



# School plan 2018-2020

## Hurstville Public School 2197

# School background 2018–2020

## School vision statement

Our school is a place where:

- all people are treated with respect, understanding and compassion;
- the wellbeing of students is a priority for all;
- success as a learner is broadly defined, valued and celebrated;
- personal best and aspiring to excellence are encouraged and supported;
- students develop the 21st Century knowledge, skills and attributes to become successful learners, resilient, confident and creative individuals and active and informed citizens.

## School context

Hurstville Public School is located in a highly urbanised area of southern Sydney. The area is undergoing rapid redevelopment with large, multi-storey apartment blocks increasing the number of families residing within the school's enrolment boundaries. The school is one of the largest primary schools in the state with over 1270 students supported by a staff of more than 100. As well as local enrolments, the school hosts four Opportunity Classes for academically gifted and talented students and a Support Unit of four classes for students with mild and moderate disabilities and autism. 96% of our students come from language backgrounds other than English. More than 47 different nationalities are represented. The largest group is of Chinese background, representing 65% of students. The next highest backgrounds are Arabic (11%), English (4%), Indonesian (2%), Nepali (2%), Greek (2%) and Hindi (2%). The community holds high expectations for the academic achievement of their children. The school implements the Positive Behaviour for Learning Program (PBL) and actively incorporates the values of Respect, Responsibility and Learning into all aspects of school life.

## School planning process

In 2017, a comprehensive process of research, consultation, data collection and analysis was undertaken to determine our current needs and future directions. All teaching staff completed the Focus on Learning online survey. Professional reading and discussion explored recent research into 21st Century learning, underpinned by the Melbourne Declaration. Working in small groups, staff identified the pedagogy that was needed to equip our students for success in a rapidly changing world. Parent and community members completed surveys and attended a forum to share their views on what is important in their children's education at school and what they believe their children need for success in the future. As a school community, we thus identified the major aspirations we share for our students and the challenges they face as 21st Century learners in a time of complex global issues and a constantly evolving educational and technological landscape. As a result of these planning processes, we identified the need to maintain our focus on ensuring a challenging academic curriculum, appropriate to the needs of our diverse students, but also to ensure that the additional skills of 21st Century learning – collaboration, creativity, critical reflection and communication – are a feature of our programs K–6, in order to create well-rounded, confident, resilient young people equipped, to take their place in the world.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Contemporary Learning

### Purpose:

The purpose of contemporary learning is to respond to a rapidly changing society by enhancing deeper collaborative, transformational practices across the whole school and wider community. Successful learners will be able to demonstrate adaptability, effective communication and a growth mindset that supports creativity, critical reflection and lifelong learning.



## STRATEGIC DIRECTION 2

Visibility

### Purpose:

The purpose of visibility is to enhance staff, community and student understanding of learning progress, reflection and Visible Learning practices. Through visibility, staff, students and parents will have a clear understanding of student achievement and what each individual needs to learn next. Through instructional leadership, differentiation and collaboration, there will be increasing value added growth in both internal and external measures. Through this, parents will better understand their child's individual progress and contemporary classroom practice via the use of technologies for learning.



## STRATEGIC DIRECTION 3

Wellbeing and Belonging

### Purpose:

The purpose of wellbeing and belonging is to enhance student engagement and motivation through a proactive wellbeing toolkit, extended opportunities for student leadership, active citizenship and authentic local connection. This will also include a systematic community connection around equitable opportunities for all. There will be an evidence-based change to whole school practices resulting in improvements in wellbeing to support learning so that every student is able to connect, succeed and thrive.

# Strategic Direction 1: Contemporary Learning

## Purpose

The purpose of contemporary learning is to respond to a rapidly changing society by enhancing deeper collaborative, transformational practices across the whole school and wider community. Successful learners will be able to demonstrate adaptability, effective communication and a growth mindset that supports creativity, critical reflection and lifelong learning.

## Improvement Measures

Teacher programs, observations and reflections show increasing opportunities for deeper collaboration throughout the school (shared units, shared assessment, shared planning, student presentations, samples of quality practice).

Staff developed rubrics and assessments show increasing opportunities for students to engage with the 4Cs of contemporary learning.

