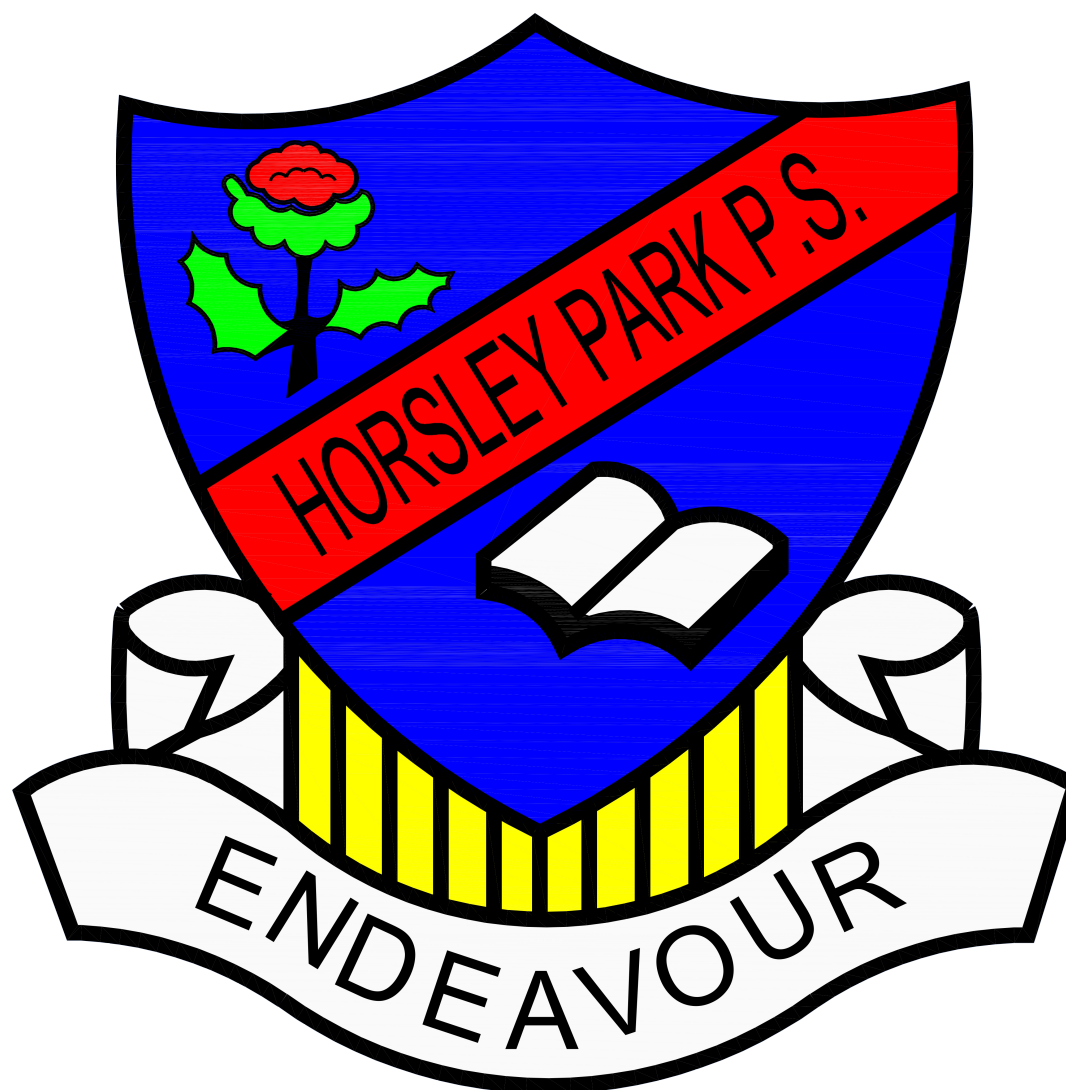


Strategic Improvement Plan 2021-2024

Horsley Park Public School 2182



School vision and context

School vision statement

'I better myself so that I can better my world'

Horsley Park Public School nurtures, challenges and inspires our community members to be independent and resilient global citizens.

We are committed to fulfilling students' potential for future success and wellbeing through authentic and engaging learning environments and strong community partnerships.

