

Strategic Improvement Plan 2021-2024

Ermington Public School 1860



Estab. 1888

School vision and context

School vision statement

At Ermington Public School, we believe that every student, every teacher and every leader should be committed to ongoing growth and improvement by drawing upon the school values of engaged, proud, successful learners. This will be achieved through a school ethos that fosters high expectations, strong collaboration and evidence based pedagogy which will further enhance the strong school culture of Ermington Public School which champions perseverance, resilience and strength as exemplified in the school's historic motto *Virtus in Arduis* - there is virtue in hard work.

School context

Ermington Public School is an innovative, dynamic school inspiring all students to be Engaged, Proud and Successful. The school is situated in West Ryde within the Ryde Network of schools and has an enrolment of 431 students, inclusive of two opportunity classes which cater for high potential and gifted students. The school consists of a diverse student population which includes 71% of students from a language background other than English, a small number of students from an Aboriginal and Torres Strait Islander background and students with varying academic and social emotional needs.

Ermington Public School is staffed by teachers who pride themselves on the ability to utilise current trends, research and evidence based practice to form the basis of teaching and learning programs. The staff are committed to strategic improvement over 2021-2024 and continual monitoring through strategic timelines. The collection of data sets will take place to ensure evidence of student growth, improvement in teacher practices, strengthened student wellbeing and improved community connections.

Ermington Public School prides itself on ensuring the diversity of students are provided with a high quality education through the implementation of evidence based practices, strong wellbeing programs and effective literacy and numeracy programs. The school provides a variety of extra-curricular programs including sporting and performing arts to engage all learners. Staff are dedicated and committed to continuous improvement of student outcomes through differentiated practices and personalisation of learning.

The situational analysis for Ermington Public School conducted in 2020 with key stakeholders including students, staff, parents and the community provided a rigorous analysis of internal and external data and led to the comprehensive and detailed overview of the improvement measures required for Ermington Public School. Evidence from the situational analysis pinpointed a number of key drivers to improve student outcomes. These drivers are the shared values of the whole school community and are key to ongoing school and student improvement.

These include:

- Lifting the literacy and numeracy outcomes through evidence based practices as per Department of Education system negotiated targets.
- Enhancing data driven practices to inform high quality and high impact teaching and learning.
- Strengthening differentiated teaching practices to personalise learning that is dynamic for all students.
- Implementing strong wellbeing and social emotional learning programs to strengthen student belonging, resilience and self-awareness.
- Growing great educational leaders who inspire and engage teachers and students who work together collaboratively to drive improvement throughout Ermington Public School.
- Developing effective assessment for, as and of learning principles and processes to

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enable student goal setting, quality teaching and learning design and improved monitoring of student knowledge, understanding and skills.

- Building strong community connections and increasing parent engagement to work together to enhance learning and wellbeing outcomes of the student population.

Ongoing monitoring of school and students performance against the strategic directions and initiatives will determine measures of success and improvement. This will guide the practices of teachers, learners, leaders, parents and community over the course of the Ermington Public School 2021-2024 Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

To improve literacy and numeracy outcomes for all students through evidence informed practices, effective data analysis and responsive, quality teaching and learning programs.

Improvement measures

Target year: 2022

System Negotiated Target: NAPLAN Top 2 Bands for Numeracy

Increase the percentage of students achieving in the top 2 bands to be trending upwards towards the upper bound target with an uplift in numeracy between 4.9% - 9.9%.

Target year: 2022

System Negotiated Target: NAPLAN Top 2 Bands for Reading

Increase the percentage of students achieving in the top 2 bands to be trending upwards towards the upper bound target with an uplift in reading between 5.4% - 10.4%.

Target year: 2023

System Negotiated Target: NAPLAN Expected Growth for Numeracy

Increase the percentage of students achieving expected growth to be between the lower bound and upper bound system negotiated target with an uplift of between 3.9% - 8.9% in numeracy from the school's baseline.

Target year: 2023

System Negotiated Target: NAPLAN Expected Growth for Reading

Increase the percentage of students achieving expected growth to be between the lower bound and upper bound system negotiated target with an uplift between 4.5% - 9.5% in reading.

Initiatives

Evidence informed teaching practice

Collectively strengthen teaching practices through data use and evidence informed frameworks to improve student literacy and numeracy outcomes.

- Strengthen analysis of internal and external data centred on student progress and achievement through data talks and professional conversations to generate specific, measurable literacy and numeracy goals for individual students.
- Engage instructional leaders for literacy and numeracy to construct Ermington Public School literacy and numeracy frameworks, work alongside and collaborate with classroom teachers to model and drive student improvement through effective lesson planning and delivery of teaching and learning.
- Improve tracking systems and ways in which student growth is evidenced through visible data systems including literacy and numeracy progressions, data walls, graphs and student work samples.

Responsive quality teaching and learning

Build a culture of teachers who strive for continuous improvement through quality assessment and responsive teaching and learning programs that are adaptive to the needs and capabilities of students.

