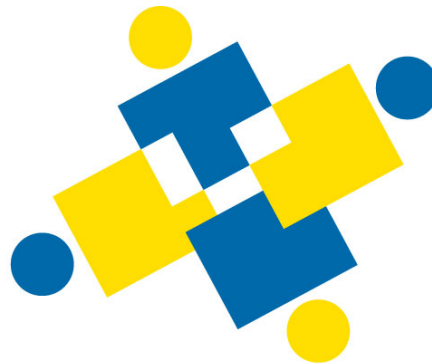


Strategic Improvement Plan 2021-2024

Hampden Park Public School 4494



HAMPDEN PARK
P U B L I C S C H O O L
LEARNING TOGETHER

School vision and context

School vision statement

At Hampden Park Public School we all contribute to a high expectations environment that prioritises engagement, collaboration, care for self and others and ongoing improvement.

School context

Hampden Park Public School is a large primary school of approximately 880 students in the south west Sydney suburb of Lakemba. Our community represents over 40 nationalities with 99% of students coming from non-English speaking backgrounds. There are 13% of students with refugee status or refugee-like experiences. Our main community languages are Urdu, Bangla, Arabic and Indonesian.

The school provides excellent education for all students from Kindergarten to Year 6 and we have four support classes. Our dedicated and enthusiastic staff focus on ongoing professional development and improvement, engage in distributed leadership practices and contribute to a culture of high expectations to ensure the best education for each student. We actively seek student and parent voice in building a positive school community. Our parent community has aspirations for their children to be confident, respectful toward others and successful learners.

Strategic Direction 1: Student growth and attainment

Purpose

Implementation of evidence-informed practice to maximise literacy and numeracy outcomes and wellbeing for all students

Improvement measures

Target year: 2022

30.7% of students achieve top two bands in Numeracy from a baseline of 22.9%

35.9% of students achieve top two bands in Reading from a baseline of 26.9%

Student Wellbeing has an uplift of 2.7% to 92.6% from a baseline of 89.9% as measured by TTFM

Target year: 2023

69.8% of students achieve expected growth in Numeracy from a baseline of 67%

63.2% of students achieve expected growth in Reading from a baseline of 57.7%

Target year: 2024

35.7% of students achieve top two bands in Numeracy

40.9% of students achieve top two bands in Reading

74.8% of students achieve expected growth in Numeracy

68.2% of students achieve expected growth in Reading

80% K students achieve Level 9, Year 1 achieve Level 18 and Year 2 achieve Level 22 in reading

80% K students achieve Perceptual, Year 1 achieve Counting Back, Year 2 achieve Flexible Strategies to 10

All students participate in 150 minutes of physical activity each week

Initiatives

High expectations for all students

DP/ IL and team leaders lead the development of evidence-informed practices for teaching and assessing literacy and numeracy

Embed the assessment waterfall (Sharratt) in classroom practice

Develop and implement a case management approach to monitor student progress and provide intervention

Wellbeing

Collaboration with KidsXpress to build understanding and practice in trauma informed practice

Develop practices to provide increased opportunities for student voice and agency

Physical activity

Develop increased opportunities for students to participate in physical activity across the school day

Professional learning to develop staff confidence and skills in designing and delivering physical activity programs

Promotion of the beneficial links between wellbeing and physical activity among parents and the community

Success criteria for this strategic direction

Explicit teaching is embedded in classroom programs to ensure that all students are challenged

Students are able to discuss their learning progress and future goals with teachers, parents and peers.

Teachers monitor progress in literacy and numeracy

Feedback from students informs teaching.

Trauma informed practice is evident in staff response to student behaviour and growth is evident in the ARTIC Report

The whole school community values and promotes physical activity and understands the connection to wellbeing

Evaluation plan for this strategic direction

Utilising the QDAI approach, school executive team will monitor progress as outlined in Activities collecting, analysing and responding to data from a range of sources including

Internal school data

NAPLAN and Check-in assessments

Learning Walks and self assessment against Parameter 6

Scout Reports

TTFM

ARTIC

Student surveys

Sport and Physical Activity health check

Strategic Direction 2: Staff growth and attainment

Purpose

Building the capacity of all staff to implement evidence informed practice

Improvement measures

Target year: 2022

TTFM Teacher survey reflects an uplift of 1.0 from a baseline of 7.6 on Learning Culture

TTFM Teacher survey reflects an uplift of 1.0 from a baseline of 7.5 on Leadership

TTFM Teacher survey reflects an uplift of 1.0 from a baseline of 7.5 on Data Informs Practice

Target year: 2023

Staff responses reflect uplift of 5% from baseline of 77% for satisfaction with Feedback and performance management as measured through PMES

The school is Excelling in Professional Standards and Learning and Development within the SEF

The school is Sustaining and Growing in Data Skills and Use within the SEF

Target year: 2024

The school is Excelling in Effective Classroom Practice within the SEF

Beginning Teachers achieve accreditation at Proficient after 3 years of full time teaching

Initiatives

Professional learning community

Develop and implement a PDP process which ensures all staff seek to improve their performance and continuously monitor their improvement.

