

# Strategic Improvement Plan 2023-2026

## Haberfield Public School 2117



**HABERFIELD**  
**Public School**

# School vision and context

## School vision statement

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'Building on Success'

Haberfield Public School is a highly successful school as is reflected in all student outcome data. As a result, this plan has been developed on the philosophy of *"Building on Success"*. We are committed to continuing the school's long-held traditions of excellence in education.

We believe that our school community is vibrant, creative and supportive. Every student has the opportunity to achieve their personal best in a safe and caring environment. The school builds respectful, responsible and resilient learners and citizens.

Haberfield Public School will build on this success and enhance the opportunities to ensure all our students and teachers are life-long learners.

We will continue to develop a school culture that empowers each student to reach their full potential. We will create innovative learning environments which will allow students to connect, succeed, thrive and learn.

## School context

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Haberfield Public School is located in the inner west of Sydney. It has a school culture that reflects the strong partnerships which exist between students, staff and parents. The school currently has a population of 605 students, 61 % of which are from Non-English Speaking Backgrounds.

The school has a long history of academic excellence. A wide range of school programs are offered that cater for the individual needs of students. This includes a High Potential and Gifted Education (HPGE) program, which operates from Years 1-6, as well as comprehensive creative and performing arts, technology and sport programs.

The staff is a highly skilled team of professionals who collaboratively plan effective teaching and learning programs.

In developing the 2023-26 School Improvement Plan (SIP), we conducted a thorough situational analysis consulting the whole school community, including students, staff and parents.

Through our situational analysis, we have identified a need to enhance collaborative and consistent practices in explicit teaching, to provide effective feedback and to utilise data driven practices.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student growth in Writing, Reading and Numeracy across all ability levels, inclusive of HPGE, LaST, EaLD and middle cohort students.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

Increase % of questions answered correctly in the Check-in assessment compared to previous cohort data.

### Reading growth

Achieve by year: 2023

Increase % of questions answered correctly in the Check-in assessment compared to previous cohort data.

### Increase % of students achieving growth in writing.

Achieve by year: 2026

Increase % of students demonstrating growth in writing based on PAT writing data.

## Initiatives

### K-6 Inferred and Critical Comprehension

Improve Reading Comprehension & Vocabulary teaching practice through a focus on explicit teaching practice and data-driven practices.

- Continuation of High impact professional learning for all staff on quality teaching and learning in the area of inferred and critical comprehension strategies.
- Continuation of a whole-school professional development program of the SEEC vocabulary model and the three tiers of vocabulary instruction.
- Develop a whole-school scope and sequence for Reading Comprehension strategy focus areas.
- A targeted focus on the explicit teaching of inferential comprehension skills.
- Teachers to observe colleagues with expertise in the teaching and learning cycle for inferred and critical comprehension.
- Teaching and Learning programs embed explicit teaching and use of data collection.
- A whole-school approach to the assessment of reading and vocabulary.

### Whole-School Writing Program

- Establish a whole-school professional development program to upskill teachers on quality teaching and learning in writing.
- Establish grade-based work samples and assessments (NESA) (longitudinal tracking)
- Develop a whole-school scope and sequence for writing and representing based on the new syllabus.
- Teachers to observe colleagues with expertise in the teaching and learning cycle in writing.

### K-6 Numeracy Program

- Establish a whole-school professional development program based on the new curriculum to upskill teachers on quality teaching and learning in numeracy.

## Success criteria for this strategic direction

- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.
- K-6 teaching and learning programs for Writing, Reading and Numeracy are dynamic, showing evidence of revisions based on consistent and reliable student assessment and continuous tracking of student progress and achievement (School Excellence Framework).
- 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 (School Excellence Framework).
- 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. (School Excellence Framework).

## Evaluation plan for this strategic direction

The school will utilise a range of 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.

These data sources include:

- NAPLAN
- Scout
- Student work samples
- InitialLit data
- Year 1 Phonics Screening Check
- Check-in data

# Strategic Direction 1: Student growth and attainment

## Initiatives

- Establish whole-school assessment systems and structures.
- Develop a whole-school scope and sequence for Mathematics.
- Observe colleagues with expertise in the teaching and learning cycle for reasoning and problem solving in working mathematically.
- Establish a school-wide practice that develops student engagement and positive dispositions towards Mathematics.

## Evaluation plan for this strategic direction

- K-6 scope and sequences in English and Mathematics
- Whole school assessment systems for Mathematics
- Classroom observation records
- Documentation of whole school professional development
- SEF surveys

### The evaluation plan will involve:

Regularly completing a Situational Analysis, which will involve reviewing the above mentioned data sources in conjunction with the School Excellence Framework and the school's SIP improvement measures.

A deep analysis of the data through a Situational Analysis will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

## Strategic Direction 2: Building Teacher Capacity

### Purpose

To enhance teacher knowledge and expertise based on current best practices, resulting in high quality teaching, learning and student growth.

### Improvement measures

#### Effective Classroom Practice

Achieve by year: 2026

School self-assessment of the SEF element, 'Effective Classroom Practice' is at Sustaining and Growing.

