

Strategic Direction



**North
Harrisdale**
PRIMARY SCHOOL



www.NorthHarrisdalePrimary.wa.edu.au

Curiosity ▶ Courage ▶ Challenge

From the Principal

Our vision is to be our children's 'North Star' to guide and lead them to strive for excellence and reach for the stars. We are both their anchor and compass in providing direction and purpose as they navigate their journey of learning and life.

We are committed to being an innovative, inspiring place of learning where every child is curious, courageous, and challenged every day to learn at high levels and flourish, within a nurturing, joyful learning community. We are a 'Visible Learning' school, focused on every child making at least one year of progress for one year of teaching.

We value our children being happy, respectful, resilient, and confident individuals who demonstrate empathy and gratitude. We aspire for them to be our future leaders, pioneers, and explorers with a deep sense of global and social responsibility and a desire to make an impact on our world.

As an Independent Public School, our children are at the forefront of every decision and action we take. We aim to build a positive reputation in the community as a school of excellence. Quality teaching is the hallmark of our school. Our learning programs reflect contemporary research-informed best practice. Our team work collaboratively to build our collective expertise.

Our curriculum focuses on the achievement of outcomes described in the Early Years' Learning Framework and the WA K-10 Curriculum and Assessment Outline. Our aim is for students to engage in a high quality education that is relevant to the times in which they live. Learning programs are based around the areas of English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education, Design and Digital Technologies, and The Arts. Our language program is AUSLAN and is taught by our teachers within their classroom program. Specialist teachers in Physical Education, Music & Performing Arts, and Philosophy enrich the school curriculum.

Our families reflect many different cultures, languages, and life experiences. Their backgrounds include Australian, English, Indian, South African, and Malaysian. Families are encouraged to take an active role within the school. We have an open door policy and they are welcome to visit or assist in their child's classroom whenever they can.

Our Strategic Direction was developed in collaboration with the Foundation Steering Committee and staff. It outlines what we will do and what you will see as we work to continuously improve in our four priority areas. We look forward to building an exemplary school and community together.

Jacqui O'Donnell

Foundation Principal



From the Board Chairperson

On behalf of the School Board, we are proud of the strategic direction set and committed to by the school. The priorities are strong pillars of success and will see the school build, realise, and sustain the very core of a high-performing school, excellence in teaching, and thriving students.

A critical part in achieving the above, is the need to be unified in our relationships through remaining well connected with the community and groups within the school so as to work together to ensure alignment and a consistent approach. Doing so will deliver on our

direction and ensure that every child is provided opportunities to flourish through high levels of teaching that supportively stir curiosity, courage and challenge. The strategic direction paves a fantastic road of opportunity and sets a strong momentum of what is, and will continue to be, a wonderful school under Jacqui's leadership.

Michelle Hardwick

Board Chairperson



Vision

Our vision is for every child to flourish and be successful. We will be renowned for our commitment to innovation, and providing opportunities for every child to be curious, courageous, and challenged every day to learn at high levels. Our children are at the forefront of every decision and action we take.

Our school will:

- ▶ *Be a connected, nurturing and welcoming school community where everyone belongs*
- ▶ *Have a reputation for striving for excellence in all that we do*
- ▶ *Have programs designed to foster deep learning*
- ▶ *Foster sound values and character*
- ▶ *Develop our future leaders and citizens to be globally and socially responsible to make meaningful contributions to our world*
- ▶ *Be a professional learning community focused on high quality teaching and learning*

CONNECTED COMMUNITY

Our school is the heart of our community where everyone feels welcome, included and valued. Our strategic direction reflects the aspirations and dreams of our diverse school community. We foster a sense of belonging so students feel safe and respected. We value the partnerships we have with families ensuring children have a rich, engaging and challenging education at our school. We draw on expertise in the wider community to enrich the experiences provided for our students.

