

# Strategic Improvement Plan 2021-2024

## Enfield Public School 1844



# School vision and context

## School vision statement

Enfield Public School's motto is 'Our Best Always.' We endeavour to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

We support the development of students with a focus on student wellbeing, student academic growth and social success.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

We actively value and encourage excellence through our high expectations and quality teaching and learning, which is underpinned by data and research-based best practice.

Our vision is to be partners in learning and collaboratively empowering all students to become confident, resilient, self-directed and successful learners.

## School context

Enfield Primary School is located in the inner west of Sydney and is proudly built on Gadigal land, home to the Wangal Clan. The current student enrolment 270. The school is situated in a quiet residential area close to parks, playing fields and the local swimming pool.

The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. Our school is supported by a strong, vibrant and diverse multi-cultural community, with approximately 65% of the student population coming from a language background other than English. Approximately 2% of our students identify as Aboriginal.

Our learning environment reflects strong student wellbeing principles with an established whole school Positive Behaviour for Learning (PBL) and Smiling Mind mindfulness program in place. The school also offers a wide range of extra-curricular opportunities for students including opportunities in Sport, Technology, and Creative and Performing Arts, enabling our students to excel through a range of different experiences.

Through our situational analysis and a recent external validation, we have identified several areas that will assist our school to work towards improvement. This includes developing greater consistency in our data driven practices providing greater 'evidence of impact' of our data, building teacher capacity to better meet student needs through specific differentiation, the consistent implementation of explicit teaching practices that are underpinned by the What Works Best document and promoting high expectations, and finally to develop and implement a consistent language of learning that is shared by all in our community.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

The school enjoys strong partnerships in learning with many areas of the local community including an active Parents and Citizens Association (P&C), the local council, local sporting and social clubs and agencies as well as the Sub Branch of the Enfield/Croydon Park RSL.

This plan has been developed with authentic community consultation and sharing with parents/carers, staff and students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas. Embed data driven teaching practices that are responsive to the learning needs of individual students

## Improvement measures

### Target year: 2022

#### Top 2 bands: Numeracy

Uplift of 6.58% of students achieving in the top two bands in NAPLAN numeracy.

### Target year: 2022

#### Top 2 Bands: Reading

Uplift of 7.75% of students achieving in the top two bands in NAPLAN reading.

### Target year: 2023

#### Expected growth in Numeracy

Uplift of 7.86% of students achieving expected growth in NAPLAN Numeracy.

### Target year: 2023

#### Expected growth in Reading

Uplift of 1.6% of students achieving expected growth in NAPLAN Reading.

### Target year: 2024

#### Top 2 bands: Numeracy

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy reach the agreed upper bound of 57.2%.

## Initiatives

### Reading

Ensuring that all students achieve high standards and demonstrate growth in reading with observable consistent reading teaching practice, early intervention and high quality learning experiences and every teacher developing effective reading strategies ensuring differentiation occurs.

### Numeracy

Embedding effective numeracy strategies ensuring that differentiation occurs and meets the needs of every student with alignment to all syllabus documents. Ensuring that consistent numeracy teaching practices and routines are observable across the whole school and in each classroom.

## Success criteria for this strategic direction

### LEARNING

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum: Curriculum provision)
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum: Differentiation)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (SEF - Assessment: Whole school monitoring of student learning)
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF - Student Performance Measures: Internal and external measures against syllabus standards)

### TEACHING

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF - Professional Standards: Literacy and numeracy focus)

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Expected growth in Numeracy

The proportion of Year 3 and 5 students achieving the expected growth in NAPLAN numeracy reach the agreed upper bound of 70%.

**Target year: 2024**

### Top 2 bands: Reading

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy reach the agreed upper bound of 61%.

### Expected growth in Reading

The proportion of Year 3 and 5 students achieving the expected growth in NAPLAN numeracy reach the agreed upper bound of 76.2%.

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

We will use a combination of data sources.

These will include:

- Internal assessment eg PAT, PLAN2, ALAN
- External assessment eg NAPLAN, Check In Assessments, ALAN
- Observation
- Student voice
- Interview
- Document analysis

### Analysis:

Analysis will be embedded within the initiatives through five week progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

### Implications:

The findings of the analysis will inform:

- future actions
- flexible planning in response to the data received
- annual reporting on school progress measures (published in the Annual Report each year).

