



Harrison School

Network: North/Gungahlin

Strategic Plan 2018-2022





ACT
Government

Education

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School Profile

Vision

Inspire Personalise Learn

Over the period of this Strategic Plan our goal is to improve the collective achievement of outcomes for students through:

- Providing inspiration for all learners in our school community through continuous messaging where learning, belonging and striving for success are overtly highlighted as areas of focus for Harrison School. This will be fostered by setting achievable learning goals in literacy and numeracy that promote individual challenge and enable opportunities for success. Celebration of endeavor and achievement will also play a key role in inspiring members of our community to engage and achieve their personal best.
- Personalising learning through refining teacher understanding and application of differentiation strategies that support learners to be successful and that are informed by relevant and focused data collection and analysis. In concert with this, opportunities that enable learners to develop greater understanding of themselves and their learning needs will be part of every classroom. Considered goal setting based on what individual learners know and what learning is still needed will be a vehicle for promoting effective personalising of learning.
- Providing high quality learning opportunities that support our community of learning concept, where all members of the community are learners and have a role to play in not only their own learning, but the learning of others as well. We will continue to highlight and model that learning is a lifelong venture that can happen anywhere, anytime.

Mission

To develop independent, creative, problem solving, reflective learners who can communicate and collaborate on a global stage.

Values

RESPECT

We value and accept individuality and treat others the way we would like to be treated.

We ensure that our intentions are positive when interacting with others in the Harrison community.

We take accountability for all our actions and responsibility for property.

INCLUSION

We provide equal learning opportunities and have fair expectations.

We celebrate diversity by welcoming and considering everyone.

We recognise others by valuing and accepting the needs and differences of every individual.

We share all areas and resources fairly and invite others to participate.

TEAMWORK

We work as a group to achieve a common goal.

We recognise and utilise the strengths of everyone in our team.

We show commitment and respect the ideas and opinions of others.

We help others work things out for themselves.

ENDEAVOUR

We try our best and know that it is better than not trying at all.

We set goals, we achieve those goals and we always aspire to succeed.

We self-reflect and take responsibility of our own learning.

We always persevere when things get tough, to achieve our personal best.

RESILIENCE

We embrace change and look for new learning opportunities.

We develop coping mechanisms and find ways to move forward.

We try new things and are prepared for any outcome

We bounce back from adversity by looking on the bright side.

INTEGRITY

We make positive choices in diverse situations.

We do the right thing, even when no-one is watching.

We hold ourselves accountable and own our own behaviours

We are true to who we are and what we value.

Beliefs

- Learning is for everyone and we create a school where everyone loves to learn
- We believe in early investment to ensure that all learners can be successful
- We have high expectations for all community members and believe in the importance of safe and respectful environments
- We embrace diversity and cultural integrity
- We foster personal growth and capacity building
- Data informed decision making guides continuous improvement

School Improvement Planning

Priority One: Improve student learning outcomes in Literacy across all learning areas

Student outcomes to be achieved through this priority include:

- Increase the percentage of students in the top bands achieving growth in NAPLAN reading in year levels 5, 7 and 9
- Increase percentage of students achieving better than expected growth in reading in NAPLAN
- Increase the percentage of students achieving expected or better than expected growth in reading in Kindergarten in PIPS
- Increase the percentage of students in the middle and top bands achieving growth in writing for NAPLAN in year levels 5, 7 and 9
- Increase percentage of students achieving better than expected growth in spelling in NAPLAN

Targets

By the end of 2022 we will achieve:

- In the top bands for NAPLAN reading
 - Maintaining 80% of Year 5 students achieving expected or better than expected growth
 - Increasing Year 7 students achieving expected or better than expected growth to 80%
 - Increasing Year 7 students achieving expected or better than expected growth to 80%
- Across all bands for NAPLAN reading (see if we can find state averages)
 - Increasing the percentage of Year 5 achieving better than expected growth from 56.2% to 70%
 - Increasing the percentage of Year 7 achieving better than expected growth from 58.2% to 70%
 - Increasing the percentage of Year 9 achieving better than expected growth from 61.8% to 75%
- Increase the percentage of students achieving expected or better than expected growth in reading in Kindergarten in PIPS from 54% to 75%
- In the middle and top bands for NAPLAN writing
 - Increasing the percentage of Year 5 achieving expected growth from 68% to 75%
 - Increasing the percentage of Year 7 achieving expected growth from 67% to 75%
 - Increasing the percentage of Year 9 achieving expected growth from 62% to 70%

- Across all bands of NAPLAN spelling
 - Increasing the percentage of Year 5 students achieving better than expected growth from 52% to 70%
 - Increasing the percentage of Year 7 students achieving better than expected growth from 62% to 70%
 - Increasing the percentage of Year 9 students achieving better than expected growth from 49% to 65%
- Increase the percentage of students at each grade level reaching at standard or above for Oxford Owl Benchmark
- Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Reading increasing by 5%
- Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Spelling increasing by 5%

National School Improvement Tool – Domain focus: *Domain 7 - Differentiated teaching and learning*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Education Directorate Priorities: *Foster a learning culture, Invest early, Create schools where every student loves to learn*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Develop and implement a whole school approach to teaching and learning of reading	S1 2018 - 2020			Approach documented and implemented consistently, increased student growth in reading achievement
1.2. Build a parent/student reading program across the school	S1 2019			PL on reading with children delivered, parents engaged in reading program
1.3. Develop and implement a whole school approach to teaching and learning of writing	S1 2018 - 2021			Approach documented and implemented consistently, increased student growth in writing achievement
1.4. Review the school assessment schedule and ensure consistent implementation	S1 2019 - ongoing	A & R Team LCCs		Assessment schedule reviewed, data used for team data chats and moderation
1.5. Develop teacher capacity to interpret data to inform day to day teaching practice	Life of plan			Formative assessment data collected regularly, involvement of all teachers in data chats, increased teacher confidence in collection and use of data