NURTURING ENVIRONMENT

Our school is a safe, happy and nurturing environment where students and staff flourish and grow. It is a joyful place to come to learn and play. Encouraging self-acceptance and self-respect results in attitudes and actions that develop each child's unique identity and individuality. We foster concern for others and their rights with sensitivity, care and compassion. Embedding mindful practice as a core strategy across the school develops positive mental health and wellbeing for all.

STRIVE FOR EXCELLENCE

We aim to be a high-performing school of excellence where students are encouraged to strive to exceed their potential. We believe every student can learn at high levels and every child is supported to experience success. Having high expectations and making learning visible for students makes a significant impact on their achievement. We are proactive in enriching learning opportunities for students by engaging in external competitions and activities.

DEEP LEARNING

Our school is at the forefront of using the science of learning to arouse curiosity and inspire children to question, solve problems, and challenge themselves. We are committed to deep learning and building the core competencies of critical thinking, creativity, collaboration, communication, character and citizenship. Engaging in innovative, inquiry projects based in Science Technology Engineering and Mathematics (STEM) provides the framework to develop these competencies.

Our focus is on developing the qualities of effective learners, such as determination, curiosity, and resourcefulness, so students embrace challenge and see mistakes as opportunities to learn. We want our students to not only think, but know how to think effectively. We use 'philosophy for children' as a key feature of our approach to developing a thinking culture.

CHARACTER & CITIZENSHIP DEVELOPMENT

Raising good people who have strong values is of utmost importance to us as a school community. It goes hand in hand with being active citizens who feel a deep sense of global and social responsibility for the world we live in. We value respect, integrity, gratitude, humility, trust and service.

LEADERSHIP

We see everyone as a leader in our school. Our aim is to grow and develop leaders who make a positive contribution to our school and the wider community. To drive our leadership approach, we draw upon Covey's '7 Habits of Highly Effective People':

- ▶ *Be proactive*
- ▶ *Begin with the end in mind*
- ▶ *Put first things first*
- ▶ *Think win-win*
- ▶ *Seek first to understand and then to be understood*
- ▶ *Synergise*
- ▶ *Sharpen the saw*

PROFESSIONAL LEARNING COMMUNITY

Our school is a professional learning community where we focus on student learning, build a collaborative culture, and have a results orientation. Our learning programs reflect contemporary, evidence-informed best practice characterised by high quality teaching in every classroom. Our staff regularly review and reflect on their own and each other's practices, providing feedback, coaching, mentoring and supporting one another

OUR LOGO



Our logo represents both the 'North Star' and the four points of the compass which symbolises our desire to provide guidance, direction, and purpose to our students as they navigate their journey of learning and life to reach for the stars. The 'H' for Harrisdale sits behind the star and is encircled in blue to signify our community connection.

The colours represent the dark blue of the night sky, the ochre gold for the stars and country, and the lighter blue for Balannup Lake which is located nearby.

School Self-Assessment

Our school engages in a rigorous process of self-assessment and reflection using the National School Improvement Tool to ensure we continue to meet the needs of our students and improve standards of achievement, performance and behaviour. Our focus domains are:

- ▶ *A culture that promotes learning*
- ▶ *Systematic curriculum delivery*
- ▶ *Analysis and discussion of data*
- ▶ *Differentiated teaching and learning*

The school uses the Department of Education's Electronic School Assessment Tool to self-assess annually against the following six domains:

- ▶ *Student Achievement & Progress*
- ▶ *Teaching Quality*
- ▶ *Learning Environment*
- ▶ *Leadership*
- ▶ *Relationships and Partnerships*
- ▶ *Use of Resources*

The school has clear expectations about student performance based on contextual information, and school-based and system level assessment data. We measure the impact of our teaching on student progress at an individual, cohort and whole school level. Our aim is for every student to make at least one year's progress for one year of teaching.

Academic performance will be measured against a stable cohort's achievement and progress in NAPLAN, and the Pre-Primary to Year 2 On-Entry Assessment. A stable cohort refers to those students who attend our school for all stages of the testing. A case management approach is implemented to support and monitor individual student performance.