Establish a whole school approach to PL which is linked to the SiP and caters to differentiated performance development

Self-assess against the 14 Parameters of System and School Improvement (Sharratt) in order to build executive capacity to lead LSSS

Co-teaching practices are developed, implemented and monitored in order to enhance collaboration and utilise specialist expertise across the teaching staff including developing ways of working for EALD, LAS and Intervention teachers

Data collection analysis and use

Implementation of the assessment waterfall (Sharratt).

Build teacher understanding of evidence based reflective practice and evaluative thinking.

Establish a consistent review of student assessment data and compare results with external and internal measures to build consistent and comparable judgement of student learning.

Success criteria for this strategic direction

Coordinated PL is linked to school priorities in literacy and numeracy

Time dedicated to routinely collect and analyse data

Teachers take a proactive stance toward their ongoing improvement and initiate observations and feedback for PDP goals.

Team leaders support the process of accreditation at all levels

Beginning Teachers are supported through a coordinated mentoring program

Aspiring Leaders have differentiated support for their development and career progression

Staff are responsive to data analysis and use it to inform effective questions, conversations and robust learning tasks.

The ten tenets of collaborative professionalism are evident in teacher and leader practice (Hargreaves & O'Connor)

Evaluation plan for this strategic direction

Utilising the QDAI approach, school executive team will monitor progress as outlined in Activities collecting, analysing and responding to data from a range of sources including

Teacher feedback

Learning Walks

Observations

PDP Showcase

Self assessment against 14 Parameters

Strategic Direction 3: School growth and attainment

Purpose

Delivering a whole school coordinated approach towards continuous improvement

Improvement measures

Target year: 2022

At least 10% of parents complete the TTFM Survey

Percentage of students attending 90% or higher lifts from a baseline of 65.3% to 75.3%

Target year: 2023

At least 15% of parents complete the TTFM Survey

TTFM Teacher survey reflects an uplift of 1.5 from a baseline of 6.8 on Parent Involvement

Percentage of students attending 90% or higher is within the range of 75.3 - 80.3% from a baseline of 65.3%

Target year: 2024

TTFM Teacher survey reflects an uplift of 2.0 from a baseline of 6.8 on Parent Involvement

TTFM Parent surveys responses are above state norms for School supports learning

The school is Excelling across the Leading Domain within the SEF

Percentage of students attending 90% or higher is at 75.3% from a baseline of 65.3%

Initiatives

Ongoing improvement

Develop practices to promote, monitor and evaluate the school's vision and strategic directions

Develop consistent expectations and practice within the English and Maths blocks and programming and planning

Utilise the People Matter and annual staff survey to develop areas for improvement in whole school coordination

Community engagement

Regularly engage with parents to improve understanding of student learning and strengthen student outcomes and parent partnerships.

Develop, implement and monitor for effectiveness strategies to support teachers, students and families in improving student attendance

Operational effectiveness

Engage with the Operational Foundations Tool for ongoing reflection and improvement

Review and refresh operational procedures and practices with a mindset of continuous improvement and strategic use of resources

Develop practices to ensure financial decisions clearly reflect school priorities, are aligned to appropriate funding allocations and are monitored for effectiveness

Success criteria for this strategic direction

Progress towards SiP goals is regularly communicated with school community via staff meetings, P&C, parent sessions and social media.

All staff use the school plan to identify and monitor specific areas for development and continual improvement via their PDPs.

Parent-student communication regarding student progress is evident on Seesaw

Attendance data is regularly analysed and used to inform planning

Strategic planning of complex and regular operational needs is in place

Finance team regularly reviews budget allocations, monitors and adjust spending

Evaluation plan for this strategic direction

Utilising the QDAI approach, school executive team will monitor progress as outlined in Activities collecting, analysing and responding to data from a range of sources including

- Ed Connect Operational Reports
- Parent feedback
- Annual staff survey
- People Matter Employee Survey