

Strategic Improvement Plan 2021-2024

Harrington Street Public School 4314



School vision and context

School vision statement

At Harrington Street Public School every student is known, valued and cared for in a culturally inclusive learning environment. We value student voice and community involvement through collaborative decision-making processes to foster connectedness and student engagement.

We hold high expectations of students, staff and the school community. Through continual improvement of quality, innovative teaching practices, we ensure every student strives for personal excellence.

We aim to empower all students to be confident, life-long learners and global citizens who successfully contribute to a complex and dynamic society.

School context

Harrington Street Public School was established in 1962 and is a dynamic, complex school located in the suburb of Cabramatta West as part of the Fairfield Network. The school receives and caters for a large and diverse student population of over 1000 students across Preschool to Year 6. 93% of students are from a language background other than English encompassing 35 different language backgrounds, with Vietnamese, Mandarin, Teochew, Cantonese, Khmer and Arabic speaking backgrounds the largest groups. Approximately 2% of students identify as Aboriginal or Torres Strait Islander.

The school has a proud history of strong academic excellence and is highly regarded for its achievements, school wellbeing and social harmony. The school is strongly supported by an engaged and active Parents and Citizens Association. Parents are valued partners in determining school priorities and hold high standards to ensure students strive to achieve their best.

Core values of the school include integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, global citizenship and democracy. Strong student wellbeing programs, sport, extracurricular and cultural initiatives support a balanced approach to lifelong learning. In addition to the six key learning areas, students have access to a range of programs including enrichment classes, Learning and Support, English as a Second Language, Community Language (Chinese, Vietnamese and Khmer) and Languages Other Than English (Japanese). Three classes to support students with intellectual disabilities, a preschool and a composite 5/6 Opportunity Class for high potential and gifted students are available through regional and state enrolment processes.

The Student Representative Council actively organise and advocate for students to participate in broader school planning and activities. The students thrive in an environment which offers a wide range of opportunities such as High Potential Gifted Education programs, PSSA, debating and public speaking, choir, dance, band, STEM and a variety of special interest clubs.

Staff are highly trained and committed to continual improvement. Through consistent reflection and evaluation processes, the school delivers highly successful initiatives that further enrich and expand directions in learning, teaching and leading. Strong partnerships and alliances with local schools and the wider community support the professional learning of staff, student engagement and academic achievement.

A comprehensive Situational Analysis was completed that included a thorough review and evaluation of the previous school plan, and these processes involved strong community consultation. This work resulted in identifying three school priorities for the school's 2021-2024 Strategic Improvement Plan. These include:

Strategic Direction 1 - Student Growth and Attainment: with a focus on improving student outcomes in literacy and numeracy through responsive curriculum delivery and effective data analysis.

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Strategic Direction 2 - Excellence in Teaching and Leading: with a focus on highly effective teaching practices through a culture of collaboration and feedback.

Strategic Direction 3 - High Expectations Culture: with a focus on strengthening a culture of high expectations and the fostering of community partnerships to enhance the learning and wellbeing needs of every student.

Harrington Street Public School is an inclusive school and nurtures the success of each individual by maintaining a positive and caring learning environment, embracing the philosophy of *"Enriching Lives Through Learning"*.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy, our teachers will evaluate their teaching effectiveness and practices through the implementation of consistent, data-driven assessment processes that reflect progress for all students.

Improvement measures

Target year: 2022

A minimum of 43.30% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.

Target year: 2022

A minimum of 44.80% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.

Target year: 2023

A minimum of 69.90% of students achieve expected growth in NAPLAN numeracy.

Target year: 2023

A minimum of 64.90% of students achieve expected growth in NAPLAN reading.

Target year: 2024

At least 95% of students in Years 2-6 will demonstrate growth when comparing start of year to end of year scale score in the Progressive Achievement Test (PAT) in numeracy.

Target year: 2024

At least 95% of students in Years 2-6 will demonstrate growth when comparing the start of year to end of year scale score in the Progressive Achievement Test (PAT) in reading.

Target year: 2024

At least 90% of students in Kindergarten and Year 1

Initiatives

Effective Data Skills Maximising Learning For All

Ensure assessment data analysis and processes are effectively used in responsive curriculum delivery.

- Targeted professional learning in data literacy, data analysis and data use in teaching to ensure a sound understanding of student assessment and achievement.
- Effective integration of quality formative and summative assessment practices in literacy and numeracy to monitor achievement and identify gaps in student learning.
- Develop consistent processes to collect, review and adapt practices to ensure reliable formative and summative assessment tasks are embedded in classroom instruction and programs.
- Consistent use of systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

Student-Centred Learning Goals

Embed a learning culture focused on individualised goal setting to optimise learning progress for all students.

- Expert knowledge in the development of learning intentions and success criteria in literacy and numeracy ensuring explicit teaching strategies are implemented in all classrooms.
- Consistent approach to goal setting practices in literacy and numeracy for all students across the school.
- Individualised student learning goals are informed by internal and external literacy and numeracy data.
- There is school-wide, collective responsibility in targeting individual students' needs.

