

# Strategic Improvement Plan 2021-2025

## Greenwich Public School 2076



# School vision and context

## School vision statement

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At Greenwich Public School, we are committed to ensuring the success of every student through the provision of quality teaching and learning programs in an innovative environment that fosters respect, high expectation and inclusion. Students will be empowered within a collaborative culture of positive partnership between staff, parents and the wider community.

## School context

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Greenwich Public School is a Department of Education Public School.

It is located within the Lower North Shore of Sydney, adjacent to the Lane Cove National Park. The Cammeraygal clan of the Eora tribe are the traditional indigenous occupants.

Founded in 1876, Greenwich Public School is built on two sites, which are 1.5km apart.

The Greenwich Road campus accommodates students from Kindergarten to Year 2 and includes one Multi-Categorical and one Autism Support class. The local, thriving village opposite the school is at the heart of the community.

The Kingslangley Campus accommodates students from Years 3 to Year 6 and includes one Multi-Categorical and one Autism Support class. The significant grounds and bushland setting underpin the quality opportunities for all students to excel, in all areas.

The current school enrolment totals 452 students. Quality teaching and learning programs are currently delivered in all Key Learning Areas. Student wellbeing and values of inclusion are embedded.

Major works to upgrade teaching and learning facilities are complete on both campuses. The upgrades feature multi-storey buildings, designed to maximise opportunities to deliver excellence across the curriculum. Recently completed playground and outdoor facilities on the Kingslangley Campus are highly valued by students and the broader Greenwich community.

With positive partnerships between staff, students, parents and the community, the school is well-regarded in the local area. High levels of community participation and strong local business links, support the school to provide an enviable level of support for students. The highly engaged parent community value quality, inclusive educational practice and strong partnerships.

Extra-curricular opportunities in sport, performing arts and environmental activities, strengthen and broaden the educational experience for all students to aspire to be their best.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and community. Through our situational analysis, the school has identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. An examination of evidence-based best practices in explicit teaching, assessment and the use of data will have a positive impact on student learning outcomes and teacher capacity. By strengthening wellbeing programs and school-wide systems, we will address identified needs in learning and support, student transition and personal development. We will build the capacity of staff to embed digital technologies across the curriculum, to fully utilise flexible learning spaces.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will embed professional learning models to guide evidence-based practices through the use of data.

## Improvement measures

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### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scale score for reading in Year 4 and 5 cohorts for 2023 compared with the same cohorts' achievement in Year 3 and 4 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scale score for numeracy in Year 4 and 5 cohorts for 2023 compared with the same cohorts' achievement in Year 3 and 4 in 2022.

## Initiatives

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### Numeracy

Targeted, differentiated instruction which is organised to engage, challenge and provide optimal quality educational opportunities for all students in numeracy.

- Professional learning in evidence-based practices in teaching numeracy
- Strengthening knowledge of departmental initiatives and syllabus requirements
- Expert use of data to ensure our instruction is purposeful, targeted and relevant to all students.
- Explicit systems for teacher collaboration and feedback embedded, to sustain quality teaching practice.

### Reading

Targeted, differentiated instruction which is organised to engage, challenge and provide optimal quality educational opportunities for all students in reading.

- Professional learning in evidence-based practices in teaching reading
- Strengthening knowledge of departmental initiatives and syllabus requirements
- Expert use of data to ensure our instruction is purposeful, targeted and relevant to all students.
- Explicit systems for teacher collaboration and feedback embedded to sustain quality teaching practice.

## Success criteria for this strategic direction

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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.

Teaching and learning programs are dynamic, systematically planned and adjusted to support learning and increase challenge for all students.

Modelled, guided and independent instruction is evident in daily practice and programs.

All teachers employ researched, evidence based effective teaching strategies into their daily practice in literacy and numeracy.

## Evaluation plan for this strategic direction

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Are students achieving positive results in reading as a result of explicit differentiated instruction, data analysis and embedded feedback strategies?

Are students achieving positive results in numeracy as a result of explicit differentiated instruction, data analysis and embedded feedback strategies?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement of measures in this strategic direction.

- NAPLAN
- Best Start Kindergarten Assessment
- Check in Assessments
- Internal diagnostic, formative and summative assessments
- Student work samples
- Tell Them From Me
- PM Benchmarking
- Phonics Screening Assessment

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Phonological Awareness Diagnostic Assessment
- EAL/D Learning Progression
- Teacher surveys
- Teacher focus groups
- Student focus groups
- Parent feedback forums

The success of each initiative will be measured in alignment with positive student outcomes.

# Strategic Direction 2: Explicit systems for collaborative and consistent practice

## Purpose

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Explicit school-wide systems of collaboration will be embedded throughout the teaching and learning cycle.

In order to maximise student learning outcomes, we will establish consistent practices for assessment to monitor, plan and report on student learning, across the curriculum. Formative assessment will be integrated into teaching practice, confirming that students learn what is taught.

A whole school approach to explicit teaching, will ensure that the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Learning will be visible.

Teachers will provide explicit, specific and timely feedback related to defined success criteria to support improved student learning.

## Improvement measures

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Achieve by year: 2025

- All teachers clearly understand, develop and apply a full range of assessment strategies to reflect on teacher effectiveness.

Achieve by year: 2025

- Visible learning strategies are embedded in all classrooms to enable students to understand what is being taught, when they are successful and where to next.