#### Data Skills and Use

Achieve by year: 2026

School self-assessment of the SEF element, 'Data Skills and Use' is at excelling.

#### Leadership Development

Achieve by year: 2026

School self-assessment of the SEF element, 'Professional Standards' is at excelling.

### Initiatives

#### Professional Learning and Performance Development

- Embed evidence-informed high impact professional learning practices to improve teaching and leadership.
- Establish a professional learning community where teachers and leaders collaborate in cycles of inquiry leading to improved practices.
- Design and implement a yearly professional development schedule based on identified areas of need.

#### Whole-school HPGE Program

- Establish a HPGE teaching committee to lead the implementation and evaluation of HPGE practices at HPS.
- Professional Development on HPGE Policy
- Professional Development on differentiation
- Continuation of the HPGE Satellite Program
- Develop individual learning plans for HPGE students to support engagement, growth and achievement.
- Use student assessment data to ensure quality and targeted differentiation.
- Review and adapt practices to ensure teaching and learning programs are differentiated for the HPGE students across the 4 domains.

#### Curriculum

- Design and deliver professional learning on the new syllabus, utilising NSW DoE resources, evidence informed research and High Impact Professional Learning (HIPL) practices.
- Establish K-6 scope and sequences in mathematics and English based on the new syllabus.
- Design and implement effective and differentiated teaching and learning programs
- Purchase new resources to support Curriculum Reform
- Utilise formative and summative assessment

### Success criteria for this strategic direction

A yearly professional development schedule is being used across the school.

Cycles of Inquiring are used effectively across the school as part of the HPS Professional Learning Community.

The school's HPGE Committee has led the school through the evaluation and modification of the HPGE program and practices.

All staff have a sound understanding of the HPGE Policy.

All staff have a sound understanding of effective differentiation practices and processes.

All staff are differentiating appropriately for HPGE students.

Assessment data is being utilised effectively to monitor the differentiation of programs based on student achievement.

The school has identified HPGE students across the 4 domains of Giftedness.

Programs show evidence of high-quality practices across K-6 in differentiation.

### Evaluation plan for this strategic direction

The school will regularly undertake a situational analysis to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 2. This analysis will guide the school's future directions.

These data sources include:

- NAPLAN
- Check-in
- Scout
- Student work samples

# Strategic Direction 2: Building Teacher Capacity

## Initiatives

- strategies to inform teaching and learning
- Establish assessment and reporting systems and structures informed by syllabus documents

## Evaluation plan for this strategic direction

- Staff surveys
- HPGE Meeting Minutes
- Revised English and Mathematics programs based on the new syllabus
- Teaching and learning programs showing differentiation is effectively embedded.

### The evaluation plan will involve:

Regularly completing a Situational Analysis, which will involve reviewing the above mentioned data sources in conjunction with the School Excellence Framework and the school's SIP improvement measures.

A deep analysis of the data through a Situational Analysis will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 3: Wellbeing

## Purpose

To strengthen whole school wellbeing processes and practices to provide optimum conditions so that every student and teacher can connect, succeed, thrive and learn.

## Improvement measures

### Wellbeing

Achieve by year: 2026

School self-assessment of the SEF element, 'Wellbeing' is at Sustaining and Growing.

### Staff Wellbeing

Achieve by year: 2026

A measurable increase in student wellbeing based on internal and external data.

A measurable increase in staff wellbeing based on internal and external data.

## Initiatives

### Whole-School Wellbeing Program

- Establish whole school wellbeing and strength-based learning scope and sequence aligned to PDH/PE syllabus.
- Review and extend Positive Behaviour for Learning (PBL) strategy and connect with Grow Your Mind program
- Professional Development on Grow Your Mind program focused on teacher and student wellbeing
- Establish student and staff wellbeing calendar of initiatives and events
- Review and extend merit system for acknowledging student achievement
- Expand structured play opportunities for students to connect K-6

### Parent Workshops on Whole-school Wellbeing

- Parent workshops on wellbeing and PBL (Positive Behaviour for Learning)
- Parent workshops on Grow Your Mind program
- Consult with parent community on wellbeing policy development
- Promote community engagement with wellbeing initiatives

## Success criteria for this strategic direction

Excelling in wellbeing through a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF)

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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.
- 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.

## Evaluation plan for this strategic direction

The school will regularly undertake a situational analysis to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 3. This analysis will guide the school's future directions.

These data sources include:

- Scout
- Student work samples
- SEF surveys
- TTFM
- School-based surveys
- Grow Your Mind classroom programs
- PBL data

The evaluation plan will involve:

## Strategic Direction 3: Wellbeing

### Evaluation plan for this strategic direction

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Regularly completing a Situational Analysis, which will involve reviewing the above mentioned data sources in conjunction with the School Excellence Framework and the school's SIP improvement measures.

A deep analysis of the data through a Situational Analysis will guide future school planning to provide ongoing improvement to maximise student learning outcomes.