Strategic Priorities

FLOURISHING & THRIVING STUDENTS

We expect all students to learn at high levels. We support children in their academic, social, emotional, creative, and physical development within a safe, engaging, and challenging learning environment so they flourish and thrive. We are nurturing the future.

EXCELLENCE IN QUALITY TEACHING & LEADERSHIP

We are committed to excellence in quality teaching and leadership and value professional learning in contemporary, evidence-based practice to improve student progress and achievement. 'The 7 Habits of Effective People' (Covey) are used as a foundation to build the leadership potential of all staff.

LEADERS OF INNOVATION

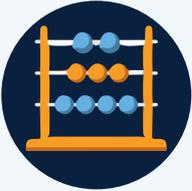
We provide opportunities for students to be innovative and creative through an integrated, future-focused curriculum. We focus on developing students' competencies in collaboration, creativity, critical thinking, communication, character and citizenship.

CONNECTED CULTURE & COMMUNITY

We value a caring, positive school culture that recognises the unique needs of every student and celebrates the diversity of our community. We embrace a welcoming environment that reflects strong connections between all community members.



Flourishing & Thriving Students

What we will do	What you will see	
<p>Focus on high student performance in literacy and numeracy</p>	<ul style="list-style-type: none"> ▶ A K-6 Literacy Strategy, describing key content in oral language, reading, writing, spelling and grammar, is evident in every class ▶ Focus on evidence-based approach to develop oral language in the early years using Language Express ▶ Explicit teaching of reading using an evidence-based comprehensive approach reflecting the science of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies ▶ Talk 4 Writing used to teach students to write effectively using the oral to literate approach ▶ A K-6 Numeracy Strategy, describing key content and strategies reflecting effective mathematics teaching and learning, is evident in every class ▶ Explicit focus on developing maths proficiencies, particularly problem solving and reasoning ▶ Explicit focus on teaching the big ideas of maths and fixing students' misconceptions using Mindset Mathematics and Back to Front Maths resources 	 <p>Student performance in Year 3 & 5 NAPLAN is above like schools</p>
<p>Focus on developing curiosity, courage, and challenge in students</p>	<ul style="list-style-type: none"> ▶ Develop students' understanding of the importance of curiosity, courage, and challenge for enhancing learning ▶ Creation of characters to match each of the drivers of learning: curiosity, courage, and challenge to foster student connections with each of them ▶ Embed the 'learning pit' model across the school to support students to develop curiosity, courage, and embrace challenge ▶ Students engage in enrichment activities, including extra-curricular and before & after school clubs such as Maths Talent Quest, Numero, First Lego League, Have Sum Fun, Future Problem Solving, OptiMinds, Numero, Woodworking, and AFL Academy ▶ Partner with University of WA in Children's University to engage students in learning activities outside of school 	 <p>80% of students make at least a year's progress for a year's teaching in English and Mathematics</p>
<p>Strengthen our approach to early intervention particularly in the early years</p>	<ul style="list-style-type: none"> ▶ All students from Pre-Primary to Year 2 complete On Entry Assessment testing in Term 1 each year to identify gaps in their learning to target for intervention ▶ Early assessment of speech and occupational therapy concerns in the early years ▶ Use intervention programs including MiniLit and MultiLit and introduce a before school 'Reading Academy' to target students at-risk in reading, writing and spelling 	 <p>80% of Year 1 & 2 students make at least a year's progress in all areas of On-Entry Assessment</p>
<p>Foster physical literacy and mindful practice to support positive student mental health and wellbeing</p>	<ul style="list-style-type: none"> ▶ A scope and sequence developed in Health and Wellbeing to ensure students learn key concepts including physical literacy, mental health, and zones of regulation ▶ Introduction of mindful practice across the school using an evidence-informed approach to wellbeing using Mind Up resources 	 <p>98% of Year 3-6 students demonstrate positive social and emotional wellbeing in PAT</p>

