

# Strategic Improvement Plan 2021-2024

## Canley Vale Public School 1494



# School vision and context

## School vision statement

We strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future in a culturally inclusive environment. In partnership with our wider school community, our goal is to create quality and engaging learning opportunities that equip students with the knowledge and skills necessary to continually improve and succeed in a technologically advanced world.

## School context

Canley Vale Public School is a large, dynamic and complex school located in the heart of South Western Sydney catering to the needs of 860 students P-6 and their families. The school serves a culturally diverse community with 97% of students identified as EAL/D; Vietnamese, Chinese and Khmer are the most highly represented cultures. Recent newly arrived students and their families are of Arabic, African and Pacific Island background. Some of these families are identified as being refugees.

The school has a strong academic focus, achieving excellent student growth and value add results. The school provides a wide range of academic and extra-curricular programs aimed at developing the 'whole child'. These programs include Early Action for Success, Community Languages, Preschool, community and multicultural events, creative arts opportunities, public speaking, debating and various sporting activities. Students are provided with many leadership opportunities supported by dedicated staff preparing our young learners to connect, succeed and thrive. Links with partner primary and high schools are forged and maintained via initiatives such as the Community of Schools Performing Arts Program, High Potential and Gifted Education projects and weekly PSSA sport.

The school is a hub of the local community and often serves as a meeting place for parents. It provides a venue for weekend Community Language schools and an Out of School Hours Care (OoSHC) facility. Canley Vale has a Schools as a Community Centre (SaCC) program, which runs both community and supported playgroups, as well as parenting programs.

Professional learning in Literacy and Numeracy for all staff continues to be a major focus. Instructional Leaders deliver regular team-based sessions, reflecting on current research practices and authentic data analysis to drive improved teaching and learning programs. This is supported by significant equity funds to employ additional human resources. These resources are in the form of our School Learning Support Officers (SLSOs), Community Liaison Officers (CLOs) and Technical Support Officer (TSO) to drive identified programs to improve and support learning outcomes of all students. The community has high expectations of student success and engagement in all aspects of school life and these extra resources assist the school to maintain positive and open channels of communication between staff, students, parents and community members.

Canley Vale Public School is supported by a small but dedicated P&C Association to provide a further avenue via which parents and school community members are able to actively participate in and contribute to, the education and wellbeing of our students.

As a result of a comprehensive situational analysis, in consultation with our school community, we have identified three areas of focus for our 2021-2024 Strategic Improvement Plan. The identified areas are: Student Attainment and Growth, with a focus on Literacy and Numeracy; Excellence in Collaborative Practices, whereby quality staff expertly respond to the needs of students through embedding evidence informed practice in teaching and learning to improve student outcomes; and Belonging to Canley Vale Community, focused on our attendance and wellbeing practices to support the community's high aspirations for student growth and engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To nurture a supportive, engaging and challenging environment for all students through the promotion of high expectations, effective practice and the implementation of high quality differentiated programs in Literacy and Numeracy to address individual learning needs of students.

## Improvement measures

### Target year: 2022

Increase the proportion of students achieving in the top 2 reading bands by 5.6% or more.

### Target year: 2022

Increase the proportion of students achieving in the top 2 numeracy bands by 4.4% or more.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading by a minimum of 4.1% from system-negotiated baseline.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy by a minimum of 2.1% from system-negotiated baseline.

### Target year: 2024

Value added data from Scout for K-3, Y3-5 and Y5-7 shows an upward trend in Excelling.

### Target year: 2024

10% or more improvement of students attaining expected levels on Literacy benchmarks K-6 as evidenced by school-based data.

### Target year: 2024

12% or more improvement of students attaining expected

## Initiatives

### Data Informed Practices

We will embed sustainable whole school processes for collecting and analysing data. Effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. This will be achieved through:

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis from student learning data
- Establishing and using Instructional Leaders to work with teachers in using data to monitor and assess student progress and design differentiated future learning on a stage, class, group and individual level
- Reviewing and adapting practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement
- Embedding data informed formative assessment practices and consistent teacher judgement as an integral part of the teaching and learning cycle.

### Student-Centred Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals. This will be achieved through:

- High impact professional learning on the use of literacy and numeracy progressions to target individual student learning
- Embedding and using high impact professional learning structures to build teacher capabilities and collective pedagogical practice
- Establishing and monitoring individual learning goals for all students through the High Potential and Gifted Education policy to personalise learning
- Leaders, classroom teachers, EAL/D and Learning and Support teams working collaboratively and are an integral component of whole school approaches

## Success criteria for this strategic direction

A whole school approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF-Curriculum)

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (SEF-Assessment)

Reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. (SEF- Reporting)

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (SEF-Student Performance Measures)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF-Effective Classroom Practice)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF-Data Skills and Use)

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF- Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. (SEF- Educational Leadership)

# Strategic Direction 1: Student growth and attainment

## Improvement measures

levels on Numeracy benchmarks K-6 as evidenced by school-based data.