Success criteria for this strategic direction

Effective Data Skills Maximising Learning For All

- Assessment data is collected in literacy and numeracy on a regular and planned basis and is used responsively to drive classroom instruction and programs.
- Systematic and reliable assessment data is used to evaluate student learning over time and promote consistent and comparable judgement of student learning.
- Teachers use and apply a full range of formative and summative assessment strategies to determine teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness.
- Leaders facilitate collaboration between staff to use student progress and achievement data to identify strategic priorities for continuous improvement.

SEF Links:

Learning - Assessment, Student Performance Measures

Teaching - Data skills and Use, Effective Classroom Practice

Student-Centred Learning Goals

- Learning intentions and success criteria are embedded in all literacy and numeracy lessons.
- Students articulate and explain the process of achieving their learning goals in literacy and numeracy utilising teacher feedback.
- Students' learning goals are adjusted to address individual learning needs, ensuring that all students are appropriately challenged.
- Leaders, classroom teachers, EAL/D and Learning and Support team (LaST) work collaboratively and are an integral component of whole school approaches to identify, track and support individual learning needs.

SEF Links:

Strategic Direction 1: Student growth and attainment

Improvement measures

achieve at or above expected growth in literacy and numeracy school-determined targets using PLAN2 data for Understanding Texts-Comprehension and Quantifying Numbers.

Target year: 2024

Value added data from Scout for K-3 and Y3-5 and Y5-7 shows an upward trend in Excelling.

Target year: 2024

Achieve Excelling in the element of *Data Skills and Use* as measured by the School Excellence Framework.

Success criteria for this strategic direction

Learning - Wellbeing, Curriculum, Assessment

Teaching - Data Skills and Use

Evaluation plan for this strategic direction

Questions: What has been the impact of using explicit teaching techniques and assessment data on student performance?

Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student performance measures (e.g. NAPLAN, SCOUT - Value added, Check-in Assessments), internal student performance measures (e.g. Literacy and Numeracy Progressions, Progressive Assessment Testing- PAT, teaching program, assessment tracking, data conversation records, CTJ sessions), LST Tracking data.

Analysis: Ongoing analysis of the available data will measure the success of initiatives and identify areas for improvement or modification including:

- Regular review of data sources to provide clarity around whether we are on track to achieve the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive/school teams to review and triangulate data sources, including internal and external data, reflecting on future directions.

Implications: The findings of the analysis will inform the future directions and next steps.

Strategic Direction 2: Excellence in teaching and leading

Purpose

To ensure every teacher embeds effective evidence-based teaching methods driven by whole school professional learning. A culture of collaborative practice and feedback will promote and sustain quality teaching practices.

Improvement measures

Target year: 2024

Excelling in one or more themes within the element *Professional learning is continuous and coherent* of the High Impact Professional Learning (HIPL) model.

Target year: 2024

6% or more improvement under the *Collaboration* driver in the TTFM teacher survey.

Target year: 2024

Improvement in the element of *Effective Classroom Practice* to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Highly Effective Teaching Practices

Improve effective classroom practice through a focus on explicit teaching and feedback.

- Targeted professional learning, ensuring evidence-based teaching practices in literacy and numeracy are implemented to optimise learning for all students.
- Explicit teaching practices in literacy and numeracy are sustained and embedded across the school by all teachers.
- Develop, implement and review school processes for teachers to provide student feedback, ensuring high levels of engagement, self-assessment and reflection support student learning across a full range of abilities.

Culture of Collaboration & Feedback

Build and sustain a collaborative culture with a focus on embedding coherent professional learning and effective feedback.

- Targeted professional learning models that embed explicit systems to facilitate effective collaboration and feedback processes.
- A school-wide commitment to ongoing formal and informal feedback and coaching through the effective implementation of the Performance and Development cycle.
- Review and implement enhanced whole school approaches to support the provision of specific and timely feedback between teachers to drive and sustain quality teaching practices.
- A strong focus on systems and processes that support high impact professional learning structures of Performance and Development Plans (PDPs) underpinned by ongoing feedback, analysis of evidence and planning.
- Establish strengthened whole school evaluation processes to develop a culture of continuous

Success criteria for this strategic direction

Highly Effective Teaching Practices

- Teachers have a sound understanding of explicit teaching practices which is reflected in the development of evidence-based programming and pedagogy.
- All teachers provide explicit and timely feedback that ensures students have a clear understanding of how to improve.
- Explicit teaching is evident through a learning cycle of modelled, guided and independent teaching to meet individual learning needs.

SEF Links:

Teaching - Effective Classroom Practice

Culture of Collaboration & Feedback

- Planned opportunities for professional dialogue, collaboration, timely feedback and classroom observations across P-6 are embedded within the whole school to strengthen the implementation of quality teaching practices.
- A systematic approach in providing feedback informs teaching practices, drives self-reflection and supports students to improve in their learning.
- School leaders provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement aligned with system and school priorities.

SEF Links:

Teaching - Learning and Development

Leading - Educational Leadership

Strategic Direction 2: Excellence in teaching and leading

Initiatives

improvement.

Evaluation plan for this strategic direction

Question: What has been the impact of consistent, explicit feedback on teaching practices? How effectively do teachers collaborate to evaluate, reflect on and adapt practice?

