

Strategic Improvement Plan 2021-2025

Harrington Park Public School 4628



School vision and context

School vision statement

Harrington Park Public School equips our students with the knowledge, understanding, skills and values to not only take advantage of opportunity and face challenges with confidence. Our high expectations guide every student, every teacher and every leader to improve every year. Passion, challenge and creativity underpin our continuous learning improvement. There is a strong collegial culture of mutual trust, respect and support as clear, data informed directions focus our actions. Parents are encouraged and welcomed as partners in the promotion of student learning and wellbeing. The school works to maintain learning environments that are safe, respectful, culturally harmonious and intellectually challenging. Every student is known, valued and cared for as a learner and a person in our school.

School context

Harrington Park PS is a large primary school located in the Camden Local Government Area. The school was established in 2002 and has well-equipped modern facilities. It is currently undertaking major building works to provide 13 new classroom spaces, a special purpose unit as well as new library, hall and admin block. The executive staff consists of a principal, two deputy principals and four assistant principals. The staff ranges in the level of experience, with some very experienced teachers who combine well with a growing number of early career teachers. A strong and positive relationship exists between the school and the community. Our school's changing demographic allows us opportunities to celebrate and engage our diverse school community. The school P&C is very supportive, and a significant feature of the school is the parent help with teaching/learning programs during the teaching day. The school maintains a strong commitment to the development of literacy and numeracy skills, with a focus in our current School Improvement Plan on improving student outcomes, improving teacher practices and supporting student in their efforts to be contemporary and highly engaged learners. Harrington Park has also achieved many successes in sport, creative and performing arts and Environmental education which are embedded in school programs and practices. The major focus for the next three years is to build more confident and creative learners who connect and thrive through positive partnerships.

Strategic Direction 1: Student growth and attainment

Purpose

In reading and numeracy we build strong foundations for academic excellence and develop and refine data driven teaching practices that are responsive to the learning needs of all students.

Improvement measures

Achieve by year: 2025

Understanding Texts target - At least 90% of students completing Kindergarten will be achieving within Level 4 of the Understanding Texts sub element of the Literacy Progressions.

At least 90% of students completing Year 2 will be achieving within Level 6 of the Understanding Texts sub element of the Literacy Progressions.

At least 90% of students completing Year 6 will be achieving within Level 9 of the Understanding Texts sub element of the Literacy Progressions.

Achieve by year: 2025

Number and Place Value target- At least 90% of students completing Kindergarten will be achieving within Level 3 of the Number and Place Value sub element of the Numeracy Progressions.

At least 90% of students completing Year 2 will be achieving within Level 6 of the Number and Place Value sub element of the Numeracy Progressions.

At least 90% of students completing Year 6 will be achieving within Level 10 of the Number and Place Value sub element of the Numeracy Progressions.

Initiatives

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- * All teachers have a collective understanding and utilise best practice in the teaching of reading and numeracy using data to monitor and assess student progress and collaboratively design future learning on an individual, group and whole class level.

- * Review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and improve student achievement.

- * Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Data and feedback inform teaching practice and direct learners and learning.

All teachers have an in depth understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

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, evidence-based judgement and moderation of assessments.

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data.

The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Evaluation plan for this strategic direction

The school will use the following data sources to ascertain the effectiveness of our ability to build strong foundations for academic excellence and develop and refine data driven teaching practices that are responsive to the learning needs of all.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The analysis will guide the school's future directions:

x NAPLAN data

x Scout data

x PAT data

x L3 data

x Phonics data

x Understanding Texts data

x Quantifying Numbers data

x Student work samples

x Formative and summative assessment data

The evaluation plan will involve:

x Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

x Regular professional discussion around the School Excellence Framework elements and themes.

x Executive team, stage teams and whole staff reflective sessions.

x Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Rigorous analysis of the data will be undertaken to determine impact and guide both ongoing implementation and future school planning. This will ensure continuous improvement is our focus and students will grow in their learning.