Excellence in Quality Teaching & Leadership

What we will do	What you will see	
<p>Develop a whole school approach to teaching and learning that clearly outlines what is to occur in every classroom</p>	<ul style="list-style-type: none"> ▶ The science of learning is used to arouse curiosity and inspire children to question, solve problems, and challenge themselves. Children use the language of the 'Learning Pit' ▶ Visible learning strategies in every classroom including sharing learning intentions, differentiated success criteria, specific and timely student feedback, and worked exemplars ▶ The K-6 Literacy and Numeracy Strategy, which outlines expected content of essential learning for each year level, is used to collaboratively plan learning programs ▶ Consistent practice in every classroom as described in our Instructional Framework ▶ Teachers use the SOLO taxonomy to plan, teach and assess the development of students' conceptual understanding ▶ Leadership team visible in every classroom to check-in and provide feedback on explicit teaching practice 	 <p>Consistent use of whole school approaches and our instructional framework is evident</p>
<p>Embed an explicit teaching pedagogy across the school</p>	<ul style="list-style-type: none"> ▶ Professional learning in Explicit Direct Instruction with Joe Ybarra, Dataworks, to commence in 2021 ▶ Embed explicit teaching practices across the school including consistent use of the Engagement Norms and Check for Understanding protocol ▶ Teachers use GIFT Literacy and Educeri (Dataworks) planning and teaching resources to focus on explicit direct instruction ▶ Partner with Teaching Walkthrus (Sherrington) to embed evidence-informed teaching and learning strategies in every classroom 	 <p>Explicit teaching practices are evident in every classroom</p>
<p>Maintain analytical and evaluative practices to ensure expertise in diagnosing the impact of teaching on student learning</p>	<ul style="list-style-type: none"> ▶ Teaching Sprints used to support the adoption of Walkthrus in teaching practice, and to collectively plan, act, and evaluate teachers' impact on student learning ▶ Teachers engage in analysis of class, cohort and whole school effect size data to diagnose impact of teaching using EdCompanion and Brightpath ▶ Moderation of common formative assessment tasks during collaborative team meetings to identify students needing intervention or extension 	 <p>Rigorous analysis of student data is used to measure the impact of teaching</p>
<p>Develop leadership capacity of staff through continuous professional growth and improvement</p>	<ul style="list-style-type: none"> ▶ Adopt Covey's '7 Habits of Effective People' as the foundation for building leadership capacity of staff and students ▶ Provide time to release Level 3 teachers and the Curriculum Support Teacher to mentor colleagues to continually grow and improve in whole school approaches ▶ Future Leaders Framework used to inform performance development process and to provide opportunities for teachers to develop their leadership potential 	 <p>Leaders are identified, developed, and supported</p>

Leaders of Innovation

What we will do	What you will see	
<p>Embrace Philosophy for Children across the school to develop students' skill in reasoning, critical thinking, and communication</p>	<ul style="list-style-type: none"> ▶ Leader in Philosophy for Children (P4C) to provide specialist program for students in Pre-Primary to Year 6 ▶ Use of the Learning Pit model to engage students in cognitive conflict in understanding concepts and to describe the stages of philosophical inquiry ▶ Build partnership with other schools using P4C to explore 'Philosofun' opportunities ▶ Use of Visible Thinking Routines (Project Zero) in every classroom to develop effective thinking 	 <p>Students confidently engage in philosophical inquiry</p>
<p>Use Deep Learning (Fullan) to develop students' core competencies using STEM inquiry</p>	<ul style="list-style-type: none"> ▶ Focus on the Deep Learning core competencies of critical thinking, creativity, collaboration, communication, character and citizenship through students engaging in innovative, inquiry projects based in Science Technology Engineering and Mathematics (STEM) ▶ STEM leader to mentor teachers in planning, teaching, and assessing STEM inquiry projects using consistent planning tools and resources ▶ Increased student engagement and citizenship through involvement in local, national, and global initiatives ▶ Engage Year 3-6 students in Future Problem Solving to develop solutions to global issues ▶ Opportunities for students to engage in STEM and digital technologies activities and competitions in school and the wider community eg. Robogals, Map My School, STEM Family Challenges 	 <p>80% of Year 4-6 students make a year's progress for a year's teaching in STEM</p>
<p>Build students' skills in ICT capabilities and design & digital technologies</p>	<ul style="list-style-type: none"> ▶ Develop a Vision and Strategic Plan for purposeful integration of ICT and Design & Digital Technologies. Describe the specific skills expected in each year level ▶ Professional learning and coaching in the effective use of digital technologies provided to teachers by the Curriculum Support Teacher to collaborate, experiment, and engage students in innovative learning experiences ▶ Partner with Lumos Learning to support Year 4 to 6 students to participate in eSports, such as The Fuse Cup, to develop their digital citizenship and cyber safety skills 	 <p>Digital and design technologies are integrated across learning areas</p>
<p>Introduce sustainable approaches across the school</p>	<ul style="list-style-type: none"> ▶ Integrating sustainable practices and content across learning areas, including recycling, worm farms, composting, and garden produce ▶ Become a 'Waste Wise' and 'Water Wise' school ▶ Establish an "Earth Team" and invite community participation to develop a whole school framework and action plan ▶ Establish a sustainable garden including a 'Bush Tucker Garden' with the support of the Harrisdale Men's Shed 	 <p>Students understand and utilise sustainable practices</p>

