

# Strategic Improvement Plan 2021-2025

## Epping Public School 1850



# School vision and context

## School vision statement

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At Epping Public School our vision is to create an engaging environment which focuses on student wellbeing, student academic growth and social success. We will have expectations that all students will become contributing and valued members of society. We will create an environment for staff, students and parents in which all members take pride in the inclusive nature of our school. The school community will work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

## School context

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We acknowledge and pay our respect to the traditional custodians of the land on which Epping Public School is built, the Darug Aboriginal people. Epping Public School has existed on its present site for over one hundred and twenty years. In 2020 the school took occupancy of a newly built three-storey building which housed 23 contemporary classrooms, a library and a special programs room. The student population is rapidly growing and at the commencement of 2022 had 805 students, 95% of whom are of a non-English speaking background. The predominant cultures are Chinese, Indian and Korean.

A significant number of our parents have a tertiary background, value education and have a high expectation of success for their children. Many of our families have both parents working and our before and after school care facilities are well patronised. The majority of our parents are supportive of the school.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The situational analysis sought input from all groups of the school community across different platforms, including forums, surveys and information sessions.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in literacy and numeracy we will provide evidence-based practice and effective analysis of data to deliver quality differentiated curriculum in literacy and numeracy. This will be underpinned by high quality professional learning.

## Improvement measures

### Reading growth

Achieve by year: 2023

#### EXPECTED GROWTH - READING

An increase in Check-in Assessment mean scaled score for reading in Year 4 2022 compared to Year 5 for 2023.

Achieve by year: 2025

#### LITERACY AND NUMERACY FOCUS

As measured by the School Excellence Framework, in the theme of 'Professional Standards - Literacy and Numeracy Focus' the school achieves the identified target of Excelling.

### Numeracy growth

Achieve by year: 2023

#### EXPECTED GROWTH - NUMERACY

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 2022 compared to Year 5 for 2023.

Achieve by year: 2025

#### TEACHING AND LEARNING PROGRAMS

As measured by the School Excellence Framework, in the theme of 'Teaching and Learning Programs' the school achieves the identified target of Excelling.

## Initiatives

### Improved Literacy Outcomes

Embed a learning culture leading to growth in teacher capacity in evidence-based reading practices, equipping students with the skills to purposefully engage with a wide range of quality literature resulting in enhanced meaning and understanding.

**Targeted Reading Practices** - Increase the capacity of staff in evidenced-based practices to identify student needs that lead to improved student outcomes in the areas of inferring, interpreting and comprehending.

**Targeted Literature** - Provide a rich range of quality literature that is integrated into quality teaching and learning programs to improve student outcomes.

**The Way Words Work in English** - Develop readers by refining and extending the processes involved in word recognition so that the reader's cognitive resources can be further utilised for comprehension.

### Improved Numeracy Outcomes

Embed a learning culture leading to growth in teacher capacity in evidence-based Numeracy practices, enabling students to develop strong foundations and deep content knowledge in Numeracy.

**Pedagogy** - Build teacher capacity in evidence-based Numeracy practices to improve student learning outcomes.

**The Numeracy** - Build teacher capacity and expertise in teaching space, geometry, measurement and working mathematically, leading to improvement in student Numeracy through quality classroom practice.

**The Student** - Ensure all students have a strong foundation in Numeracy, deep content knowledge and confidence in their ability to learn, adapt and use Numeracy to understand their world, now and in the future.

## Success criteria for this strategic direction

A whole school approach in literacy 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.

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, and provides continuous improvement for all students, across the full range of abilities.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required.

Our school demonstrates a high performance culture, with a clear focus on student progress and achievement in numeracy.

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.

Most students achieve in the top two bands for NAPLAN numeracy. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

All teachers understand and explicitly teach numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Question

Do evidence-based programs, assessments and practices ensure all students have a strong foundation in Literacy and Numeracy that enables them to understand and contribute to their world now and in their future lives?

### Data

We will use a combination of data sources. These will include:

- Teaching and Learning Programs
- Literacy Assessments
- Classroom Walk-throughs
- Meeting Minutes
- Staff surveys
- PL Registers
- Mark book Data
- Internal and external assessment data
- Data Analysis (formative, summative, internal and external assessment data)
- NAPLAN & Check in

### Analysis

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

### Implications

The findings of the analysis will inform future actions and the annual reporting on progress measures published in the Annual Report each year.

## Strategic Direction 2: Evidence Based Practice

### Purpose

High quality student assessment supports teachers to monitor student progress and allows all students to demonstrate their understanding and skills. The analysis of data will inform teaching practices to better facilitate student learning.

### Improvement measures

#### DATA SKILLS AND USE

Achieve by year: 2025

#### DATA SKILLS AND USE

An improvement in the element of 'Data Skills and Use' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2025

#### MONITORING OF STUDENT LEARNING

Achieve by year: 2025

#### MONITORING OF STUDENT LEARNING

An improvement in the theme of 'Assessment - Whole School Monitoring of Student Learning' to the level of Excelling as measured by the School Excellence Framework.