Priority Two: Improve student learning outcomes in Numeracy across all learning areas

Student outcomes to be achieved through this priority include:

- Increase the percentage of students in the top bands that are achieving growth in numeracy for NAPLAN in year levels 5, 7 and 9
- Increase percentage of students achieving better than expected growth in numeracy in NAPLAN
- Increase percentage of students achieving expected or above expected growth in Numeracy PIPS.

Targets

By the end of 2022 we will achieve:

- In the top bands for NAPLAN numeracy
 - Increasing the percentage of Year 5 students achieving expected or better than expected growth from 65% to 75%
 - Increasing the percentage of Year 7 students achieving expected or better than expected growth from 65% to 75%
 - Increasing the percentage of Year 5 students achieving expected or better than expected growth from 73% to 80%
- Across all bands for NAPLAN Numeracy
 - Increasing the percentage of Year 5 achieving expected or above expected growth from 46% to 56%
 - Increasing the percentage of Year 7 achieving expected or above expected growth from 56% to 66%
 - Maintaining the percentage of Year 9 achieving expected or above expected growth at 80%
- Increase the percentage of students achieving expected or better than expected growth in reading in Kindergarten in PIPS (Numeracy) from 77% to 80%
- Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Maths increasing by 5%

National School Improvement Tool – Domain focus: *Domain 7 - Differentiated teaching and learning*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Education Directorate Priorities: *Foster a learning culture, Invest early, Create schools where every student loves to learn*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
2.1. Develop and implement a whole school approach to the teaching of numeracy	S2 2020 - 2022			Approach documented and implemented consistently, increased student growth in numeracy achievement

2.2. Develop teacher capacity to interpret data to inform day to day teaching practice	Life of plan			Formative assessment data collected regularly, involvement of all teachers in data chats, increased teacher confidence in collection and use of data
2.3. Review the school assessment schedule and ensure consistent implementation	S1 2019 - ongoing	A & R Team LCCs		Assessment schedule reviewed, data used for team data chats and moderation

Priority Three: Create and embed a K-10 Curriculum and Pedagogical framework

Student outcomes to be achieved through this priority include:

- Reduce the variance in student learning growth between classrooms.(measure PAT, NAPLAN, PIPS)
- Students able to clearly articulate learning intentions and success criteria
- Increased engagement in and ownership of learning by students.

Targets

By the end of 2022 we will achieve:

- Development of a consistently documented curriculum with clear progressions for learning from K-10
- Harrison Universal Practices and Learning Differences Framework reviewed, refined and implemented consistently
- Consistent pedagogical practices across K-10 evidenced through planning and lesson observations
- Increased School Satisfaction Survey results:
 - Students
 - My teachers provide me with useful feedback about my school work above 75%
 - Overall I am satisfied I am getting a good education at this school above 75%
 - I know what I have to do to get the results I want above 75%
 - I am regularly asked to assess the quality of my own school work above 75%
 - Teachers recognise my learning needs and support me to achieve them above 75%
 - Parents
 - Teachers at this school provide my child with useful feedback about his or her school work above 75%
 - My child is making good progress at this school above 75%
 - My child's learning needs are being met at this school above 75%
 - Overall I am satisfied with my child's education at this school above 75%
 - Teachers
 - Teachers at this school provide students with useful feedback about their school work above 90%
 - Students' learning needs are being met at this school above 85%
 - Overall I am satisfied the students are getting a good education at this school above 90%

- I receive useful feedback about my work at this school above 75%

National School Improvement Tool – Domain focus: *Domain 6 - Systematic curriculum delivery*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Education Directorate Priorities: *Demonstrate evidence informed decision making, Foster our learning culture*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
3.1. Develop and embed a consistent approach to teacher observation/feedback by colleagues (to reduce variance of practice between teachers)	2019			Regular observation of/feedback for teachers using standard process, increased satisfaction by teachers about feedback, more consistent teaching practices
3.2. Develop K-10 Scope and Sequences for all KLA's and General Capabilities	S1 2018 – S2 2020			Sequential curriculum documented and used by teachers
3.3. Undertake a pedagogical framework review to refine Harrison Universal Practices	2019			Harrison Universal Practices revised
3.4. Develop teacher knowledge of and expertise in implementation of the Harrison Universal Practices	Life of plan			Consistency in application of Harrison Universal Practices, increased consistency in classroom practice with effective differentiation
3.5. Develop a School Data Plan and build a culture data analysis	S2 2018			Data plan documented, teachers regularly participating in data chats, analysis of data shared with staff and used to inform continuous improvement cycle

3.6. Share our curriculum delivery plan (scope and sequence) with parents and the wider community	S1 2021			Greater parental and community awareness of what is being taught and when
3.7. Develop consistency in planning using backwards by design principles	S1 2018 – S2 2019			Consistent planning documented, collaborative planning evident

Endorsements

School Principal

SIGNATURE

Name: TYPE NAME HERE

Board Chair

SIGNATURE

Name: TYPE NAME HERE

Director School Improvement

SIGNATURE

Name: TYPE NAME HERE