School context

Horsley Park Public School has an enrolment of 90 students where 38% are from a non-English speaking background and 10% identify as Aboriginal and/or Torres Strait Islander. We are a small, semi-rural school located on the outskirts of Fairfield on Dharug land. Our FOEI is 130. The school prides itself in inclusive student centred educational practices, fostering a culture of high expectations and high levels of community engagement, within the Cowpasture Network of schools. Our school consists of four mainstream classes and five classes catering for students with autism and/or a moderate intellectual disability within the support unit. These classes are supported with a teacher special education and a Student Learning and Support Officer (SLSO).

We value and promote productive relationships with external agencies, community organisations and school networks to improve educational opportunities for our students. Horsley Park Public School's collaborative systems embed quality teaching practices to implement differentiated and individualised learning. As an identified Early Action for Success school, the school is supported by an Instructional Leader. The school works in close partnership with an engaged Parents and Citizens Association.

The whole school community was consulted in the development of a shared community vision followed by the development of a strategic improvement plan. Through our situational analysis we have identified two key directions to drive school improvement over the next four years and have determined a need to use the majority of the school's equity funding to support a range of initiatives to address the needs and complexity of the school community. To maximise student learning outcomes, provide opportunities for all students to grow and build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsible for the learning of individual students. We will ensure high quality student learning is underpinned by a systematic approach to improving teaching practice through collegial support and feedback to embed evidence based teaching practices across the school. The wellbeing and engagement of our students remains a priority. We will ensure our teachers, families and other stakeholders collaborate to meet the cognitive, emotional, social, physical and spiritual needs of all students through a targeted approach to wellbeing and engagement. Our school priority areas include the premier's targets of student growth and attainment in literacy, numeracy and wellbeing. We are committed to further strengthening connections within and beyond the wider school community to improve our understanding of all cultures, including Aboriginal and Torres Strait Islanders (ATSI).

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy, numeracy and all key learning areas, we will:

- Embed consistent data driven teaching practices
- Develop student self reflection
- Apply and deliver responsive evidence informed educational best practice
- Implement individualised student learning

Improvement measures

Target year: 2022

NAPALAN Top Two Bands

- Uplift of 5.4% of Top two bands of NAPLAN in Numeracy
- Uplift of 5.2% of Top two bands of NAPLAN in Reading
- A consistent upward trend of ATSI students achieving the top 3 NAPLAN bands in Reading and Numeracy in comparison to SSSG.

Target year: 2023

NAPLAN Growth

- Increase the percentage of students achieving expected growth NAPLAN Numeracy by 7.2% to meet our target.
- Increase the percentage of students achieving expected growth NAPLAN Reading by 9.1% to meet our target.

Target year: 2024

PLaSPs

- An increased level of consistent data collection and analysis embedded to track student achievement of

Initiatives

Data Driven Practices

Ensure effective strategies, processes and evaluative tools for data analysis and reflection are used for responsive curriculum delivery and effective classroom practice. This will be evident and achieved through:

- Professional Learning in data collection, analysis and implications of using this data to inform differentiated teaching programs.
- School leaders work with teaching staff to build their capacity in using data to monitor and assess student progress as an identified need for well developed evidence based programs.
- Assessment practices to meet the individualised needs of all our students and to explicitly design future programs.
- Use current research informed practices to ensure differentiated formative and summative assessment tasks are used which to analyse student progress and growth in order to accurately report student achievement.
- Implement focussed strategies such as COVID Intensive Learning Support Program to analyse and identify Year 1-6 students who have demonstrated low growth and progress in reading and number.

Individualised Learning

As a school we will drive research informed, differentiated teaching and learning practices to uplift our school in the area of student learning and success. This will be evident and achieved through:

- School wide data collection and personalised learning and support plans are used to track and monitor student growth to inform future focuses in literacy and numeracy.
- Staff expertly use student assessment data to reflect on teaching practices and provide individualised explicit differentiated and responsive learning opportunities.

Success criteria for this strategic direction

As a school we will establish a consistent approach to quality assessment and teaching and learning practices, using evidence based pedagogical practices, in order for high expectations to be set for all students and maximise learning outcomes. (SEF-*Learning Domain-Curriculum Provision-Sustaining and Growing*)

Assessment is used effectively and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. (SEF-*Learning Domain-Assessment-Excelling*)

School leaders will seek and source resources that promote consistent and comparable judgement (CTJ) of student learning progress in order to identify areas for improvement and/or extension. (SEF-*Teaching Domain - Data Skills and Use-Sustaining and Growing*)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF-*Teaching Domain- Effective Classroom Practice-Excelling*)

Evaluation plan for this strategic direction

Question:

To what extent is there a demonstrated commitment within the school that all students make learning progress and are improving in their learning outcomes in literacy and numeracy?