### Target year: 2024

At least 85% of students in K-6 achieve at or above expected growth in Literacy PLAN2 data for Understanding Texts.

### Target year: 2024

At least 87% of students in K-6 achieve at or above expected growth in Numeracy PLAN2 data for Additive Strategies.

### Target year: 2024

Improvement in the element of Data Skills and Use to the level of Excelling as measured by the School Excellence Framework in at least two themes within the element.

## Initiatives

to track, identify and support individual learning needs

- Strategically building partnerships with parents/carers to foster a shared understanding of student progress.

## Evaluation plan for this strategic direction

The school will regularly use a wide range of external and internal data sources to analyse the effectiveness of the initiatives in this Strategic Direction to achieve the purpose and improvement measures. The analysis of this data set will guide the schools next steps and future directions for the school community in celebrating the success of achieving Student growth and attainment.

Regular reviews of the following data sources will take place to assess whether we are on track for achieving the intended progress and improvement measures:

- \* Internal assessment, eg. PLAN2, PAT Years 1-6, K-2 Reading Levels
- \* External assessment, eg. NAPLAN, Check-in Assessment, Phonics Screener, Kindergarten Best Start
- \* Preschool - Year 6 Work samples
- \* Scout data - NAPLAN, Check-in Assessment, Best Start
- \* Focus groups - students, staff, parents/carers
- \* Student voice - articulating SMART goals.

## Strategic Direction 2: Excellence in Collaborative Practice

### Purpose

To develop a collaborative school culture where collective efficacy and continuous improvement is underpinned by evidence-based teaching and learning practices.

### Improvement measures

#### Target year: 2024

Excelling in one or more themes within the elements of 'Collaborative and Applied Professional Learning Strengthens Teaching Practice' and 'Professional Learning is Continuous and Coherent' of the High Impact Professional Learning (HIPL) model.

#### Target year: 2024

There is an embedded culture within the school where 100% of teaching staff regularly share effective classroom practice with colleagues.

#### Target year: 2024

Improvement in the element of Effective Classroom Practice to the level of Excelling as measured by the School Excellence Framework.

#### Target year: 2024

6% or more improvement from baseline data under the Collaborative Practice driver in the TTFM teacher survey.

#### Target year: 2024

5% or more improvement from baseline data under Explicit Teaching Practices and Feedback driver in the TTFM student survey.

### Initiatives

#### Enhanced Capacity through Collaboration

To strive for excellence using quality teaching practices that ensure every student, every teacher, every leader improves every year. Teachers and school leadership teams work and learn collaboratively to focus on student growth, seek input from internal and external experts, share knowledge, observe each other in practice, and actively challenge others' perspectives. This will be achieved through:

- Using evidence-based pedagogy to improve teaching practice reflecting on current research methods
- High impact professional learning to improve and enhance teaching practice
- High quality demonstration and observations of, with and between colleagues
- High quality practices strengthened and enhanced through collegial collaboration in curriculum planning, implementation and evaluation.

#### Feedback for Learning

To embed a culture of understanding and acceptance of feedback across all stakeholders in the community to improve student performance through implementation of the most effective strategies to improve teaching and learning. This will be achieved through:

- Ongoing professional learning based on current research and visible learning strategies
- Employing timely feedback practices to impact student growth and achievement
- Employing timely and systematic feedback processes to improve teaching practice
- Developing within the community an understanding of the importance of effective feedback to improve student outcomes.

### Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice)

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership)

Resources are strategically used to achieve improved student outcomes and high quality service delivery. (SEF - School Resources)

Structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. (SEF - Management Practices and Processes)

School professional learning priorities are captured in Strategic Improvement Plans and clearly aligned with teacher Performance and Development Plans (PDPs). School-wide professional learning is focused on high impact strategies which are executed in classroom practice over time, with fidelity. (HPIL - Professional Learning is Continuous and Coherent)

Teachers and school leadership teams strengthen their collective efficacy, knowledge and practice through a collaborative focus. Professional learning has a greater influence on classroom practice. (HPIL - Collaborative and Applied Professional Learning Strengthens Teaching Practice)

### Evaluation plan for this strategic direction

## Strategic Direction 2: Excellence in Collaborative Practice

### Evaluation plan for this strategic direction

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The school will regularly use a wide range of external and internal data sources to analyse the effectiveness of the initiatives in this Strategic Direction to achieve the purpose and improvement measures. The analysis of this data set will guide Canley Vale's next steps and future directions for the school community in celebrating the success of achieving Excellence in Collaborative Practice.