4 Connected Culture & Community

What we will do	What you will see	
<p>Function as a professional learning community through a focus on student learning, a collaborative culture, and a results orientation</p>	<ul style="list-style-type: none"> ▶ Collaborative teams focus on four critical questions during team meetings: What did we expect students to learn? How do we know they learned it? How do we respond when students do not learn? How do we respond when students are already proficient? ▶ Teams use the K-6 Literacy and Numeracy Strategy documents to ensure students learn essential concepts in English and Maths for their year level ▶ Student data is used to inform planning to cater for individual, group, and cohort learning needs 	 <p>Collaborative teams are the foundation of our school</p>
<p>Embed the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures; and Asia and Australia's engagement with Asia to appreciate and celebrate diversity</p>	<ul style="list-style-type: none"> ▶ Teachers integrate history, culture, and experiences of Aboriginal and Torres Strait Islander people in learning programs across the curriculum ▶ Engagement with local elders and Aboriginal community to enrich learning experiences for students. Noongar language included on signage around the school ▶ Diversity activities and events planned to celebrate Harmony Week, Reconciliation Week, NAIDOC Week, and introduce and celebrate Diversity Week ▶ Acknowledge and celebrate important cultural dates and events that represent our community 	 <p>Active student leadership opportunities are provided</p>
<p>Develop an active, authentic student leadership team</p>	<ul style="list-style-type: none"> ▶ An induction program for student leaders to build a clear understanding of leadership, expectations, and meeting protocols ▶ Increased opportunity for student voice in shaping school programs, policy, and direction ▶ Student leaders to monitor and lead playground sports and games during breaks ▶ Establish a stage crew of student leaders to support musical events and performances 	 <p>90% of students rate 'consistently' and 'often' for attitude, behaviour, and effort</p>
<p>Engage families and the community in strong, positive partnerships with the school</p>	<ul style="list-style-type: none"> ▶ Introduce the 'Be You' approach to build a connected, strong school community ▶ Families encouraged to engage with the P&C, School Board, school committees, and through volunteering in classrooms and at school events ▶ Families invited and welcome at professional, well-run school events including assemblies, Harmony Week, STEM Family Challenge, Learning Journey, Christmas Concert, Book Week, and Sports Carnivals ▶ Information sessions to engage families in topics relevant to children, school, and community needs ▶ Partner with local schools and community groups to enrich our school community eg. Harrisdale Men's Shed, Carey Baptist College 	 <p>Overall attendance is at or above the state mean. At least 80% of students attend regularly</p>





Endorsement

Signed: 

Date: 1 September 2021

Jacqui O'Donnell
Foundation Principal

Signed: 

Date: 1 September 2021

Michelle Hardwick
Board Chairperson





**North
Harrisdale**
PRIMARY SCHOOL