achievement is highly valued by our school community.

Our staff expect students to be "Hambledon Learners" who inquire, collaborate, create and communicate. We have high expectations of our students, and our school motto "learning for life" encapsulates our vision for our students. As a Positive Behaviour for Learning (PBL) school, we focus on nurturing citizens who are respectful, responsible and safe.

Student learning and wellbeing is a priority for Hambledon's dedicated and conscientious staff. A mixture of experienced and early career teachers provide purposeful and engaging learning activities which cater for all students.

Our Learning Support Team (LST) provides support and guidance for students experiencing learning difficulties or requiring additional assistance. They additionally develop and implement extension programs and opportunities for identified gifted and talented students.

Through our situational analysis, we have identified a need to use data driven practices to ensure all students learning needs are addressed. Analysis of school data showed that reading - comprehension and numeracy - problem solving are areas of focus for the new school plan. Our whole school focus is to build teacher capacity, improving student achievement and growth in these areas.

On investigation of wellbeing metrics it is evident that student sense of belonging and advocacy is an ongoing focus. A whole school focus on wellbeing will drive student engagement, underpinned by the Wellbeing Framework.

Through our SEF S-aS, Tell Them from Me surveys and our involvement in the LEED (leading evaluation, evidence and data) project, collaborative practices have been identified as an area of enhancement for our school. As part of our new school plan we aim to deepen connections between home and school and provide smooth transitions between settings.

# Strategic Direction 1: Student growth and attainment

## Purpose

To optimise learning that is responsive to student need we will build teacher capacity by developing a shared understanding of effective pedagogy and the use of data informed practices.

## Improvement measures

### Target year: 2022

The proportion of students in Year 3 and 5 achieving in the top two bands in reading in NAPLAN increases to be above 48%, the lower bound system negotiated target.

The proportion of students in Year 3 and 5 achieving in the top two bands in numeracy in NAPLAN increases to be above 45%, the lower bound system negotiated target.

### Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading to over 62% (lower bound system - negotiated target)

Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy to over 63% (lower bound system - negotiated target)

### Target year: 2022

Check in data

The proportion of students in Year 4 achieving in the top two bands in reading in Check in assessment increases to be above 60%, an uplift of 7%.

The proportion of students in Year 4 achieving in the top two bands in numeracy in Check in assessment increases to be above 60%, an uplift of 5.3%.

The proportion of students in Year 6 achieving in the top two bands in reading in Check in assessment increases to be above 40%, an uplift of 8.5%.

## Initiatives

### Explicit and effective teaching pedagogy

Improve effective classroom practice through a focus on explicit teaching practice in reading and numeracy, based on high impact professional learning.

- Build the capacity of staff in teaching reading and numeracy through professional learning that is informed by research based documents, for example "What works best", "High Impact Professional Learning" and current syllabus documents.
- Strengthen collaborative support for explicit teaching of reading comprehension through articulating a shared language around effective teaching of comprehension.
- Ensure phonics instruction is systematic, explicit and effective across K-2 and for students requiring extra support.
- Ensure professional learning is continuous and coherent in the implementation of Targeted Early Numeracy (TEN).. Support teacher implementation of TEN through collaborative and applied professional learning.
- Develop deep staff understanding and develop problem solving, multiplicative reasoning and communicating in Mathematics through use of authentic tasks.

### Data informed practice

Data informed practices ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Build staff capacity through professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to data gap analysis.
- Collaboration between leadership team and teachers in using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

## Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidencebased judgement and moderation of assessments. (SEF - Assessment, Whole school monitoring of student learning)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF - Data Skills and Use, Data Analysis)

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 - Professional Standards, Literacy and numeracy focus)

The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (SEF - Assessment -Whole school monitoring of student learning)

## Evaluation plan for this strategic direction

Question: Has classroom practice been improved through a focus on explicit teaching practice in reading and numeracy? What has been the impact of using explicit and effective teaching pedagogy on student outcomes? Are the processes and strategies for data analysis leading to responsive curriculum delivery?

Data : These data sources will be collected and analysed by relevant teachers, leaders and teams : external student performance measures (NAPLAN) ; internal student performance measures (stage assessments, learning progressions); teaching programs; meeting minutes; evidence of implementation of explicit teaching practice.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

The proportion of students in Year 6 achieving in the top two bands in numeracy in Check in assessment increases to be above 40%, an uplift of 6.7%.

### Target year: 2022

Reading Bench marks

Increase the proportion of Kindergarten students achieving expected benchmark (Level 9) in reading to over 72%. (an uplift of 6%)

Increase the proportion of Year 1 students achieving expected benchmark (Level 17) in reading to over 72%. (an uplift of 6%)

Increase the proportion of Year 2 students achieving expected benchmark (Level 24) in reading to over 90%. (an uplift of 9%)

### Target year: 2023

PAT data

On average, 65% of students in Years 2 - 6 in Reading achieving a Stanine of 5 or above (baseline 58%)

On average, 72% of students in Years 2 - 6 in Numeracy achieving a Stanine of 5 or above (baseline 65%)

## Initiatives

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress and make teaching programs responsive to student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom through the use of learning progressions.
- Ensure learning goals reflect point in time data and are developed in consultation with students.

## Evaluation plan for this strategic direction

Analysis: Data is analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of data will guide both ongoing implementation and future school planning.

## Strategic Direction 2: Student inclusivity and positive respectful relationships

### Purpose

To enable students to connect, succeed thrive and learn we will build positive learning environments characterised by relationships that support high levels of wellbeing, inclusivity and engagement.

### Improvement measures

#### Target year: 2022

At least 90% of students will attend school more than 90% of the time. This is an uplift of 7.45% from our baseline of 82.5% of students.