Regular reviews of the following data sources will take place to assess whether we are on track for achieving the intended progress and improvement measures:

- Tell Them From Me surveys - student, parents and teachers
- Coding - Quality Teaching assessment
- Interviews - 3 way conference feedback
- Student voice - through focus groups
- Observations - teaching practice and student learning
- Teacher and student surveys
- Teacher feedback on Professional Learning
- Scout reports - Human Resources and Tell Them From Me
- School Excellence Framework - Self-assessment
- PDP lesson observations, evidence of practice and annual reviews
- High Impact Professional Learning (HIPL) school self-assessment tool.



## Strategic Direction 3: Belonging to Canley Vale community

### Purpose

To foster a collective responsibility to improve the wellbeing of all stakeholders through the implementation of school-wide programs that promote high engagement, active participation and strong positive relationships within our diverse community.

### Improvement measures

#### Target year: 2022

Increase the percentage of students attending school > 90% of the time to be at or above the lower bound system negotiated-target of 88.8%.

#### Target year: 2022

Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 90.9%.

#### Target year: 2024

The community evaluate themselves to be at Sustaining in terms of community engagement against the Family-School Partnerships Framework for the dimensions of 'Build Community and Identity' and 'Consult on Decision Making'.

#### Target year: 2024

Achieved Sustaining and Growing or above against the seven statements of the High Potential and Gifted Education (HPGE) policy.

#### Target year: 2024

There is strengthened leadership confidence within the staff and capacity exists to effectively lead others in a culture of high expectations and school improvement.

### Initiatives

#### Community of Leaders

To embed a culture of learning and leading to ensure every student, every teacher and every leader improves every year. This will be achieved through:

- High impact training for students in leadership roles such as Peer Support, Structured Play Leaders and Student Representative Council (SRC)
- Building and promoting an inclusive environment for the parent body to have an active voice within the school community
- Reviewing, strengthening and expanding the aspiring leadership model to create an equitable and rigorous program incorporating current research, mentoring and practical applications that focus on building leadership capacity to drive school improvement using the Leadership Learning Framework.

#### Connect, Succeed, Thrive and Learn

To embed a whole school approach to our community's wellbeing and engagement, where there is a collective responsibility to enable students to connect, succeed, thrive and learn. This will be achieved through:

- Implementation and continuation of wellbeing programs P-6 creating a culture of inclusivity
- Engagement in evidence-based practices to create consistent language across P-6 and the wider community to create safe and supportive learning environments
- Providing opportunities for all stakeholders to engage in experiences to enhance their potential to gain success
- High impact professional learning for parents and staff on wellbeing, curriculum and High Potential and Gifted Education (HPGE) to identify and support students with improved intellectual, social/emotional, physical and creative outcomes through implemented programs

### Success criteria for this strategic direction

Our school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF - Learning Culture)

A strategic and planned approach to develop whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn. (SEF - Wellbeing)

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (SEF - Effective Classroom Practice)

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership)

Structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. (SEF - Management Practices and Processes)

Inclusive school policies, practices and programs build a welcoming culture of inclusion and belonging for all families that reflects and respects diversity within the school's community. (Family-School Partnerships Framework)

Families are represented in the school decision making processes through parent bodies, committees and other forums. (Family-School Partnerships Framework)

### Evaluation plan for this strategic direction

The school will regularly use a wide range of external and internal data sources to analyse the effectiveness of the initiatives in this Strategic Direction to achieve the purpose and improvement measures. The analysis of this data set will guide the schools next steps and future

## Strategic Direction 3: Belonging to Canley Vale community

### Initiatives

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- Monitoring attendance data, implementing improvement strategies and evaluating practices to ensure a consistent approach across P-6 to promote the importance of regular and on time attendance
  - Designing and implementing an Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture
  - Building connections with the community through additional opportunities for parents/carers to be involved in their child's learning.
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### Evaluation plan for this strategic direction

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directions for the wider school community in celebrating the success of achieving Belonging to Canley Vale Community.

Regular reviews of the following data sources will take place to assess whether we are on track for achieving the intended progress and improvement measures:

- Tell Them From Me surveys - student, parents and teachers
- Attendance data
- Interviews - staff, students, parents
- Student voice
- HPGE evaluation and planning tool
- Teacher and student surveys
- Scout reports - Attendance, TTFM
- School Excellence Framework - Self-assessment
- Feedback - student, parents and teachers.