

Strategic Improvement Plan 2024-2027

Harcourt Public School 5118



School vision and context

School vision statement

At Harcourt Public School every learner receives a high-quality education that enables them to achieve ambitious learning goals within a school culture that strengthens student wellbeing and development.

School context

Harcourt Public school is located in South Western Sydney and has a student enrolment of 420. The school culture is that of collaboration and inclusion with a shared drive to promote school excellence.

Our school is supported by a strong multi-cultural community, with 85% of students identified from a language background other than English. There are over 40 different languages or cultural groups reported. Chinese, Korean and Nepalese are the largest cultural groups, with a growing Bengali community also noted. Currently 1.4% of students identify as Aboriginal or Torres Strait Islander. Our Chinese and Korean Community Languages Program supports students in maintaining and developing further communicative competence in their community language.

In meeting the needs of all students and encouraging the development of talent and high performance, we strive to offer opportunities for further growth across a range of areas. Some of these include creative and practical arts through both internal and external opportunities, sports and public speaking.

The whole school community was consulted during the development of the Situational Analysis. Through this work we have identified three specific areas to drive our current practices and growth. Firstly, we will be exploring explicit teaching with evidence of differentiation, grounded on familiarised and embedded adoption of current curriculum. We will also focus on having a high-performance culture supported and strengthened through collaborative feedback structures, and we will ensure wellbeing processes and practices are in response to emerging needs.

At Harcourt Public School we encourage everyone to model the motto on our crest of 'Deeds and Words', where we consider the importance of this in the establishment and continual strengthening of a positive, engaging, learning environment.

Strategic Direction 1: Student growth and attainment

Purpose

To meet the needs of our students we will engage, enact and embed the current reading and numeracy K-6 curriculum in all teaching and learning programs. We will continue to focus on effective differentiation and consideration of talent and high potential in all classrooms. We will report on learning to students and community through considered feedback, ensuring teachers, students and community are all working together to achieve ambitious growth for every student.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students in Years 2-6 demonstrate reading growth and achievement from Term 1 to Term 4 using PAT as a key data point.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

A gradual increase in the percentage of Year 1 students meeting the expected score on the Year 1 Phonics Screening Check.

Initiatives

Explicit teaching

Explicit teaching requires an in depth knowledge of the curriculum, varied teaching strategies and shared feedback to optimise learning progress of students across the full range of abilities.

- Deepen understanding of current curriculum.
- Systematically plan and implement coherent teaching and learning programs.
- Provide student and community feedback by communicating the next learning goal.

Differentiation

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

- Engaging in data informed practices (assessment, triangulation, school wide system).
- Teaching is a response to point of need.
- Evaluating process and practices in relation to impact.

Success criteria for this strategic direction

- Lessons are systematically planned as part of a coherent program that is informed by students' prior achievement, curriculum requirements and student feedback.
- Student errors and misunderstanding are identified and explicitly addressed.
- There are embedded evaluative processes for utilising student progress and achievement data to measure impact.
- There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas.
- The school uses systematic and reliable assessment information to evaluate student learning over time.

Evaluation plan for this strategic direction

Question: To what extent has the engagement in, and implementation of the current reading and numeracy K-6 curriculum, had an impact on achieving ambitious growth for every student?

Data:

- Check-in assessment data
- PAT data
- Phonics Screening Check

Analysis: Analysis will be embedded within the plan through progress and implementation monitoring. The data will be analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been met.

Implications: Rigorous and ongoing data analysis will determine the impact of initiatives and will be utilised to guide ongoing implementation. Findings from data analysis will inform future school planning, ensuring a cycle of continuous improvement where high impact

Strategic Direction 1: Student growth and attainment

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students in Years 2-6 demonstrate numeracy growth and achievement from Term 1 to Term 4 using PAT as a key data point.

Evaluation plan for this strategic direction

teaching strategies are utilised and high expectations are maintained.