Student voice, work samples and reflections show increased student understanding of learning dispositions, adaptability and mindsets to be a successful learner.

## People

### Staff

Will demonstrate and share their expertise within the school and beyond. All teachers have expert contemporary content and deploy contemporary teaching practice.

### Students

Will engage in diverse and transformative learning opportunities, fostering the development of explicit learning dispositions and skills. They will adapt their mindset to promote new learning connections and critical self reflection. Students will develop a deep understanding of effective collaboration.

### Parents/Carers

Will collaborate with the school to foster and develop a shared understanding of the impact of current research, transformational practice and technological shift on the provision of a contemporary and relevant education.

### Community Partners

Will form deep connections across a Community of Practice, including an academic partner, and local schools, based on a shared endeavour of transformation through 4C learning, pedagogy and Gifted and Talented best practice.

### Leaders

School leaders possess a deep understanding of research implications and the skills to build capacity and bring about effective and sustained change.

## Processes

### Transforming Schools Project:

- Contemporary Teaching and Learning
- Contemporary Learning Community of Practice
- Effective Integration of Technology for Contemporary learning

### Future Skills Project:

All learners engage with the most effective evidence-based teaching methods, further embedding the 4Cs of contemporary learning into real world, inquiry based curriculum experiences.

### Gifted and Talented Project:

Contemporary Learning for Gifted and Talented students.

## Evaluation Plan

Student work samples, video evidence, staff developed rubrics, observations, assessment information, programs, reports, qualitative data.

## Practices and Products

### Practices

Teachers using inquiry based learning (Project Based Learning, STEAM) around real world curriculum experiences that reflect the 4Cs and students are engaged through the use of learner dispositions

Student voice is valued. Students are self directed learners and risk takers, and teachers are responsive to individual student needs through the use of contemporary learning practices.

Teachers work collaboratively to learn, plan and assess both internally and externally.

Gifted and Talented learners are able to articulate and demonstrate flexibility, adaptability, creativity and critical reflection within their learning. Students are able to self identify and respond to opportunities for growth.

### Products

Rubrics demonstrate embedded 4C practice and underpin all aspects of curriculum design.

Student voice and reflections show use of and confidence with learner dispositions and a growth mindset.

Internal and external collaborative practice drives ongoing school wide improvement in teaching practice and student results.

Student work samples show increasing opportunity to utilise technology for learning, including robotics, coding and Artificial Intelligence.

# Strategic Direction 2: Visibility

## Purpose

The purpose of visibility is to enhance staff, community and student understanding of learning progress, reflection and Visible Learning practices. Through visibility, staff, students and parents will have a clear understanding of student achievement and what each individual needs to learn next. Through instructional leadership, differentiation and collaboration, there will be increasing value added growth in both internal and external measures. Through this, parents will better understand their child's individual progress and contemporary classroom practice via the use of technologies for learning.

## Improvement Measures

Increasing value added growth using internal and external evidence sources in literacy and numeracy.

An increasing proportion of students in the top two bands in literacy and numeracy, with specific focus on moving and developing EAL/D learners.

Parents' surveys show increased understanding of and positive affirmation of individual learning goals and contemporary classroom practices.

A range of internal and external student assessment data is increasingly used school wide to identify student achievement and inform future directions.

Quality valid and reliable data is collaboratively used to increasingly inform planning, identify interventions and modify teaching practice.

## People

### Students

Will work with teachers and parents to develop personal learning goals and practical pathways for successful achievement.

### Staff

Will understand, value, use and clearly communicate how data and assessment practices underpin quality planning and delivery.

### Parents/Carers

Actively engage, understand and respond to contemporary teaching and learning and shared examples of classroom practice.

### Community Partners

Staff and community will value collaboration to share expertise and strengthen professional learning. Established links with local schools and academic partners will transform practice.

### Leaders

Tiered leadership will grow success in others through collaboration, role-modelling, data analysis and capacity building across the whole school community.

## Processes

### Collaborative Practices:

Develop, implement & embed explicit and visible systems for collaboration, feedback & sharing effective practice, driving ongoing improvement in literacy and numeracy.