- Strengthen assessment design and analysis processes to enhance the development and delivery of teaching and learning programs to ensure it is meaningful and relevant for all learners.
- Enhance teacher understanding of formative assessment to develop responsive, adaptive teaching practices and feedback to move learners forward.
- Enable opportunities for teachers to collaborate more effectively with students and their parents/carers to identify learning goals, growth targets and opportunities for success based on a students needs and capabilities.

Success criteria for this strategic direction

- All teachers evaluate student achievement and set goals for students through participation in professional conversations and data talks with instructional leaders
- Teaching and learning programs demonstrate explicit connections to student assessment data and evidence
- Professional learning embodies evidence based themes and teaching standards which are implemented in teaching practice
- Literacy and numeracy progressions are utilised to track student development in reading and numeracy
- In the School Excellence Framework learning domain of assessment 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.
- In the School Excellence Framework teaching domain of data skills and use 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

Evaluation plan for this strategic direction

A variety of data sources will be utilised and evidence sets will be compiled to evaluate Strategic Direction 1: Student growth and attainment. Ermington Public School to determine achievement of improvement measures and guide future directions. This will include rigorous and cyclical analysis of data which will be triangulated to determine the impact of each initiative on student growth and teacher development. The data sources to be utilised to drive evaluative practices for Strategic Direction 1 include but are not limited to:

- NAPLAN literacy and numeracy data
- Literacy and numeracy learning progression tracking

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Assessment

Ermington Public School meets the *Excelling* School Excellence Framework measure for Assessment.

Target year: 2024

Data Skills and Use

Ermington Public School meets the *Excelling* School Excellence Framework measure for Data Skills and Use.

Evaluation plan for this strategic direction

of individual students

- Annotated and evaluated teaching and learning programs
- Professional conversations and data talk records
- Observations of practice
- Student work samples, assessments and data records
- Professional learning evaluation
- Individual student goal setting trackers

Evaluation will be embedded through:

- Ongoing timed reviews of teaching and learning data in five weekly cycles
- Evidence collection and progress monitoring through stage and executive meeting
- School Excellence Framework reviews and coordination of evidence sets to pinpoint progress each term.

Strategic Direction 2: Diversity and Engagement

Purpose

To ensure equitable outcomes and high level engagement for the diversity of learners through goal driven, explicit and dynamic programs that are tailored to meet the needs of individual students.

Improvement measures

Target year: 2023

Wellbeing

The school has a planned approach to wellbeing and the percentage of students reporting positive wellbeing outcomes at school is trending towards the upper bound target with an uplift of between 3-6% - 8.6% of students from the baseline.

Target year: 2022

Attendance

Increase the percentage of students attending school more than 90% of the time by 4.3% - 8.8%.

Target year: 2024

Curriculum

Ermington Public School meets the *Excelling School Excellence Framework* measure for Curriculum.

Target year: 2024

Learning and Development

Ermington Public School meets the *Excelling School Excellence Framework* measure for Learning and Development.

Target year: 2024

Effective Classroom Practice

Ermington Public School meets the *Excelling School*

Initiatives

Engaged - Proud - Successful

Ensure all individual students are Engaged, Proud and Successful as they are known, valued, cared for and supported through high expectations and strong wellbeing approaches.

- Establish collective, school wide wellbeing, values and belonging frameworks to ensure high level engagement, attendance, support and expectations so all students experience success.
- Implement strengths based resilience programs and evidence based social-emotional self-regulation programs to enhance student coping strategies and confidence in management of emotions.
- Strengthen classroom and playground management processes through implementation of effective preventative management systems and responsive strategies to maximise quality learning in classroom settings and socialisation with peers in the playground.

Diverse and Dynamic

Embed collaborative practices in designing and implementing quality, differentiated programs that are tailored to the needs of all students.

- Improve collaborative practices between the diversity of teachers at Ermington Public School through professional learning communities, collaborative conversations and data talks to pinpoint areas for student improvement and ensure the delivery of differentiated programs to meet the needs of the diversity of learners.
- Ensure all teaching and learning programs are dynamic, challenging and rigorous and incorporate effective differentiation and adjustments with strong evidence collection that leads to demonstrated measurable improvement for all individual students.
- Strengthen the implementation of evidence based teaching methods to optimise learning for each and every student where teachers collaborate to drive

Success criteria for this strategic direction

- An Ermington Public School Wellbeing framework is embedded within the school and forms a common language for K-6
- All students can identify self-regulation strategies, monitor their emotions and confidently utilise the strategies to experience wellbeing and learning success
- All teachers manage students in the classroom and playground proactively and draw upon preventative systems to maximise wellbeing and learning
- Attendance of students has increased due to high student engagement and a sense of belonging at Ermington Public School
- A learning support, wellbeing and engagement hub has been established to support students and their parents/carers.
- Teaching and learning programs are dynamic with strong evidence of revisions, differentiation and adjustments to support the needs of all individual learners
- In the School Excellence Framework learning domain of Curriculum there is evidence of an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- In the School Excellence Framework learning domain of Wellbeing there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.
- In the School Excellence Framework domain of Teaching 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

Evaluation plan for this strategic direction

A variety of data sources will be utilised and evidence

Strategic Direction 2: Diversity and Engagement

Improvement measures

Excellence Framework measure for Effective Classroom Practice.

