

Strategic Improvement Plan 2021-2024

Hassall Grove Public School 4598



School vision and context

School vision statement

Our vision is for our students, their families, and staff to communicate and cooperate as partners and instil a strong sense of belonging. to ensure that each student has the opportunity to fulfil their academic potential. Hassall Grove Public School consistently promotes deep understanding of the diverse backgrounds and cultures of our whole school community through a highly inclusive approach. We envision our students as future citizens of their community who are well equipped with empathy, understanding, and the skills to work collaboratively.

Hassall Grove Public School strives to achieve a continuous cycle of improvement to maximise student learning outcomes.

School context

Hassall Grove Public School is located in the Mount Druitt Network with an enrolment of approximately 703 students. 50% of our students have English as an Additional Language or Dialect (EAL/D) and 72 students identify as being of Aboriginal or Torres Strait Islander background. Our FOIE currently sits at 121.

The wellbeing and academic success of our students are the primary concerns of the whole school community. We deliver a strong Social and Emotional curriculum through the program 'Second Step' to enhance learning readiness in our students. We engage students through programs such as Accelerated Literacy (AL) and Targeted Early Numeracy (TEN). These approaches ensure students with a wide range of abilities are catered for in Numeracy and Literacy.

The wealth of resources at Hassall Grove Public School, particularly in technology, ensures students are consistently highly engaged in Project Based Learning and Science, Technology, Engineering, Art and Mathematics (STEAM) units of work. During their playtime students have a vast, well-resourced playground to explore and a wide variety of special interest groups available to join. These are supported by our student leaders.

As a result of our Situational Analysis, Hassall Grove Public School will continue to have a shared approach to school improvement and leadership and use current and up to date research to support whole school improvement. We have a relentless focus on building the skills and strategies to promote reading and numeracy for ongoing school improvement. Through a professional, enthusiastic staff we build high expectations for excellence in teaching and learning and a passion for education throughout our entire school community and well beyond our own school gates.

Hassall Grove Public School collaborates with a range of additional experts in Literacy and Social and Emotional learning who facilitate targeted professional development. We work closely with our colleagues from Early Childhood Centres and our local Public Education High Schools. This enhances our whole school community approach to student welfare and learning from before children officially enter our school, right through to when students integrate into high school.

Strategic Direction 1: Student growth and attainment

Purpose

To enhance and maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will further develop and refine data-driven and research-based explicit teaching practices that are responsive to the learning needs of our individual students.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target of 27.0% in numeracy.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target of 35.9% in reading.

Target year: 2023

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target of 62.6% in numeracy

Target year: 2023

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target of 62.2% in reading

Target year: 2024

A range of evidence supports that 85% of students are achieving stage expectations in Targeted Early Numeracy

Target year: 2024

A range of evidence supports that 80% of students that successfully complete the Rip It Up Reading program are reading at stage level as determined by the Rip It Up Reading Team

Initiatives

Data driven practices in reading and numeracy

Effective strategies are implemented across the school for frequent data analysis and reflection and evaluative procedures.

- Professional Development in data analysis and data literacy for staff to ensure its successful use in teaching. Stage groups and literacy & numeracy committees to regularly review data and student growth to evaluate effective programs.
- Formative assessment practices are embedded across the school and used as an integral part of daily teaching and learning practices.
- Stage leaders and data coordinator to mentor and work with teachers to use and monitor data and assess student progress, inform future learning on a class, group and individual level.

Building expertise in explicit teaching

Enhance teacher capabilities through high-impact professional learning that will build confidence in staff in explicit teaching and learning. Responsive curriculum delivery will be underpinned by 'What Works Best' research.

This will be achieved through:

- Research-based practices of explicit feedback, explicit teaching, and high expectations.
- Creating a collaborative and visible learning culture that provides for students' individual needs and improvement in Literacy and Numeracy outcomes.
- Coaching and mentoring in explicit feedback, implementing learning goals and effective teaching practices.
- Support teachers in providing adjustments and accommodations for targeted students.

Success criteria for this strategic direction

- Teachers are excelling when using assessment data in daily practices to inform future directions (SEF: Excelling in Data skills and Use)
- Assessment data is collected in reading and numeracy on a regular and planned basis in line with our whole assessment schedule. This data will be used responsively as an integral part of classroom instruction and future planning. Valid and consistent teacher judgment is evident across the school.(SEF: Excelling in Assessment, Whole school monitoring of student learning)
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF: Excelling in Effective Classroom Practice- lesson planning)
- Students articulate, understand and achieve their literacy and numeracy learning goals. (SEF: Excelling in Effective Classroom Practice- feedback)
- The school has identified what growth is expected for each student and students are achieving at or above the system negotiated target (SEF: Excelling in Student Performance Measures)
- Teachers employ evidence-based effective teaching strategies. (SEF: Excelling in Effective Classroom Practice- explicit teaching)
- 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: Excelling in Learning and Development- Collaborative practice and feedback)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

A range of evidence supports school self-assessment of the School Excellence Framework (SEF) elements 'Data skills and use' and 'Assessment' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2022

An increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's prior period comparison of 35.12%

Target year: 2022

An increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's prior period comparison of 7.94%

Target year: 2024

A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Effective classroom practice as staff demonstrating Excellence.

Evaluation plan for this strategic direction

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:

- SCOUT- NAPLAN, Check-In, Yr 1 phonics screener assessment data
- student work samples
- student Personalised Learning Plan
- student Individualised Education Plans
- teaching and learning documents including scope and sequence, programs, assessment, work samples, feedback linked to syllabus outcomes
- annual school assessment data
- Performance and Development Plans and observation records
- Professional Learning plan and evaluations

The evaluation plan will involve:

Rigorous analysis of the data, at least once a term, to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Wellbeing and Community Engagement

Purpose

Enhance and promote student wellbeing and community engagement in order to strengthen positive and respectful relationships to ensure an optimum learning environment for all students to achieve to their potential.

