

Strategic Improvement Plan 2022-2026

Heaton Public School 4129



Heaton

PUBLIC SCHOOL

School vision and context

School vision statement

We nurture and inspire every child to dream big.

School context

Heaton Public School is located in the Newcastle suburb of Jesmond and is the local school for children from the northern part of Jesmond and the suburb of Birmingham Gardens. The school has a FOEI index of 130. The school enrolment as at March 2022 is 167 students. Students come from a wide range of socio-economic backgrounds with 11% of students identified as Aboriginal and Torres Strait Islander and 61% from an English as an Additional Language or Dialect (EAL/D) background. Our local area is a vibrant multi-cultural community and Heaton Public School is a truly multi-cultural school. The school enjoys strong links with the Heaton P&C, the local Muloobinbah AECG, and the school is represented in the Callaghan Education Pathways Aboriginal Education Team (CEPAET).

Our school provides a range of high quality extra-curricular opportunities including Sport, Debating, Environmental Sustainability and Creative and Performing Arts, Dance, Drumming and Choir, supporting the diverse cultural groups represented across the school. The school culture is based on the values of learning together with Respect, Responsibility and Inclusion. We have a strong wellbeing program that is consistent across the school, where every student is Ready to Learn.

The whole school community, involving students, staff, parents, and the local AECG Muloobinbah, were 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 embed school-wide practices that focus on personalised learning, one-on-one conferencing and aspirational target setting for all students. A strong emphasis will be placed on exemplary attendance practices and our school-wide wellbeing initiatives will be enhanced and driven across the school with enthusiasm. The success of all students will be celebrated and shared with our community.

The school will continue to develop authentic collaboration and team-teaching opportunities to enhance pedagogy and target student learning at point of need. Learning and Support teachers, English as a Second Language or Dialect teachers and Student Learning & Support Officers will consult regularly with classroom teachers and the Executive to analyse data and collaboratively program to ensure every student is catered for, in order to maximise their learning.

All staff will be provided with extensive mentoring and distributed leadership opportunities in order to build capacity across the entire school and to ensure for strong succession planning.

We will consult regularly with our diverse community to enhance and strengthen our school-wide events, so that every single member of the community has the opportunity to support the learning of each and every student.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will develop high quality teaching and learning programs and enhance data driven practices.

Improvement measures

Reading growth

Achieve by year: 2023

There is an uplift of 5% in student growth in reading from Year 3 from 2021 compared to the same Year 5 cohorts in 2023.

Numeracy growth

Achieve by year: 2023

There is an uplift of 5% in student growth in numeracy from Year 3 from 2021 compared to the same Year 5 cohorts in 2023.

SEF Elements

Achieve by year: 2026

Improvement as measured by the School Excellence Framework:

Learning

- Curriculum - Excelling
- Assessment - Excelling
- Student Performance Measures - Excelling

Teaching:

- Data Skills and Use - Excelling

Initiatives

High Quality Teaching and Learning

Embed a school-wide learning culture steeped in evidence-based pedagogy and collaboration. Achieved by:

- Delivering High Impact Professional Learning to all staff to enhance and implement evidenced-based pedagogical practices, with the inclusion of authentic Aboriginal and Torres Strait Islander perspectives.
- Utilising and embedding evaluative and instructional leadership practices across the school to support and improve student outcomes.

Data Driven Practices

Embed whole-school practices for collecting and analysing data to differentiate teaching for every student. Achieved by:

- Strengthening assessment practices and utilising whole-school Assessment Tracking Tool to collect, track and analyse student assessment data to inform teaching, monitor student progress and strengthen transition points.
- Collaborating with the school community to share student progress data and develop plans for strategic improvement.

Success criteria for this strategic direction

A whole school system and an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF: Learning Domain - Curriculum).

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (SEF - Learning Domain - Assessment).

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (SEF - Learning Domain - Student Performance Measures).

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Teaching Domain - Data Skills and Use).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

- Internal assessments eg. PLAN2
- External assessment eg. NAPLAN
- Surveys
- Observations
- Student voice

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Program evaluations
- SEF-SaS

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Differentiation and High Potential and Gifted Education

Purpose

In order to maximise student learning outcomes, the school will differentiate learning.

Improvement measures

Value Added

Achieve by year: 2026

Value add results from Kindergarten to Year 3, Year 3 to Year 5 and Year 5 to Year 7 will be classified as 'Excelling' in all three categories.

