School plan 2015 – 2017

Harbord Public School 2133

Desert Dreaming

Pauline Nakamarra Woods
School background 2015 - 2017

School vision statement

Harbord Public School is embracing contemporary educational practice and we view our whole school is a learning space. As a learning community we

- value the identity of our school by respecting its history and context
- have an open, connected school with opportunities for differentiated learning
- are student centred and promote a broad range of teaching methods and learning styles
- are actively involved with the values and objectives of the Harbord Community
- look to the global community beyond for inspiration and insight

Harbord Public School and staff is committed to providing a learning environment in which our students are nurtured, guided, inspired and challenged.

Our vision is to assist and support students to find the joy in learning, to build their skills and understanding and to make sense of their world.

Our goal is to use effective pedagogy to enable students to become increasingly self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing. – Ref: School Excellence Framework 2014.

School context

The subject site is located within the suburb of Freshwater (until 2008 known as Harbord). It is located in the northern beach suburbs of Sydney, about 17 kilometres from the Sydney GPO, and within the Warringah local government area. The traditional custodians are the Guringai people of the Eora Nation. Enrolment trends since 2011 show increasing student enrolments. Our current student population is 1136 support by 63 teaching and administration staff. The suburb of Freshwater encompasses a total land area of about 20 square kilometres, including waterways and areas of open space, mainly along the oceanfront. It is close to the Corella Street Reserve (park and natural bush land reserve) to the east. Development in Freshwater is mainly residential. The school has strong historical connections with the community. The school is valued as it provides essential primary education for the children of the residents of the local community in Freshwater. In 2014 The NSW Government announced major Capital Works funding for Harbord Public School with the following aims:

- To building around 18 new classrooms
- To remove a similar number of relocatable classrooms offsite
- To improve library facilities
- To promote contemporary teaching and learning practice

School planning process

The school undertook a broad planning process to inform the strategic directions for the three year school plan 2015-2017. This process assisted the school in identifying its strengths and areas of need, the key aspects impacting student learning and determining priorities for future planning. As part of the planning process;

Staff discussions and written feedback were sought on school vision, areas of strength and areas of further development.

The students accessed the Tell Them From Me survey in early 2015. The community and staff will be provided similar access to appropriate surveys throughout 2015 to provide feedback on the school’s performance including areas of strength, areas of further development.

The 5P planning approach across all strategic directions will be an ongoing and collaboratively reworked document throughout the three year life of the plan. The initial process has to be upload a draft plan for comment from all staff and parents. The staff will have worked together to develop the Milestones section of the plan to ensure collective understanding.
Purpose:
Our purpose is to

- **enable** teachers to apply information about individual students’ capabilities and needs to plan for students’ learning so as to engage them in rich learning experiences
- **develop** an integrated approach to quality teaching, curriculum planning and delivery and assessment to promote excellence in learning
- **encourage** our students to develop skills to make informed decisions
- **assist** our students to successfully apply the 4C’s of contemporary learning and to demonstrate their knowledge and learning through Communication, Collaboration, Critical thinking and Creativity as they make sense of their world

Purpose:
Our purpose is to

- **engage** teachers in evaluating the effectiveness of their teaching practices to plan for the ongoing learning of each student in their care.
- **apply** student assessment data school wide to identify student achievement and progress, in order to inform school directions
- **permit** teachers to take shared responsibility for student improvement and contribute to a transparent learning culture, including collegial support
- **provide** mutually agreeable systems for collaboration and feedback to sustain quality teaching practice

Purpose:
Our purpose is to

- **view** teachers, as authentic leaders to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success
- **ensure** that the school plan is at the core of continuous improvement efforts with the school’s vision and strategic directions evident in its main activity
- **apply** resources strategically to achieve improved student outcomes
# Strategic Direction 1: Excellence in Learning

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To apply information about individual student’s capabilities and needs to plan an integrated approach to quality teaching for learning.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Will demonstrate their knowledge and learning through communication, collaboration, critical thinking and creativity.

**Staff:**
Will use assessment for learning and assessment of learning practices to provide rich learning experiences for all students.

**Parents/Carers:**
Will develop a deeper understanding of the skills required by students in respect to contemporary learning.

**Community Partners:**
Will assist in creating a positive learning environment for students and staff through knowledge of school strategic directions.

**Leaders:**
Will demonstrate their commitment to a collaborative and supportive workplace characterised by high levels of trust, interaction and inter-dependence.

Will use resources strategically to achieve improved student outcomes.

## Processes

**How do we do it and how will we know?**

Professional Learning sessions to support and enhance staff knowledge and understanding of contemporary learning practices, with a focus on engaging students using a variety of technology.

Quality differentiated learning experiences for all students K-6 are collaboratively planned, explicitly taught and assessed using consistent teacher judgement.

**Evaluation Plan**

Data to show that teachers are engaged in a wide range of professional learning opportunities to foster and encourage our students to become 21st century global citizens with an ability to think creatively and with innovation, to be able to problem solve and demonstrate a high level of respect to themselves, other and their environment.

All teachers to demonstrate growth against the Australian Teaching Standards.

Surveys and feedback to show a high level of community engagement within our school with the purpose of supporting the development of contemporary learners and responsible citizens.

## Products and Practices

**Product:**

Staff demonstrate quantitative and qualitative evidence of professional growth against the Australian National Teaching Standards.