#### Target year: 2022

Our current baseline data in TTFM is 84.6% in the area of student advocacy, expectations for success and sense of belonging. To meet system negotiated targets in student wellbeing we require an uplift of 9.5% to 94.1%.

#### Target year: 2023

Smiling Minds - Baseline TTFM Sense of Belonging

At least 75% of students reporting a strong sense of belonging in the Tell Them For Me survey. (baseline 69.5%)

#### Target year: 2024

The School Excellence Framework (SEF) 'Wellbeing' element of the Learning Domain is validated as 'Excelling'.

### Initiatives

#### Wellbeing and engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Review current wellbeing processes and their alignment with the data from the Wellbeing Framework. Self-assessment findings will be used to establish focus areas around whole-school wellbeing reform.
- Update whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement is updated regularly.
- Embed the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking the "Smiling Minds" initiative in social and emotional learning. Areas of focus will include effective student communication, building self confidence, friendships and social skills.

#### Engagement through inclusivity

Embed a school wide culture that is strongly focussed on supporting learning through engagement, inclusion, identity and student voice. This is supported by strong processes around individual need through the use of IEP's, PLP's and EAL/D programs.

- Support students through EAL/D programs as well as building the capacity of staff to collaboratively plan and differentiate teaching and learning programs to engage students along all phases of the EAL/D learning progressions.
- Engage students through the Learning and Support Team by targeting learning opportunities at their point of need, giving students ownership of their learning and opportunities for success. Learning and Support teachers use their experience and

### 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 Culture, Attendance)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing, A planned approach to wellbeing)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum, Differentiation)

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 - Wellbeing, Individual learning needs)

### Evaluation plan for this strategic direction

Question: What has been the impact of reforming whole school processes around student wellbeing on student advocacy, attendance and wellbeing measures? Are school processes around student learning addressing individual student need?

Data : These data sources will be collected and analysed by relevant teachers, leaders and teams : external student wellbeing measures (Tell Them from Me data, results from SMS attendance trial) ; internal measures (School Attendance Self-Assessment Sprint, behaviour records from Sentral); teaching programs; meeting minutes; evidence of implementation of programs and PL, focus group reflections; signed plans developed in consultation with families, student grouping lists.

## Strategic Direction 2: Student inclusivity and positive respectful relationships

### Initiatives

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- knowledge to collaborate with classroom staff to build their capacity and confidence in differentiating teaching and learning programs.
  - Improve learning outcomes for Aboriginal students by developing Personalised Learning Pathways, outlining educational aspirations. Students, their families and their teachers work in partnership to develop these plans.
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### Evaluation plan for this strategic direction

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Analysis: Data is analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of data will guide both ongoing implementation and future school planning.

## Strategic Direction 3: Building collaborative practices through collective efficacy

### Purpose

To assist students to succeed in the classroom we will develop a school culture of ongoing collaboration where students, teachers, parents and community explicitly aim to improve student outcomes.

### Improvement measures

#### Target year: 2024

Improved teacher 'collaboration' data as per TTFM and LEED surveys.

#### Target year: 2024

There will be a 15% uplift in weekly parental visits to Seesaw to an average of 787 visits per week, averaged over one month. (Baseline: March 2021 average 685 visits per week.)

### Initiatives

#### Quality Teaching Rounds

Quality Teaching Rounds is a high impact approach to professional development and implementation of the Quality Teaching Model (QTM) that produces a shared vision of quality teaching and learning. Through the Quality Teaching model teachers :

- Engage in collaborative professional learning focusing on pedagogy based on "What Works Best".
- Develop strong connections for beginning teachers with colleagues through collaboration in professional learning communities (PLC) as part of QTR.
- Provide others with specific feedback about lessons through analysis of their own and others' teaching within PLCs
- Collaboratively work to ensure their pedagogy aligns with QT practices that are shown through research to improve student outcomes.
- Utilize High Impact Professional Learning (HIPL) processes.

#### Partnerships in Learning

Effective partnerships between school, families and community foster and deepen relationships and promote student learning.

- Embed systems of communication and engagement with families about student learning will promote home-school connection and family discussions about student learning and learning goals. This extends education beyond the school gates.
- Effective transitions between educational settings lead to improved outcomes for student learning and wellbeing. Exchange of information between settings ensures that all children are known, valued and cared for. Programs using shared language are in place to allow for coherent, continuous learning between settings using shared language. Targeted programs for vulnerable students ensure smooth transitions for all.

### Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture, High Expectations)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF - Reporting, Parent engagement)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational leadership, High Expectations Culture)

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, schoolwide improvement in teaching practice and student results (SEF - 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 - Learning and development, expertise and innovation)

### Evaluation plan for this strategic direction

Question: What impact has forming partnerships with families had on student success in the classroom? What impact has forming networks with other schools had on teacher knowledge and resources available to support students? Are school processes around transitions addressing the needs of all students? Are Quality Teaching Rounds increasing teacher efficacy?

Data : These data sources will be collected and analysed



## Strategic Direction 3: Building collaborative practices through collective efficacy

### Initiatives

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- Engaging with local learning communities allows the school to access high impact professional learning due to the power of a collective. This allows schools to share resources and develop social connections, building teacher capacity and providing leadership opportunities.
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### Evaluation plan for this strategic direction

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by relevant teachers, leaders and teams : evidence of implementation of Quality Teaching Rounds ; SeeSaw usage data; teaching programs; meeting minutes; evidence of implementation of transition programs, focus group reflections.

Analysis: Data is analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of data will guide both ongoing implementation and future school planning.