SEF Elements

Achieve by year: 2026

Improvement as measured by the School Excellence Framework:

Learning:

- Wellbeing (Individual Learning Needs) - Excelling
- Reporting - Excelling

Teaching:

- Effective Classroom Practice (Feedback) - Excelling
- Data Skills and Use - Excelling
- Learning and Development - Excelling

Leading

- School Planning, Implementation and Reporting - Excelling

Initiatives

Differentiation

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals. Achieved through:

- Implementing systems to provide tailored support for all students, including Aboriginal students' Personalised Learning Pathway and robust transition programs.
- Building the capacity of all staff to support differentiated learning in every classroom, through the implementation of strong sustainable systems.

High Potential & Gifted Education

Embed a learning culture that supports students to reach their potential. Achieved through:

- Engaging staff with the High Potential & Gifted Education policy through High Impact Professional Learning and building networks with other schools and agencies.
- Embedding a whole school approach to catering for High Potential & Gifted Education, providing opportunities to increase student voice.

Success criteria for this strategic direction

Student learning & success is shared with parents and students. Planning for learning is informed by each student's wellbeing and learning needs in consultation with parents and carers. SEF- Learning Domain - Wellbeing (Individual Learning Needs)

Reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. (SEF- Learning Domain - Reporting).

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 - Teaching Domain - Effective Classroom Practice (Feedback).

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 - Teaching Domain - Data Skills and Use).

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. (SEF - Teaching Domain - Learning & Development).

Effective strategies for Aboriginal Education are embedded in teaching and learning programs.

All Year 6 students attending Waratah/Wallsend Campus for Yr 7 have a Personalised Learning Pathway collaboratively planned and shared upon entry into Yr 7.

All staff actively engage in targeted Aboriginal Education Professional Learning.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement around personalised learning for students and staff?

Data:

We will use a combination of data sources. These will include:

- Internal assessments eg. PLAN2
- External assessment eg. NAPLAN
- Minutes from 'Reading to Learn' meetings
- Personalised Learning Plan observation notes
- Distributed leadership opportunities
- Focus groups for students and staff
- Surveys

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the School Website throughout the year).

Strategic Direction 3: Strengthening Connections

Purpose

In order to maximise social and emotional wellbeing for all students and enhance community connections, we will embed a culture of shared responsibility.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

The percentage of students attending 90% of the time will reach the target of 77.7%

Wellbeing

Achieve by year: 2023

The percentage of students in Years 4, 5, & 6 stating that they have strong advocacy, expectations for success and sense of belonging at Heaton Public School will reach the target of 88.5%.

Tell Them From Me - Parents Welcome

Achieve by year: 2026

The Tell Them From Me - Parent Survey 'Parents Feel Welcome' element will reach an average score of 9/10 or greater by 2024.

Tell Them From Me - Parent Measure of Inclusivity

Achieve by year: 2026

The Tell Them From Me - Parent Survey 'Inclusive School' element will reach an average score of 9/10 or greater by 2024.

SEF Elements

Achieve by year: 2026

Improvement as measured by the School Excellence Framework:

LEARNING

- **Element: Learning Culture (E)**
- Focus: Whole theme (E)

Initiatives

Strengthening wellbeing and attendance

Embed a school-wide culture where every stakeholder takes responsibility for strong wellbeing and attendance. Achieved by:

- Analysing attendance data, strengthening systems, and developing robust attendance initiatives to create a community-wide, collective efficacy to strive for exemplary levels of attendance.
- Enhancing strong, proactive wellbeing initiatives across the school that support positive behaviour and wellbeing for every single student.

Strengthening connections

Embed a culture where every opportunity to form a connection with every member of our diverse community is taken. Achieved by:

- Delivering whole school events and initiatives that engage all community stakeholders by providing opportunities for deep connection and consultation.
- Embedding the vision statement "Shared Histories, Empowered Futures" (endorsed by AECG on 11/2/21) in our communications, practice and partnerships and deliver the key focus areas of the DoE and AECG Partnership Agreement 2020-2030.

Success criteria for this strategic direction

The school culture is strongly focused on learning, strengthening educational outcomes and ongoing performance improvement throughout the school community. The entire community works together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF- Learning Domain - Learning Culture).

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 - Learning Domain - Reporting: Parent Engagement).

Key communications to students, staff and parents include our Callaghan Education Pathways Aboriginal Education Team (CEPAET) vision statement 'Shared Histories, Empowered Futures'

Awabakal language is valued through its embedding in school life.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement around wellbeing, attendance and connections?

Data:

We will use a combination of data sources. These will include:

- Tell Them from Me (Student, teacher and parent surveys)
- Sentral wellbeing data
- Attendance data
- Community feedback from events
- Focus groups (Staff, students and community)

Strategic Direction 3: Strengthening Connections

Improvement measures

- **Element: Reporting (E)**
 - Focus: Parent Engagement (E)
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Evaluation plan for this strategic direction

- Student parliament

Analysis:

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Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the School Website throughout the year).