### Building Partnerships:

The school is recognised as a key collaborator in leading, sharing and building upon relationships to create a learning hub focused on providing ongoing development of staff, students and community through quality research-informed TPL, mentoring and coaching networks.

### Evaluative Practices:

Use of data informs teachers and leaders on effective program delivery to improve student performance and drive whole school strategic improvement measures.

## Evaluation Plan

Data meetings, meeting minutes, student growth data (including NAPLAN), learning progressions, PAT Vocabulary, EAL/D data, EAL/D School Evaluation Framework, SEF data, Tell Them From Me survey data, Community surveys, focus groups.

## Practices and Products

### Practices

All lessons are systematically planned as part of a relevant program that has been collaboratively designed.

Teachers routinely review student learning and collaboratively develop learning goals with each individual student, ensuring they have a clear understanding of how to improve.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards learning goals is monitored through collection of quality, valid and reliable data.

Students and teachers provide regular opportunities for community members to engage with and develop a comprehensive understanding of transformational practice and student achievement via the use of technologies for learning.

### Products

Learning progression data demonstrates school wide consistency in teaching, learning, assessment and reporting.

Learning progression data indicates deeper understanding of student self-assessment, individual goal setting and value added growth in literacy and numeracy.

Parents' surveys show increased understanding of and positive affirmation of individual learning goals and contemporary classroom practices.

# Strategic Direction 3: Wellbeing and Belonging

## Purpose

The purpose of wellbeing and belonging is to enhance student engagement and motivation through a proactive wellbeing toolkit, extended opportunities for student leadership, active citizenship and authentic local connection. This will also include a systematic community connection around equitable opportunities for all. There will be an evidence-based change to whole school practices resulting in improvements in wellbeing to support learning so that every student is able to connect, succeed and thrive.

## Improvement Measures

Tell Them From Me survey shows increasing levels of student and staff wellbeing and community connection. Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

PBL data and fidelity surveys show increasing positive behaviours and compliance with expectations.

Student surveys, voice and focus groups show increasing positivity about school programs, resilience and use of learning dispositions.

There are increasing opportunities for student leadership within and beyond the school.

School equity teams show increasing collaboration and opportunities to engage and celebrate diverse community groups; promoting connections and understandings.

## People

### Students

Will self-regulate, demonstrate resilience through a willingness to undertake leadership opportunities and access the Wellbeing Toolkit.

### Staff

Will value the Wellbeing Toolkit and consistently use the PBL expectations to facilitate student mindfulness, advocacy and resilience.

Staff will provide student leadership opportunities and strengthen equity strategies.

### Leaders

Will demonstrate a positive mindset, respectful relationships and role-model Wellbeing strategies. Leaders will support the staff to implement the Wellbeing Toolkit and will lead equity and student leadership opportunities.

### Parents/Carers

will value and support the use of the Wellbeing Toolkit and embrace inclusivity measures.

### Community Partners

Will provide opportunities for students to connect and demonstrate leadership beyond the school setting.

## Processes

### Wellbeing Projects

to develop a wellbeing toolkit across the school community

- embedding PBL throughout the school
- PERMAH Model (including Mindfulness)
- Emotion Coaching
- Targeted needs-based projects (eg 3 Bridges Own It Program)
- Learning Dispositions

### Student Leadership

Increasing opportunities for student leadership including active citizenship within the local community

### Equity Strategy

Identifying and supporting students from diverse backgrounds to build cultural capital and promote inclusivity.

## Evaluation Plan

Student surveys, student voice, TTFM, PBL data, EAL/D surveys, focus groups, events, leadership opportunities.

## Practices and Products

### Practices

PBL is embedded in practice and is used consistently across the school and supported by the community.

Students are proactive and demonstrate active citizenship and leadership in the school and wider community.

Students value the diversity of the school community and demonstrate inclusivity.

Students draw upon a range of wellbeing strategies to self-regulate, enhance engagement and demonstrate resilience.

### Products

Positive, respectful relationships are evident amongst students and staff ensuring optimal learning conditions, including equitable outcomes for students from diverse backgrounds.

Every student is known, valued and cared for in the school. Every student is engaged and challenged to learn.

Increased distributive leadership opportunities for students across a range of settings.