Improvement measures

Target year: 2022

Increase the percentage of students attending school greater than 90% of the time to be above the school's lower bound system-negotiated target of 78.6%

Target year: 2022

An increase in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be above state average.

Target year: 2024

A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Wellbeing as staff demonstrating Excellence.

Target year: 2024

A range of evidence supports an increase of Aboriginal and Torres Strait Islander students greater than 50% participating in extra curricular activities and involved in leadership roles throughout the school.

Initiatives

Supporting Wellbeing for whole-school success

As a Trauma-Informed Practicing School environment, we will enhance the wellbeing of all students.

- A planned approach focussing on Social and Emotional learning to enhance learning readiness and engagement.
- Improve and increase student attendance by implementing strong whole school procedures which are communicated to all stakeholders.
- Staff will engage in high impact professional development to support students' cognitive, social, physical and spiritual wellbeing.
- Implement programs to support students as self-motivated learners.

Fostering positive relationships

Community engagement will be enhanced and supported. A school-wide culture of high expectations and shared responsibility for student success will be fostered.

- Students and community members will engage in a program of activities that will support the transition of students into Primary School and into High School.
- Positive relationships with all stakeholders will be a priority.
- Social and Emotional Learning programs and strategies will be shared with the community.
- Aboriginal and Torres Strait Islander students and the community will be engaged in strengthened cultural activities to foster knowledge and pride.

Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF: Excelling in Wellbeing- planned approach).
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF: Excelling in Wellbeing- behaviour).
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections in supporting and reinforcing student learning. The school is focused on building individual and collective wellbeing through a climate of care and positivity (Excellence in Wellbeing Framework for Schools)
- The whole school community work together to support consistent and systematic processes for student attendance (SEF: Excelling in Learning Culture)
- The school engages in strong collaborations between parents, students and community at transition points for students (SEF: Excelling in Learning Culture).
- The leadership team measures school community (parent and student) satisfaction (SEF: Excelling in Management Practices and Processes).

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 in Wellbeing and Community Engagement.

- SCOUT - attendance data, Tell Them From Me parent, student, staff survey
- photo/ social media evidence, participation, evaluation records and implementation records of

Strategic Direction 2: Wellbeing and Community Engagement

Evaluation plan for this strategic direction

Aboriginal and Torres Strait Islander and Community engagement initiatives

- parent and student feedback regarding transition initiatives
- Second Step data showing Social Emotional Learning skills.
- staff surveys
- student leadership opportunities and participation

The evaluation plan will involve:

Rigorous analysis of the data, at least once a term, to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Instructional Leadership & Innovative Teaching

Purpose

The Leadership team to create a culture of high expectations and evidence based teaching. Curriculum will be enhanced with student centred pedagogies incorporating technologies and collaboration.

Improvement measures

Target year: 2024

A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Effective Classroom Practice as staff demonstrating excelling in high potential and gifted education and STEAM.

Target year: 2024

A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Professional Standards as staff demonstrating excelling.

Target year: 2024

A range of evidence supports self-assessment of the School Excellence Framework (SEF) element staff demonstrating excelling in Educational Leadership-Instructional leadership

Initiatives

Instructional Leadership

The school leaders will drive high impact professional learning to drive innovative pedagogical practice around higher order thinking skills.

- School leadership team leads school programs inspired by the strategies of Helen Timperley et al.
- A framework for a collaborative learning cycle will be implemented across the school.
- The Leadership Team will ensure high impact professional learning is available for all staff in line with school initiatives and Performance & Development Plan (PDP) goals.
- The Executive Team will lead staff in frequent and ongoing effective collaboration, evaluating evidence and feedback and using scaffolds from Simon Breakspear (Agile Leadership) to clarify future teaching and learning.

Innovative Teaching

The school will implement innovative teaching and learning practices through the successful implementation of Science, Technology, Engineering, Art and Mathematics (STEAM) and Project Based Learning (PBL).

- Gifted and Talented and high performing students will be identified and engaged in a STEAM group working collaboratively with the local high school.
- Staff will foster a sense of problem solving, critical thinking, creativity, collaboration and communication in their classrooms. This will be evident in class programs.
- Students benefit from having STEAM embedded in the curriculum to build engagement and enhance their technology skills.

To prepare the Hassall Grove students to have the digital technology skills to be successful citizens.

Success criteria for this strategic direction

- The Leadership team has established a professional learning community focused on improvement in teaching and learning (SEF-Excelling in Educational Leadership).
- The Leadership team has maintained a focus on distributed instructional leadership, sustaining a culture of effective, evidence based teaching (SEF: Excelling in Educational Leadership)
- The school trials innovative practices and has processes in place to evaluate, refine and scale success (SEF: Excelling in Learning and Development).
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers (SEF: Excelling in Learning and Development).
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (SEF: Excelling in Educational leadership).
- Technology that supports learning is available and expertly integrated into lessons by teachers (SEF: Excelling in School Resources).
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required (SEF: Excelling in Professional Standards).

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 in STEAM innovation and leadership.

- Learning Walks/ classroom observations schedules

Strategic Direction 3: Instructional Leadership & Innovative Teaching

Evaluation plan for this strategic direction

and feedback

- Agile Leadership resources and scaffolds
- staff surveys and feedback
- Performance and Develop Plan
- collaborative learning cycle schedule
- targeted student lists
- technology usage data
- teaching and learning documents including scope and sequence, programs, assessment, work samples, feedback linked to syllabus outcomes

The evaluation plan will involve:

Rigorous analysis of the data, at least once a term, to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.