### Initiatives

#### Quality Assessment

High-quality student assessment supports teachers to monitor student progress and inform next steps, determine the effectiveness of chosen teaching strategies - both for learning and engagement - and to measure student understanding of a unit of work.

**Inclusivity/Accessibility** - All students are given the opportunity to improve their learning outcomes and demonstrate their understanding and skills in order for their progress to be measured accurately.

**Whole-School Consistency** - There is a consistent approach to the quality, timing and delivery of assessments which will drive student progress.

**Staff Professional Learning** - Staff capacity in their understanding of High-Quality Assessment is enhanced so they are empowered to progress student learning.

#### Use of Data to Inform Practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery, leading to improved student outcomes.

**Data Literacy and Analysis** - All teachers have a solid understanding of data concepts. They analyse and interpret this data to inform future directions.

**Data use in Planning and Teaching** - Teachers use data to inform planning, identify interventions and modify teaching practice.

**Consistent Data Storage and Tracking** - Teachers effectively monitor and assess students' progress and achievements, via storage and tracking systems that are easy to access.

### Success criteria for this strategic direction

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.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

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.

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.

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.

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.

## Strategic Direction 2: Evidence Based Practice

### Evaluation plan for this strategic direction

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#### Question

To what extent can we prove that evidence-based teaching and assessment practices have been used to inform teaching and improve student outcomes?

#### Data

We will use a combination of data sources. These will include:

- Meeting Minutes
- Staff surveys
- PL Registers
- PL Slides
- Data Walls in the Impact Room
- Markbook Data
- Sentral Data
- Analysis Slides
- Internal and external assessment data
- NAPLAN & Check in assessments

#### Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Pre & post analysis.

#### Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 3: Community Partnerships and Connections

## Purpose

In order to boost every child's wellbeing and to enhance community connections we will embed a planned approach to wellbeing using a range of evidence-based strategies and programs focused on student voice, teacher advocacy, positive relationships and inclusivity. Our dedicated staff and the support of the wider school community will help to ensure that these efforts are successful in supporting our students.

## Improvement measures

### Wellbeing

Achieve by year: 2023

#### SENSE OF BELONGING

The proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be moving towards the school identified target target of 85.12%.

### WELLBEING

Achieve by year: 2025

#### WELLBEING

An improvement in the theme of 'Wellbeing - Caring for Students' to the level of Excelling as measured by the School Excellence Framework.

### LEARNING CULTURE AND WELLBEING

Achieve by year: 2025

#### LEARNING CULTURE AND WELLBEING

Improvement in the element 'Learning Culture and Wellbeing' to the level of Excelling as measured by the EAL/D Framework.

### COMMUNITY ENGAGEMENT

Achieve by year: 2025

#### COMMUNITY ENGAGEMENT

## Initiatives

### Every Child's Wellbeing

Ensure that every child is known, valued and care for by increasing opportunities for participation and communication, so that each child experiences a positive sense of belonging.

**Advocacy** - Build positive teacher-student relationships so that students feel they have a trusted adult at school to whom they can go for advice to support their wellbeing and learning.

**Student Voice** - Enable student voice by providing opportunities each child to actively participate in decision-making at school on matters which shape their educational experiences. We do this in order to increase engagement in learning, build connections and boost personal and social capabilities.

**Inclusivity** - Create a more inclusive educational environment for all students through the development of Personalised Learning Plans and multicultural education that promotes intercultural understanding, harmony and positive relationships between students.

**Student Engagement** - Support and develop positive student engagement through regular check-ins with students and open communication between all school stakeholders.

### Connecting with the Community

Increase our connections with the community by strengthening participation and communication so that all our community have a positive sense of belonging to the school.

**Belonging** - Parents and community have a connection with Epping Public School.

**Communication to Inform ALL Parents** - Interpreting and translation services are integrated into school procedures to ensure effective two-way communication.

## Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Planned and implemented whole school approach to building partnerships and engaging the EAL/D community is available.

## Evaluation plan for this strategic direction

### Question

To what extent has a sense of belonging and connectedness increased within the community through our planned approaches including: inclusive practices and activities; strengthening advocacy between teachers and students; increasing communication; partnerships with parents; and, by promoting positive relationships?

### Data

- Tell Them From Me Surveys - parents, teachers and students
- School based surveys for students and parents
- Parent and student forums
- Playground Data



## Strategic Direction 3: Community Partnerships and Connections

### Improvement measures

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An improvement in the theme of 'Educational Leadership - Community Engagement' to the level of Excelling as measured by the School Excellence Framework.

#### **Attendance (>90%)**

Achieve by year: 2023

#### **ATTENDANCE**

Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 95.2%.

### Initiatives

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**Communication to Inform Educational Practices** - review and evaluate school-wide processes to better inform educational practices through effective collaboration between EAL/D specialist teachers, school staff and parents.

**Community Groups** - Planned and implemented whole school approach to building partnerships and engaging the community is available.

### Evaluation plan for this strategic direction

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- Term teacher feedback surveys
- Meeting minutes

#### **Analysis**

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

#### **Implications**

The findings of the analysis will inform future actions and the annual reporting on progress measures published in the Annual Report each year.