Achieve by year: 2025

- All students receive quality feedback that focuses on tasks, processes and self-regulation

Achieve by year: 2025

- All parents know and understand the language of visible learning and feedback strategies to fully engage as partners in their child's education.

## Initiatives

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### Assessment

Effective assessment practices will be embedded in teaching and learning programs.

- development of systematic whole school assessment practice K - 6
- collaboratively developed formative and summative assessment practice.
- ongoing and timely analysis of data to inform practice

### Feedback

A whole school systematic approach to making learning visible will be embedded in every teaching and learning environment. Students will be empowered to understand and implement feedback into their learning.

- Implement whole school professional learning to embed visible learning and feedback strategies to improve student outcomes.
- Teachers work in teams to collaboratively develop, implement and showcase visible learning strategies that support student understanding of 'where to next'.
- Parents and students understand visible learning and feedback practices

## Success criteria for this strategic direction

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All teachers embed evaluative practices within teaching and learning programs to reflect upon the impact of quality assessment on student outcomes.

Formative, summative and diagnostic assessment is evident in teaching and learning programs and teacher practice.

Quality feedback practices are embedded within the teaching and learning cycle.

All staff use the language of learning objectives and success criteria within the delivery of explicit teaching.

Data from reading and numeracy assessments is collected, monitored, tracked and analysed to inform practice and support processes.

Students have clarity about their learning progress and future goals.

Parents use the language of explicit teaching at home, to engage as partners in education.

## Evaluation plan for this strategic direction

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What is the impact on student outcomes of the embedded use of explicit teaching, quality assessment and effective, timely feedback?

The school will use the following data sources to regularly track the success of initiatives within this strategic direction.

- Internal diagnostic, formative and summative assessments
- Internal tracking documents
- Student work samples
- Tell Them From Me
- Program evaluations
- Exit slips

## Strategic Direction 2: Explicit systems for collaborative and consistent practice

### Evaluation plan for this strategic direction

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- Student surveys
- Teacher surveys
- Student, teacher and parent focus groups

The success of each initiative will be measured in alignment with positive student outcomes.

# Strategic Direction 3: Engagement and inclusion

## Purpose

Student engagement and values of inclusion will be strengthened through an integrated and holistic approach to wellbeing and the strategic use of school resources.

The situational analysis identified a need to strengthen and sustain whole-school practices in Positive Behaviour Engaging Learning. A planned whole school approach to wellbeing is needed to support students to connect, succeed and thrive, in partnership with the community.

This will be further strengthened by maximising the use of flexible learning spaces and embedding technology in teaching and learning programs, with a specific focus on science and digital technologies.

## Improvement measures

Achieve by year: 2025

All teaching and learning programs will evidence embedded wellbeing practices including Positive Behaviour Engaging Learners (PBEL), within the classroom and playground.

### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending > 90% of the time by 5%

Achieve by year: 2025

All parents feel supported and well-informed of transition processes

Achieve by year: 2025

All teaching and learning programs will show evidence of the integrated use of digital technologies across the curriculum and its implementation in a flexible learning environment

## Initiatives

### Wellbeing

Embed sustainable whole-school wellbeing processes, in collaboration with all stakeholders, through evaluation and refinement of:

- Positive Behaviour Engaging Learning (PBEL) practices
- Whole school programs that target resilience and self-regulation
- Learning and support systems and processes
- Transition programs
- Student voice and leadership initiatives

### Engaging Pedagogy

Curriculum provision supports collaboration and high expectations for student learning and engagement through utilising digital technologies and learning spaces flexibly and creatively

- Science and Technology
- Human Society and Its Environment
- Personal Development, Health and Physical Education
- Creative Arts

## Success criteria for this strategic direction

Evidence of embedded and evaluated wellbeing programs in teaching and learning programs.

The school collects, analyses and uses data to monitor, refine and implement change to wellbeing practices, resulting in measurable improvements in engagement to support learning.

Expectations of behaviour are collaboratively developed in consultation with parents, staff and students, with reference to the Positive Behaviour Engaging Learners (PBEL) framework and Student Behaviour Strategy. (March 2021)

School expectations are explicitly communicated to students and consistently applied by all staff.

Positive, respectful relationships are evident and widespread among students, staff and community to ensure optimum conditions for student learning.

Systems of learning and support are clearly articulated and streamlined to ensure the provision of access to all students, staff, community and specialist staff.

Evaluated transition programs are embedded within school culture and effectively communicated to all stakeholders.

The leadership team embeds evaluative practice to continually review teaching pedagogy and curriculum delivery, in direct relation to student outcomes.

Established learning alliances have built the capacity of staff to deliver quality programs across the curriculum, with embedded best practice in integrated technology.

Learning spaces are utilised in a flexible manner to maximise student learning outcomes.

## Evaluation plan for this strategic direction

Does the school have sustainable whole-school

## Evaluation plan for this strategic direction

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processes and systems that support a strong sense of wellbeing for every student?

Do teachers have the skills and capacity to underpin the integrated delivery of Science and Technology?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the improvement measures within this strategic direction.

- Student Work Samples
- Tell Them From Me
- Teacher surveys
- Teacher focus groups
- Student focus groups
- Newsletter feedback questions
- Parent feedback forums

The success of each initiative will be measured in alignment with positive student outcomes.