Strategic Direction 2: High Expectations and Continuous Improvement Based on Professional Learning, Research and Data

Purpose

Teachers understand and explicitly teach the syllabus at all levels of achievement engaging in whole school collaborative learning culture. Staff develop a practical understanding of the structures to improve teaching practice through high impact, targeted professional learning that is bounded in research and driven by data informed practice in their classrooms.

Improvement measures

Progress in Reading

Achieve by year: 2025

Progress in mathematics

Achieve by year: 2025

Initiatives

Personalised Learning

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment, curriculum knowledge and collaborative learning culture.

- Embed and use high impact professional learning structures to build teacher capacity and collective pedagogical practice.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

Success criteria for this strategic direction

Teachers monitor the impact of programs in order to improve their practice.

Deeper understanding of syllabuses and stage expectations as evidenced in teacher practice and teaching and learning programs.

Teachers identify what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Teachers collaboratively use data to inform planning, identify interventions and modify teaching practice.

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.

Evaluation plan for this strategic direction

To what extent do teachers understand and explicitly teach the syllabus to all students?

To what extent has the school ensured staff have developed a practical understanding of the structures to improve teaching practice through high impact, targeted professional learning that is bounded in research and driven by data informed practice in their classrooms?

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. The analysis will guide the school's future directions:

x NAPLAN data

Strategic Direction 2: High Expectations and Continuous Improvement Based on Professional Learning, Research and Data

Evaluation plan for this strategic direction

- x Scout data
- x Student work samples
- x Teaching and learning programs
- x Regular lesson observation feedback
- x PDPs
- x IIC survey data
- x WWB survey data
- x HIPL School self-assessment tool

The evaluation plan will involve:

- x Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- x Regular professional discussion around the School Excellence Framework elements and themes.
- x Executive team, stage teams and whole staff reflective sessions.
- x Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After rigorous evaluation and analysis of data a determination will be made as to future directions of the four-year plan and 'Where to next?'.

Strategic Direction 3: Engaging Contemporary Learners

Purpose

To develop contemporary, engaged learners who display the necessary dispositions, supported by whole school practices that promote well-being and authentic, rich learning.

Improvement measures

Achieve by year: 2025

TTFM 'Students who are interested and motivated' to have an uplift of 17.7%.

Attendance (>90%)

Achieve by year: 2023

Number of students attending school 90% of the time to have an uplift of 6.3% as calculated from the system negotiated target.

Achieve by year: 2025

As identified through TTFM student survey, the number of students with positive well-being to have an uplift of 4.3%.

Initiatives

Engaged Learners

Provide a learning environment that enables students to create, receive personalised feedback and achieve their learning goals.

- Students are taught in their zone of proximal development, with scaffolding, goal setting and meaningful feedback.
- Students feel connected to their school, their peers and teachers through a range of cognitive, emotional, social and physical well-being strategies.
- Students develop a range of contemporary learning strategies including 4Cs (collaboration, creativity, communication, critical reflection) to become engaged learners.

Success criteria for this strategic direction

The school implements evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning.

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Teaching and learning programs evidencing teachers' practices that meet the learning and well-being needs of students with additional learning needs, including high potential and gifted students.

Teacher engagement in collaborative planning to provide students with opportunities to investigate existing technologies and create digital solutions.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Have whole school practices promoted wellbeing and authentic, rich learning to develop contemporary, engaged learners?

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. The analysis will guide the school's future directions:

x TTFM data

x Scout data

x Attendance data

Strategic Direction 3: Engaging Contemporary Learners

Evaluation plan for this strategic direction

x Teaching and learning programs

The evaluation plan will involve:

x Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

x Regular professional discussion around the School Excellence Framework elements and themes.

x Executive team, stage teams and whole staff reflective sessions.

x Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Rigorous analysis of the data will be undertaken to determine impact and guide both ongoing implementation and future school planning. This will ensure continuous improvement is our focus and students will grow in their learning and well-being.