Data: PDPs, coaching records, classroom observations and feedback data, School Excellence Framework assessments, professional learning records, staff surveys., student focus groups, student work samples.

Analysis: Ongoing analysis of the available data will measure the success of initiatives and identify areas of improvement or modification including:

- Regular reviews and ongoing analysis of PDPs
- Consistent reflection and evaluation of collaborative practices
- Teacher focus groups shows evidence of ongoing adjustments using collegial feedback
- Review and discussion of student work samples with students and teachers

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.

Strategic Direction 3: High expectations culture

Purpose

To ensure a whole-school culture of high expectations by strengthening community partnerships and integrating holistic and innovative practices responsive to the learning and wellbeing needs of every student.

Improvement measures

Target year: 2022

Increase percentage of students attending school more than 90% of the time within the range of 87.3% - 89.3%

Target year: 2024

15% or more improvement in the desirable quadrant of 'High Skills and High Challenge' within Social-Emotional Outcomes in the TTFM student survey.

Target year: 2024

Achieve Sustaining and Growing or above against the majority of statements of the High Potential and Gifted Education (HPGE) policy.

Target year: 2024

Achieve the level of 'sustaining' in the dimensions of *Communicate* and *Learning at Home and School* as measured by the School Assessment Tool.

Target year: 2024

Achieve Excelling in the element *Wellbeing* in the School Excellence Framework Self-assessment.

Initiatives

Wellbeing, Engagement & Positive Partnerships

Sustain a whole-school approach to student wellbeing and engagement where there is collective responsibility for student learning and success.

- Establish whole-school wellbeing and engagement target areas and embed consistent practices that are responsive to the specific needs of students.
- Utilise the Wellbeing Framework to drive ongoing professional learning for all members of the school community to ensure optimal conditions for learning.
- Design and implement an Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.
- Complete a situational analysis of attendance practices, design an action plan reflective of analysis and implement strategies to support attendance.
- Build and foster connections between families and the school that promote student learning and high expectations, and families contributing to students' success at school.
- Build and maintain whole-school practices to strengthen communication and consultation with parents/carers.

Personalised & Innovative Learning

Individual student success is driven by collective teacher efficacy and opportunities for innovative learning.

- Embed a high expectations culture where teachers are responsive to the learning needs of every student through ongoing adjustments and differentiation.
- Establish whole-school approaches to implementing personalised learning programs for students in all school settings to support and extend every student

Success criteria for this strategic direction

Wellbeing, Engagement & Positive Partnerships

- Regular and ongoing planning, monitoring and evaluation of whole-school wellbeing practices facilitating measurable improvements in student wellbeing and engagement.
- Teachers demonstrate increased expertise in evidence-based wellbeing practices resulting in measurable improvements in wellbeing and engagement to support learning.
- Teachers, parents and the community work collaboratively to support consistent and systematic wellbeing practices.
- Aboriginal culture and identity is valued, respected and promoted throughout the whole-school community, with high expectations for the educational achievements of Aboriginal students and Aboriginal students achieving outcomes that match or better the outcomes of all students.
- Effective partnerships with parents and carers supporting a shared and reciprocal approach to education.
- A greater level of communication, consultation, collaboration and decision making between students, staff and community, contributing to school initiatives and directions.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences did not impact on learning outcomes.

SEF Links:

Learning - Wellbeing, Learning Culture

Personalised & Innovative Learning

- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, ensuring students are challenged and all adjustments lead to improved learning.
- All staff directly and regularly engage with parents to improve understanding of student learning, growth

Strategic Direction 3: High expectations culture

Initiatives

- through targeted intervention.
- Develop deep staff understanding and effective implementation of programs aligned with the High Potential and Gifted Education Policy.
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Success criteria for this strategic direction

- and future directions.
- Teachers demonstrate increased expertise in curriculum differentiation through effective analysis of system, school and classroom data.
 - Highly effective programs and practices are implemented to engage and challenge high potential and gifted students across the intellectual, creative, social-emotional and physical domains of potential.

SEF Links:

Learning - Learning Culture, Reporting, Wellbeing, Curriculum

Evaluation plan for this strategic direction

Questions: How effective are whole-school wellbeing practices in supporting the wellbeing, engagement and learning of all students?

What has been the impact of targeted intervention and programs to support students in achieving personal success across domains?

To what extent has teacher-parent partnerships supported enhanced wellbeing and learning for students?

Data: TTFM surveys, attendance data, school wellbeing data, student and parent focus groups/surveys, IEPs, class programs, assessment documentation, individual student plans, extracurricular group data, High Potential and Gifted Education planning and evaluation tool, attendance records, professional learning records, School Excellence Framework self-assessment data.

Analysis: Ongoing analysis of the available data will measure the success of initiatives and identify areas of improvement or modification including:

- Regular reviews and ongoing analysis of class programs
- Consistent reflection and evaluation of wellbeing processes

Strategic Direction 3: High expectations culture

Evaluation plan for this strategic direction

- Regular monitoring of student attendance and follow up of concerns
- Parent focus groups shows evidence of improved understanding of students' learning needs

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.