Teaching programs and practices demonstrate an understanding of pedagogical practices required by contemporary learners.

Professional learning will evaluate and reflect on current research and practice in the use of 21st Century teaching tools and strategies to support student learning.

Teachers demonstrating achievement of Australian Professional Teaching Standards.

**Practice:**

Teaching programs and practices demonstrate explicit integration of digital citizenship and innovative practice.

Teaching strategies will engage learners, promote higher order thinking and facilitate creative learners.

The school community will work collaboratively to develop leadership capacity by showing initiative and using their creative abilities.
# Strategic Direction 2: Excellence in Teaching

## Purpose

Why do we need this particular strategic direction and why is it important?

To provide a curriculum that is sufficiently flexible to meet the diverse needs of students, specific intentions and success criteria.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students:**
Will share knowledge, skills and understandings in working collaboratively.

**Staff:**
Will to review their Performance and Development Program regularly.

Will continue to develop and evaluate high quality assessment tasks linked to scope and sequences.

**Parents/Carers:**
Will deepen their understanding of whole school programs and learning continuums; and how to access and understand whole school data in relation to ongoing growth and performance.

**Community Partners:**
Strengthen learning partnerships and utilise local and external community expertise to develop programs.

**Leaders:**
Will support colleagues in evaluating the effectiveness of their teaching practices to enable teachers to become learners of their own teaching (Hattie).

## Processes

How do we do it and how will we know?

**Professional Learning:**
Based on how to create quality programs that utilise data from school and external assessment.

Collection and analysis of data from common and consistent approaches to whole school assessment tasks.

**Evaluation Plan**

Regular monitoring of school based assessment, progress on the continuums, benchmark data, data from consistent teacher judgement and analysis of NAPLAN results to track student progress in Literacy and Numeracy.

Teachers show evidence of assessment and reflective processes towards achieving the National Teaching Standards incorporating Quality teaching and learning.

## Products and Practices

What is achieved and how do we measure?

**Product:**
Quality pedagogy and consistency in teacher judgement will be measured by explicit use of quality criteria, high expectations and innovative contemporary educational practice.

Student’s essential skills in literacy and numeracy and routinely monitored and measured to ensure a foundation for success in all learning areas.

Reports to show student progress along literacy and numeracy continuum using PLAN software.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**
Quality teaching and learning practices across the school demonstrated through differentiated literacy and numeracy lessons and a variety of high quality assessment to improve student achievement.

Focus on best evidence based practices and data analysis to result in consistent quality teaching and achievement of National Teaching Standards.

Reflection of teaching practice and assessment at individual, peer, stage, and school levels.

## Improvement Measures

Quality teaching is reflected through differentiated learning and classroom practice in the use of a variety of high quality assessment practices.

Consistent growth in performance in literacy and numeracy as measured by NAPLAN and consistent teacher judgement.

Targeted Professional Learning to enhance teaching and practice across all KLA’s.
# Strategic Direction 3: Excellence in Leadership

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To provide pathways for authentic educational leadership opportunities and a shared sense of responsibility for student engagement, learning, development and success.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Will demonstrate their understanding and knowledge of leadership by respectful and thoughtful communication and by collaboration, critical thinking and creativity.
Will engage with the community to express a positive and solution focused approach to global and local issues.

**Staff:**
Will support colleagues through peer coaching techniques and leadership to provide feedback for quality teaching practice.

**Parents/Carers:**
Will assist to ensure that school plan, vision and strategic directions are visible and central to continuous improvement efforts.

**Community Partners:**
Will use appropriate opportunities to engage with the community.

**Leaders:**
Will release creativity by developing leadership in others, building teams and working cooperatively to achieve school goals and build capacity. (Developing self and others- AITSL 2011, p. 9).

## Processes

**How do we do it and how will we know?**

Classroom leaders to ensure data; available and applied at the classroom level to improve understanding of learners’ needs. Hattie (2005)

A regular summary of professional learning, budgeting and resourcing (human and material) to be reviewed against the school plan’s strategic directions.

Opportunities for authentic leadership are regularly identified, initiated and supported.

**Evaluation Plan**
Regular reporting against milestones.

**Regular communication from staff in relation to Professional Development Plans and coaching techniques.**

Leaders use coaching techniques to support teachers in their professional reflection to better target particular skills or aspects of the curriculum and possible teaching practices through self-identification.

## Products and Practices

**What is achieved and how do we measure?**

All staff to construct an individual Professional Development Plan

Staff identify personal leadership attributes

**Product:**
Annual Professional Development Plans guide staff appropriate professional learning for all staff members.

**Product:**
Teachers identify and implement reasonable learning adjustments to improve student learning outcomes. - Adjustments recorded in ERN.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
Individual student data is regularly reviewed to support differentiated literacy and numeracy lessons to improve student achievement.

**Practice:**
Staff in their leadership roles provide direction for, and exercise influence over, policy and practice. Staff recognise their contributions are crucial to initiatives aimed at improving student learning.

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Teachers, as leaders, identify their impact on school and classroom conditions and their influence student learning.

Reporting against milestones to identify professional learning, budgeting and resourcing (human and material) needs and achievements.

Teachers can clearly identify the broader landscape of leadership including;

- collective leadership (goal-directed mutual influence),
- shared leadership (a team-level mode of leadership) in members share responsibility for leading
- Distributed leadership (key teachers) and undertake particular leadership practices and responsibilities for various improvement initiatives.