School plan 2018-2020

Haberfield Public School 2117

School vision statement

'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 are life–long learners.

We will continue to develop a school culture that enables each student to reach their full potential academically and become confident and creative individuals.

School context

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 630 students, 57% 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 Gifted and Talented 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.

School planning process

The 2018 – 2020 School Plan is the result of consultation across staff, students and the parent community. It was also informed by the results of the External Validation process undertaken by HPS in 2017.

All staff completed an analysis focusing on the current school climate.

The school executive used feedback to set strategic directions. The school executive used the DoE Strategic Plan as well as other key policies (School Excellence Framework, Local Schools Local Decisions, Great Teaching Inspired Learning, Every Student Every School) to inform our Purpose statements and subsequent processes, products and practices.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Literacy and Numeracy

STRATEGIC DIRECTION 2
Partnerships

STRATEGIC DIRECTION 3
Wellbeing

Purpose:

To improve expertise in our teachers so as to drive ongoing, school wide improvement in teaching practice and student results.

Purpose:

To increase authentic learning partnerships with parents, students and teachers so students are more motivated to develop to their full potential.

Purpose:

To strengthen whole school wellbeing processes to ensure every student is supported to connect, succeed, thrive and learn. Every student's emotional and social wellbeing is valued across the school community.

Haberfield Public School 2117 (2018-2020)

Strategic Direction 1: Literacy and Numeracy

Purpose

To improve expertise in our teachers so as to drive ongoing, school wide improvement in teaching practice and student results.

Improvement Measures

Increase the number of students who demonstrate above expected growth across the bands in NAPLAN in Reading and Writing.

Increase the number of students who demonstrate above expected growth across the bands in NAPLAN in Numeracy.

Increase in teacher expertise and confidence in PLAN2 and Learning Progressions.

Increase the number of students using self–assessment and reflective practices to set learning goals.

People

Students

Students develop skills to take ownership of their learning.

Staff

Staff build capacity in data driven pedagogies.

Leaders

Executive and Project Leaders initiate and support high quality, capacity building programs across the school.

Parents/Carers

Parents/Carers improve their understanding of their child's learning and how to support their child's progress

Processes

Evaluative mindsets

Implement a whole school approach to the use of evidence based teaching practices and the analysis of data to continually meet individual student needs.

Assessment for Learning

Develop and implement a formative assessment project where teachers will acquire knowledge and skills in contemporary practices and students will learn about self assessment and reflective practices.

Evaluation Plan

We will evaluate these strategies with:

- NAPLAN
- Learning Progressions
- Stage Assessment Data
- Programs
- Embedded Formative Assessments

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the Learning Progressions.

Students will use reflective practice in self–assessments in Literacy and Numeracy to improve their understanding

Teachers embed formative assessment in their teaching and learning program to inform differentiation.

Products

Teaching and learning programs are data informed and differentiated for individual learning.

Students are confident, actively engaged and reflective life long learners.

An embedded consistent school wide tracking system in place to support student learning.

Strategic Direction 2: Partnerships

Purpose

To increase authentic learning partnerships with parents, students and teachers so students are more motivated to develop to their full potential.

Improvement Measures

Increased number of parents/carers utilising and engaging technology for communication.

An increased awareness and understanding by parents/carers of how students learn.

An increased percentage of staff collaborating to share and embed best teaching practice.

People

Students

Build skills in understanding, setting and valuing their personal goals to improve their learning.

Staff

To develop skills and confidence in using and applying emerging technologies.

To take ownership of their professional growth.

Leaders

Build capacity and source opportunities for staff to engage in collaborative learning across the learning community.

Continue to build skills in instructional leadership.

Parents/Carers

Parents develop as active partners at all levels: Consultative, supporting students in classrooms, engage as part of a strong learning community.

Processes

Parent Partnerships

Engage and inform parents regularly as partners in learning to support student outcomes through innovative emerging technologies.

Educational Partnerships

Develop a professional learning community with other local schools and the wider educational community.

Evaluation Plan

We will evaluate these strategies by:

- Educational forums
- Student, staff, parent survey
- Professional development records
- PDP goals
- Focus groups

Practices and Products

Practices

Students set their own individual learning goals and their parents know, understand and support their progress.

The teaching staff of the school collaborate and share expertise with the learning community.

Emerging technologies are used to communicate learning progress and further engage with the community.

Products

A school community that is committed to strengthen parent partnerships to achieve educational priorities.

A parent body that has a clear understanding of how students learn and how to help them develop to their full potential.

A school where teacher expertise is valued and shared, with high expectations of teachers as life long learners.

Strategic Direction 3: Wellbeing

Purpose

To strengthen whole school wellbeing processes to ensure every student is supported to connect, succeed, thrive and learn. Every student's emotional and social wellbeing is valued across the school community.

Improvement Measures

Decreased number of students referred to executive for negative behaviour.

An increased number of students actively connected to their learning.

Increased number of students receiving awards.

An increased number of teachers actively using PBL language, expectations and values.

Increased consistency in teacher approach to distributing awards.

People

Students

Improve understanding of the PBL language, expectations and values.

Develop skills to monitor and support their social and emotional wellbeing.

Staff

Build capacity in the PBL language, expectations and values.

Promote a positive teaching and learning environment where students feel valued, have a sense of belonging and have a 'friend' and 'mentor' and a 'buddy'.

Leaders

Executive and project leaders support the continued implementation of the PBL program across the school.

Develop an understanding of the social and emotional wellbeing of students

Parents/Carers

Understanding of PBL (playground and classroom)

Continue to work in collaboration with the school's staff to build trusting and respectful relationships.

Processes

Positive Behaviour for Learning

Implement the *Positive Behaviour for Learning* program across the school. This will include focus on playground behaviour and transitions between activities.

Social, Emotional Wellbeing Project

Implement a school wide system for supporting the social and emotional needs of our students. This will include using external professionals to support parents, teachers and students in ensuring our students are cared for and known.

Evaluation Plan

We will evaluate these strategies by:

- TTFM
- Record of class awards given
- PBL lessons
- Teacher reflections of PBL lessons and programs
- Student reflections of PBL lessons and programs

Practices and Products

Practices

All staff understand the PBL values. They consistently apply the PBL language and expectations across all school contexts.

Students and the community understand and can articulate the PBL values: Respect, Responsibility, Resilience and Safety.

Students understand the process to be able to confidently identify at least one staff member who can provide advice, support and assistance to help them fulfill their potential.

Products

A quiet area equipped with calm, cooperative games and activities to support students in a calm, low–stimulation environment. This space will also provide students with a trusted staff member as a listener and observer.

Students are active learners who practise self–regulation appropriate to their age and level of understanding.

A school environment that supports optimal learning.