Strategic Direction 2: Professional Learning and Development

Purpose

Our teaching teams will foster a strong, high performance collaborative culture embedded in evaluative practices, and undertake ongoing professional learning and development. We will engage in instructional leadership, mentoring and coaching processes, hold conversations for improvement and consider high expectations for us and our students, further building a culture of ongoing, sustained improvement for both professionals and students.

Improvement measures

Learning and development

Achieve by year: 2027

As measured by the School Excellence Framework - Teaching Domain: Learning and development; on balance measure is excelling.

Educational Leadership

Achieve by year: 2027

As measured by the School Excellence Framework - Leading Domain- Educational leadership: performance management and development is excelling.

Conversations for improvement

Achieve by year: 2027

Continued positive increase in teacher reflective scores: Focus on learning Teacher Survey Report- Collaboration (TTFM).

Initiatives

High performance culture

A high performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish. This ensures that all students are taught by high performing teachers.

- Develop competency and systems for ongoing coaching and mentoring practices school wide.
- Undertake and engage in observations and the delivery of specific, timely feedback.
- Explore pedagogy through engagement in Professional Learning Communities.
- Strengthen conversations for improvement where all teachers are responsible for, and engaged in, ongoing reflection and improvement of themselves as professionals and student growth.

Success criteria for this strategic direction

- The staff identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole school impact.
- The school systems foster a collaborative culture, embedded in evaluative practices.
- School-wide relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation plan for this strategic direction

Question: To what extent has a strong collaborative culture, embedded in evaluative practices, led to high expectations of continuous improvement and growth for both professionals and students?

Data:

- School Excellence Framework V3
- Tell Them From Me teacher Survey

Analysis: Analysis will be embedded within the plan through progress and implementation monitoring. The data will be analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been met.

Implications: Rigorous and ongoing data analysis will determine the impact of initiatives and will be utilised to guide ongoing implementation. Findings from data analysis will inform future school planning, ensuring a cycle of continuous improvement where high impact teaching strategies are utilised and high expectations are maintained.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To meet the wellbeing needs of all students we will engage students and families so that attendance is an agreed and desired priority. We will focus on social-emotional capability, using restorative practice processes, so that students find it easier self manage, relate to others, develop resilience, a sense of worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

Improvement measures

Restorative practice

Achieve by year: 2027

The understanding and use of restorative practice strategies will report an uplift in staff competence and confidence capability survey by 2027.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The school will observe a 1.1% uplift by 2027, to achieve a minimum of 92.4% attendance rate.

Initiatives

Attendance

There is a high expectation culture of high attendance rates for all students.

- Parent communication strategy to reduce partial attendance and increase the awareness of impact on student learning.
- Refine attendance processes and subsequent supports.

School culture

An embedded school wide and data informed approach to support student and staff wellbeing is essential to an optimal learning environment. Student voice will be used throughout, and to refine processes, which are responsive to emerging needs.

- Develop a common understanding and belief in the value of a restorative practice system as part of our school culture.
- Develop a whole school restorative practice system.

Success criteria for this strategic direction

- Attendance data is regularly analysed and required actions taken.
- Teachers, students, parents/carers and the community work together to support consistent and systematic attendance processes.
- Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.
- Positive and respectful relationships are evident throughout the school community.
- Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Evaluation plan for this strategic direction

Question: To what extent have consistent and systematic attendance processes impacted on the engagement and attendance of all students?

To what extent have embedded processes supported positive and respectful relationships, student resilience and the empowerment of student voice?

Data:

- SCOUT attendance data
- TTFM
- Competence and confidence capability survey

Analysis: Analysis will be embedded within the plan through progress and implementation monitoring. The data will be analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been met.

Implications: Rigorous and ongoing data analysis will determine the impact of initiatives and will be utilised to guide ongoing implementation. Findings from data analysis will inform future school planning, ensuring a

Strategic Direction 3: Wellbeing and Engagement

Evaluation plan for this strategic direction

cycle of continuous improvement where high impact teaching strategies are utilised and high expectations are maintained.