Data:

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

Strategic Direction 1: Student growth and attainment

Improvement measures

personalised goals across the school, K-6.

Target year: 2024

Numeracy

- An increased number of students K-6, achieve at expected grade levels as assessed by the Interview for Student Reasoning (IfSR) numeracy online assessment.
- Students demonstrate growth from baseline data as demonstrated by Check-in Assessment.
- Student growth that is similar to state profile in the Check-in Assessment.

Target year: 2024

Literacy

- An increased number of K-2 students achieving year level expectation in Phonics against the Learning Progressions using internal school assessment.
- An increased number of K-2 students achieving year level expectation in Phonological Awareness as measured against the Learning Progressions using the Phonological Awareness Assessment Tool .
- Students in Year 4 and Year 6 demonstrate growth in Reading from baseline data as demonstrated by the Check-in Assessment.
- Student growth that is similar to state profile in the Check-in Assessment with a focus on Vocabulary and Comprehension.

Target year: 2024

Improvement as measured by the School Excellence Framework:

- **Learning:** Curriculum, Assessment and Student Performance Measures is assessed at Sustaining and Growing.

Initiatives

- Embed a system of teaching and learning sprints to focus intervention support and promote opportunities to improve student learning outcomes.
- Professional Learning to build capacity of all staff to support students' needs including cultural, academic, social, spiritual and emotional.
- School systems of identification of High Potential and Gifted Education students with the commitment to high expectations and engagement of all students.
- Teaching and learning programs are developed to target the specific needs of identified students.

Evaluation plan for this strategic direction

This analysis will guide the school's future directions:

- External data- NAPLAN, Scout - Value added.
- Internal data: Student progress checked and monitored against the Learning Progressions/PLAN2 using syllabus standards.
- PLaSPs tracking sheets.
- Individual data as tracked on school assessment schedules.
- Teaching and Learning Sprints, data analysis.
- Teaching programs show evidence of data informing teaching practice with ongoing adjustments.
- Student surveys.
- Three way learning conversations.

Analysis:

This will be evidence through the analysis of data sources embedded within the initiatives through progress and implementation monitoring. The school will review the improvement measures each term.

Teaching programs show evidence of data informing teaching practice with ongoing adjustments.

Implications:

The findings of the analysis will inform:

- Teaching programs show evidence of data informing teaching practice with ongoing adjustments.
- Future directions.
- Annual reporting on school progress measures.

Strategic Direction 1: Student growth and attainment

Improvement measures

- **Teaching:** Data Skills and Use is assessed at Sustaining and Growing.
- **Leading:** School Planning, Implementation and Monitoring is assessed at Sustaining and Growing.

Strategic Direction 2: Connections

Purpose

To embed, grow and sustain a culture of learning as a core focus within an inclusive school environment of wellbeing and engagement for our students, staff and parents we will:

- Establish high expectations.
- Foster collaboration.
- Promote future focused learning.
- Build community engagement within and beyond the school.

Improvement measures

Target year: 2022

Attendance

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

Target year: 2022

Wellbeing

- Increased the percentage of students reporting positive wellbeing in the TTFM survey with a growth of 4.5% in the areas of expectations for success, advocacy and sense of belonging.

Target year: 2024

Learning Culture & Wellbeing - School Excellence Framework

- Learning Culture and Wellbeing elements of the School Excellence Framework are assessed at Sustaining and Growing.

Target year: 2024

Collaborative Practice and Leadership

- An improvement in three or more elements to the

Initiatives

Fostering connectedness and wellbeing

Embed a school wide culture that values authentic community partnerships to improve student wellbeing and engagement whilst building a collective responsibility for student learning and success. This will be evident and achieved through:

- Systematic procedures for monitoring student attendance and regularly reviewed and refined.
- Developing and sustaining authentic and robust community partnerships to promote engagement in learning, including the local Fairfield AECG & CAEC.
- Building on established connections with external agencies and services to promote student learning, wellbeing through a holistic school approach.
- Implementation and monitoring of a consistent and explicit Positive Behaviour for Learning (PBL) whole school framework to promote and motivate student self regulation and positive behaviour.
- Implementation of inclusive community practices in the development of personalised learning and support plans to foster and maintain positive relationships with all relevant stakeholders to best enable student success.
- Implementation of an explicit, whole school Mindfulness program focussing on building student capacity in wellbeing strategies ensuring optimal learning conditions and to strengthen peer relationships.