## Strategic Direction 2: Effective classroom practice

### Purpose

To maximise student success through explicit teaching practice, reducing the cognitive burden of learning new and complex concepts and skills as well as helping students develop a deep understanding in all learning areas.

### Improvement measures

#### Target year: 2024

All teachers have a deep understanding of student assessment and data concepts. They systematically analyse, interpret and extrapolate a range of data to inform planning, identify interventions and modify teaching practice.

#### Target year: 2024

All teachers have embedded observable, explicit and evidence based teaching practices.

### Initiatives

#### Data use in teaching

#### Data use in teaching

Embed a culture of evidence informed teaching practices where systematic collection, analysis and evaluation of student learning data drives strategic professional learning.

Enhanced use of data to inform planning and programming of quality teaching practices.

#### Explicit Teaching

#### Explicit Teaching

Ensuring that explicit teaching benefits all students through teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

### Success criteria for this strategic direction

#### TEACHING

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice: Explicit Teaching)
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use: Data literacy)
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF - Data skills and use: Data use in teaching)
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF - Learning and Development: Professional learning)

#### LEADING

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational Leadership: Instructional Leadership)

## Strategic Direction 2: Effective classroom practice

### Evaluation plan for this strategic direction

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#### Question:

To what extent have we achieved our improvement measures and to what extent can we demonstrate impact and improvement of student outcomes?

#### Data:

We will use a combination of data sources.

These will include:

- Instructional Rounds findings and recommendations
- Performance and development plans
- Teacher feedback
- Self assessment
- Lesson observation
- Internal and external data

#### Analysis:

Analysis will be embedded within the initiatives through five week progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

#### Implications:

The findings of the analysis will inform:

- future actions
- flexible planning in response to the data received
- annual reporting on school progress measures (published in the Annual Report each year).

# Strategic Direction 3: Collaborative and reflective practice

## Purpose

To excel in teacher capacity to engage student learners and improve educational outcomes through the identification and sharing of best practice, harnessing the expertise of the collective and improving overall teacher quality as well as student outcomes.

## Improvement measures

### Target year: 2022

#### Attendance

An uplift of 4.5% of students attending greater than 90% of the time.

### Target year: 2024

All staff engage in regular and planned observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

### Target year: 2024

All staff engage in regular and planned opportunities for teachers to engage in professional discussion and collaboration to improve teaching and learning.

## Initiatives

### High Expectations

Embed a culture of high expectations through collaborative and reflective practice. Strengthening the culture of collaborative inquiry to drive ongoing school-wide improvement in teaching practice and student progress. Improving and embedding sustainable whole school processes for collaboration and reflection with:

- High impact professional learning structures to build high expectations through strengthening teacher capabilities and collective pedagogical practice.
- Regular and planned opportunities for teachers to engage in professional discussion and collaboration to improve teaching and learning.
- Regular and planned observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

## Success criteria for this strategic direction

### LEARNING

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture: High expectations)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture: Attendance)

### TEACHING

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF - Effective Classroom Practice: Lesson planning)
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF - Data Skills and Use: Data use in planning)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF - Learning and Development: Collaborative practice and feedback)
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure

## Strategic Direction 3: Collaborative and reflective practice

### Success criteria for this strategic direction

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the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (SEF - Learning and Development: Coaching and mentoring)

- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF - Learning and Development: Expertise and innovation)

### LEADING

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership: High expectations culture)

### Evaluation plan for this strategic direction

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#### Question:

To what extent have we achieved our improvement measures and to what extent can we demonstrate impact and improvement of student outcomes?

#### Data:

We will use a combination of data sources.

These will include:

- Tell Them From Me
- Performance and development plans
- Teacher feedback
- Self assessment



## Strategic Direction 3: Collaborative and reflective practice

### Evaluation plan for this strategic direction

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#### Analysis:

Analysis will be embedded within the initiatives through five week progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

#### Implications:

The findings of the analysis will inform:

- future actions
- flexible planning in response to the data received
- annual reporting on school progress measures (published in the Annual Report each year).