

School plan 2018-2020

Harrington Street Public School 4314



School background 2018–2020

School vision statement

Harrington Street Public School strives to provide a safe, respectful, inclusive learning environment that challenges all members of the community to be resilient, lifelong learners. We believe that all people have the right to learn and that high expectations, quality teaching and strong home–school partnerships are central to student learning. We engage in critical reflection to promote continuous improvement and excellence across all areas of school life.

School context

Harrington Street Public School was established in 1962. The school is located at Cabramatta West and is a member of the Fairfield School Education Group. The school caters for a diverse student population, with over 90% of students from a language background other than English. There are currently 38 language backgrounds, with Vietnamese, Teochew, Cantonese, Khmer and Arabic speaking backgrounds the largest groups. Staff are highly trained and committed to continual improvement.

Parents are valued partners in determining school priorities. The school continues to have a proud history of academic success and student self–discipline. Strong student welfare programs and sport and cultural initiatives support a balanced approach to lifelong learning. Core values of the school include integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, global citizenship and democracy. In addition to the six Key Learning Areas, students have access to a range of programs including Early Action for Success, English as a Second Language; Community Language (Chinese, Vietnamese and Khmer), Languages Other Than English (Japanese) and Reading Recovery. Three classes to support students with intellectual disabilities and a composite 5/6 Opportunity Class for gifted and talented students are available through regional and state enrolment processes.

As a future focussed school Harrington Street Public School uses Creativity, Critical Thinking, Communicating, Collaboration and inquiry based learning as a foundation for student learning while embracing the philosophy of “Enriching Lives Through Learning ”

Harrington Street Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring learning environment.

School planning process

In 2017, the staff reviewed school data from a range of areas during staff meetings. In particular utilising a school planning cross walk of external and internal data. The school community opinions were sought throughout this process including the formal processes at Parents and Citizens meetings.

Staff reviewed where have we been and what could be improved then looking at where do we want the school to be in three to five years for the school, the community and the school’s network.

- ***Staff met during teacher professional learning sessions in 2017 to determine the school vision and then develop the three strategic areas. These areas were then worked upon by the planning groups to document the key improvement measures and a planning page for each strategic direction, including the purpose, people, processes, practices and products.***

School strategic directions 2018–2020



Purpose:

- To develop consistent, high-quality educational practices.
- Teaching and learning programs ensure student growth.
- Parents highly engaged in learning.



Purpose:

- Targetted differentiated professional learning through PDPs.
- Collaborative school culture.
- Empowering parents through learning in current educational practices.



Purpose:

- Positive, respectful relationships.
- Consistent implementation to support behaviour.
- Strong community understanding of HSPS wellbeing.

Strategic Direction 1: Learning and Improving

Purpose

- To develop consistent, high-quality educational practices.
- Teaching and learning programs ensure student growth.
- Parents highly engaged in learning.

Improvement Measures

- Increase in differentiated practices in literacy and numeracy that are informed by data.
- Students are developing and monitoring achievement of their own learning goals.
- Increase in parents engaging in 3-way conversations about students learning and understanding their child's learning growth.

People

Students
Students are aware of their progress and future directions for learning.

Parents/Carers
Parents understand their child's learning goals and how they can help their child achieve them.

Staff
Teachers value the use of evidence-based strategies to inform teaching and learning, be reflective and guide students in setting and evaluating

Processes

All teachers will analyse and reflect on data to inform teaching practice in English and mathematics.

Students articulate learning goals and know what they need to do to be successful.

All parents are aware of individual student's progress, celebrate success and understand their learning growth.

Evaluation Plan

1. Conversations around programs, CTJ and data.
2. Instructional Rounds and classroom environments.
3. Data of Attendance at 3-way interviews and Coffee and Chat.
4. Parent Student surveys and TTFM data.