Collaborative and Quality Practices

To develop a systematic approach to improve teaching practice through collaboration, collegial support, feedback and individual and collective efficacy. This will be evident and achieved through:

- A coordinated whole school approach to providing teachers with sustained, differentiated professional learning.

Success criteria for this strategic direction

All members of the school community have a shared understanding of the School Excellence Framework and What Works Best Toolkit. They have clarity around what effective teaching and learning looks like for students at our school.

We have identified the need to further examine the learning progress of students at the cusp of top and bottom end. (SEF-*Teaching Domain-Learning Culture-Excelling*)

There is demonstrated commitment within the school community that all students make learning progress. (SEF-*Teaching Domain-Learning Culture-Sustaining and Growing*)

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. (SEF-*Teaching Domain-Effective Classroom Practice -Excelling*)

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (SEF-*Learning Domain-Learning Culture-Sustaining and Growing*)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF-*Learning Domain-Wellbeing-Excelling*)

The school will embed explicit systems that facilitate opportunities for collaboration through classroom observations so that it will drive school wide improvement in teaching practice and student results. (SEF-*Teaching Domain-Learning and Development-Excelling*)

Collaborative practice is embedded within and beyond the school and supported by explicit systems that support professional dialogue and feedback. School leaders demonstrate exceptional skills as Instructional Leaders

Strategic Direction 2: Connections

Improvement measures

level of Excelling as measured against the High Impact Professional Learning (HIPL) School self-assessment tool.

Target year: 2024

Community Engagement - School Excellence Framework

- Community engagement element of the School Excellence Framework is assessed at Sustaining and Growing.
- Increased authentic parent and community relationships are evident through regular, two way initiated informal and formal conversations.
- Increased partnerships with key community groups eg. local AECG, parents and carers, external agencies and services to provide a holistic approach to student wellbeing and engagement.
- Achieve Sustaining in the dimension of 'Connecting Learning at Home and at School' as measured by the School Assessment Tool Reflection Matrix.

Target year: 2024

Improvement as measured by the School Excellence Framework:

- **Learning:** Wellbeing and Learning Culture is assessed at Sustaining and Growing.
- **Teaching:** Professional Standards, Effective Classroom Practices and Learning and Development is assessed at Sustaining and Growing.
- **Leading:** Educational Leadership and School Planning, Implementation and Reporting is assessed at Sustaining and Growing.

Initiatives

- Demonstrated expertise in instructional leadership using best practice and research through the coaching and mentoring of all members of the leadership team.
- A school wide professional learning culture where teachers reflect on current research in a collaborative way.
- Implementation of a whole school approach to instructional collaboration including opportunities to observe colleagues and provide feedback.
- A refined PDP process for all teaching staff to ensure it aligns with processes for instructional leadership.
- Authentic use of technology to engage students in learning in both Literacy and Numeracy through an established teacher/mentor role.
- Active networks and leadership of school innovation and transformation to support our school and other schools in growing and sustaining educational success through involvement in the Cowpasture Principal Network and associations with a Community of Schools, exchanges and projects.

Success criteria for this strategic direction

who drive professional dialogue and collaborative practice, supported by research. (SEF-Leading Domain-Instructional Leadership-Sustaining and Growing)

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continuously improve. (SEF-Learning Domain-Learning Culture-Excelling)

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. (SEF-Leading Domain-Educational Leadership-Excelling)

Evaluation plan for this strategic direction

Question:

To what extent is there demonstrated success and commitment within the school towards wellbeing and engagement?

Data:

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

- Attendance data on Scout.
- Student feedback and surveys.
- Teacher feedback and surveys.
- Parent feedback and surveys.
- Tell Them from Me Surveys.
- Sentral data.
- Executive Intervention.
- Student led focus groups.

Analysis:

Strategic Direction 2: Connections

Evaluation plan for this strategic direction

The evaluation plan will involve embedded analysis each term to monitor progress and to review triangulation of data sources within the initiatives. Regular professional discussion against the School Excellence Framework elements and themes during the termly reviews amongst Executive team and whole staff will provide clarity around implementation and whether we are on track for achieving the intended improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions.
- Future directions.
- Annual reporting on school progress measures.