Initiatives

student improvement through effective practices ensuring all students are engaged and take responsibility for learning.

Evaluation plan for this strategic direction

sets will be compiled to evaluate Strategic Direction 2: Diversity and Engagement. This will determine the extent to which wellbeing initiatives and curriculum differentiation processes support the diversity of student at Ermington Public School and will inform future directions and planning. This strategic direction will be evaluated through a range of data sources ensuring thorough analysis and triangulation of data occurs. A range of data will be used including:

- Tell Them From Me surveys
- Wellbeing surveys and matrix
- Learning Support, Engagement and Wellbeing Team data
- Sentral positive and negative incident notification
- Student engagement measures
- Student attendance data
- Differentiated programs, annotations and evaluations
- Quality Teaching Practice observations
- Collaborative professional conversations and data Talks.

Evaluations will be systematic and timed and will occur through:

- Learning Support, Wellbeing and Engagement minutes and reviews scheduled each fortnight and reviewed in five week cycles
- Attendance data through Learning Support, Wellbeing and Engagement team meetings on a fortnightly basis
- Analysis of engaged-proud-successful school initiative evaluations each term to determine effectiveness of implementation of programs and student wellbeing growth
- Sentral wellbeing data tracking
- School Excellence Framework reviews and coordination of evidence sets to pinpoint progress of initiatives.

Strategic Direction 3: Inspirational Leadership and Strong Community Connections

Purpose

To enhance the educational leadership of the school through commitment to a high expectations culture and collaborative ethos enabling strong community connections to improve student outcomes.

Improvement measures

Target year: 2023

Instructional Leadership

Ermington Public School meets the *Excelling* School Excellence Framework measure for Instructional Leadership.

Target year: 2024

High Expectations Culture and Performance Management and Development

Ermington Public School meets the *Excelling* School Excellence Framework measure for High expectations and Performance Management and Development.

Target year: 2023

Strengthened Administrative Systems and Service Delivery

Ermington Public School meets the *Excelling* School Excellence Framework measure for Administrative Systems and Service Delivery

Target year: 2024

Community Engagement and Community Satisfaction

Ermington Public School meets the *Excelling* School Excellence Framework measure for Community Engagement and Community Satisfaction.

Initiatives

Inspirational Educational Leadership

Implement inspiring educational leadership to enable growth of learners, teachers and leaders ensuring a high expectations culture and effective teaching and learning is embedded at Ermington Public School.

- Develop an instructional leadership model which builds relational trust, professional learning communities and inquiry in action which fosters deep learning of leaders, teachers and students.
- Build strong instructional leaders who take responsibility for building capacity of all teachers, encourage innovative teaching practices and ensure all teachers are high performing.
- Embed professional learning communities within the school to ensure deep learning, accountability, observations of practice, feedback and performance evaluation/review to drive student growth.

Thriving Partnerships

Foster a collaborative, motivated community who are aspirational and work together to improve and celebrate school and student outcomes.

- Increase opportunities for parent engagement to collectively set goals and improve collaborative practices to improve student outcomes and school performance.
- Improve partnerships with stakeholders and provide a multidisciplinary approach to ensure strong, proactive approaches to student wellbeing, learning and engagement are implemented.
- Strengthen the quality of service delivery, communication and administrative systems to ensure effectiveness of service and maximised community connections.

Success criteria for this strategic direction

- A high expectations culture is evident where leaders are identified as inspiring and teachers and learners are inspired to continually improve.
- Collaborative practices, instructional leadership systems and professional learning communities are embedded in the school resulting in evidence of deep learning for teachers and implementation of evidence based practices.
- There is direct engagement and partnerships with parents with evidence of student goal setting, collaboration and support strategies to improve individual student outcomes.
- Individual student needs are supported through collaboration with all stakeholders and personalised approaches are implemented as a result of drawing upon the knowledge of external professionals.
- The school is recognised as a leader in the community of schools where 100% of teachers are high performing and focused on continuous improvement of teaching and learning through the provision of high quality educational service delivery.
- The school is excelling in the School Excellence Framework area of Management Practices and Processes where administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.
- Ermington Public 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.
- The school is excelling in the School Excellence Framework area of Educational Leadership where the focus on distributed instructional leadership sustains a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Strategic Direction 3: Inspirational Leadership and Strong Community Connections

Evaluation plan for this strategic direction

A variety of data sources will be utilised and evidence sets will be compiled to evaluate Strategic Direction 3: Inspirational Leadership and Strong Community Connections to determine achievement of improvement measures and guide future directions. This will include rigorous analysis and triangulation of data sets including:

- Professional Learning Community evaluations
- Inquiry in action data sets
- Professional conversations and data talk records
- Observations of practice
- Performance evaluations
- Performance Development Plans
- Tell Them From Me Parent Surveys
- Individual consultation and goal setting documentation
- Parents and community feedback and satisfaction data

Evaluation will be embedded through:

- Cyclical instructional leadership team meetings and reviews
- Evidence collection and progress monitoring through fortnightly stage and executive meeting
- School Excellence Framework reviews and coordination of evidence sets to pinpoint progress each term