Practices and Products

Practices

- High expectations are an outcome of collaborative planning, differentiated curriculum and consistent monitoring of student performance. (LC3.1, A3.1 & LaD3.1)
- Regular analysis of literacy and numeracy data to inform the teaching and learning cycle. (DSaU3.1)
- Regular 3-way conversations with parents and students about student learning. (LC 3.2, R3.2 & R3.3)

Products

- Evidence of differentiation in programs of learning and assessment. (C3.2 & C3.3)
- Teachers can articulate student growth and future directions for learning. (A3.3 & A3.4)
- Students and parents can articulate student growth and future directions for learning. (A3.3)

Strategic Direction 2: Moving Forward

Purpose

- Targetted differentiated professional learning through PDPs.
- Collaborative school culture.
- Empowering parents through learning in current educational practices.

Improvement Measures

- All staff actively engaged in PDP process.
- An increase in effective staff collaboration in educational practices.
- An increase in parent involvement in their own learning.

People

Staff

Involvement in ongoing professional learning to improve teaching practices and student outcomes.

Parents/Carers

Parents and carers identify and participate in opportunities to develop understanding of educational practices.

Leaders

Provide staff with opportunities to be involved in ongoing professional learning that allows for personal growth through the PDP process.

Processes

PDPs form the core of professional learning at HSPS.

All staff support collaborative practice to improve student outcomes.

CLOs strengthen the connection between home and school.

Evaluation Plan

1. Analyse data on TPL, mentoring timeslots, topics, accreditation and PDP process.
2. Increase in staff led TPL and staff attendance at workshops.
3. Number of parents attending workshops and school events.

Practices and Products

Practices

- PDP process is valued and meaningful. (LaD3.3)
- Our school culture is teachers sharing expertise in workshops, team teaching, lesson observations, mentoring and responsive planning. (LaD3.4)
- A range of opportunities is provided to parents and carers to learn about and understand educational practices at HSPS. (EL3.4)

Products

- All staff are regularly reflecting on and evaluating PDPs to improve practice. (LaD 3.1)
- Increase consistency of practice across classrooms. (LaD3.3 & ECP 3.1)
- Parents involved in regular workshops to develop their understanding of educational practices. (EL3.4)

Strategic Direction 3: Living Life Well

Purpose

- Positive, respectful relationships.
- Consistent implementation to support behaviour.
- Strong community understanding of HSPS wellbeing.

Improvement Measures

- An increase in positive respectful relationships.
- 100% of staff implementing the HSPS Wellbeing Guidelines.
- 100% of student leaders trained.
- An increase in parent understanding of HSPS wellbeing.

People

Students

All students engage in positive, respectful relationships through positive experiences and understanding of behaviour expectations.

Staff

All teachers develop consistency in language and understanding of student behaviour expectations.

Parents/Carers

Parents and community groups develop an understanding of HSPS Wellbeing Guidelines.

Leaders

Student leaders develop skills in leadership and apply them through their roles.

Processes

Students and staff utilise strategies to develop an understanding of positive relationships.

Students, staff and parents develop a deep understanding of school wellbeing processes.

Students build capacity as leaders to make positive connections with others.

Evaluation Plan

1. Numbers attending student leadership training, SRC meetings and parent forums.
2. Surveys of students, staff and parents/carers.
3. Forums for students, staff and parents/carers.
4. School Data: attendance, awards and behaviour.

Practices and Products

Practices

- All staff and students aspiring to be tolerant, accepting and respectful. (W3.1 & W3.4)
- Teachers, parents and the community work together to support consistency in behaviour expectations. (W3.2 & W3.4)
- Student leaders engage in regular meetings and training opportunities to develop leadership skills. (W3.2 & W3.4)

Products

- Positive, respectful relationships are evident among students and staff promoting student wellbeing and ensuring quality student learning. (W3.2, W3.3 & ECP3.4)
- Parents are involved in regular workshops to understand the HSPS Wellbeing Guidelines. (W3.4)
- All student leaders are supported and guided to become role models for students across K–6. (W3.2 & W3.4)