

Strategic Improvement Plan 2021-2024

Ingleburn Public School 2206



School vision and context

School vision statement

An innovative and collaborative learning environment that empowers all of us to be future focused global citizens.

School context

Ingleburn Public School is part of the St Andrews Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 550 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. The school has approximately 64% of students with a language background other than English and 25 Aboriginal students.

Ingleburn Public School has undertaken a dramatic transformation as evidenced in 2018-2020 School Plan to bring about a cultural change that ensures students are equipped to continually strive to reach their potential. As a result Universal Design for Learning has become the foundation of learning at the school.. This ongoing transformation is at the heart of our plan for the coming years.

It is important to note that this School Improvement Plan builds upon the work undertaken in the previous school planning cycle around Innovative Learning Design and Empowered Learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

A minimum of 29.3% of Year 3 and Year 5 students will meet the agreed lower bound in Numeracy NAPLAN results.

Target year: 2022

A minimum of 31.8% of Year 3 and Year 5 students will achieve the agreed lower bound target in NAPLAN results in Reading.

Target year: 2024

A minimum of 65% of students from Years 1-6 will show at least 12 months improvement Literacy Progression (Understanding Texts)

Target year: 2024

A minimum of 65% of students from Years 1-6 will show at least 12 months improvement each year in Numeracy Progression (Quantifying Numbers and Additive Strategies)

Target year: 2022

Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Target year: 2023

Increase 57.3% of students achieving expected growth in reading (Annual Trajectory Lower Bound)

Target year: 2023

Initiatives

Data for Learning

Develop and implement a school wide Data for Learning strategy that enables the collection, analysis and evaluation of data in terms of how it enhances learning.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, differentiated and responsive learning opportunities for students
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice around Data for Learning (e.g. how to track and monitor progress and growth using progressions)
- Use a variety of data sources to inform the focus of literacy and numeracy programs.
- Teachers use a variety of technologies and settings (Hive Learning) to track students achievements and needs underpinned by the Literacy and Numeracy Progressions
- Embed evidence informed assessment practices as an integral part of daily instruction in every classroom.

Meeting Individual Needs

Create systems and strategies to enable collaboration and knowledge sharing between class teachers and learning specialist staff in literacy and numeracy.

- Enhanced Learning and Empowerment Team (ELET) specialist staff design, and share with class teachers, intervention and enrichment strategies to meet individual students needs.
- Strengthen existing EALD programs and share strategies to class teachers throughout all learning experiences.
- Strengthen existing Aboriginal and Torres Strait Islander programs and share strategies to class teachers throughout all learning experiences.

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Data is evaluated in terms of value to student learning and data collected supports teaching planning and practice.

Learning specialist teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Student learning outcomes in numeracy show an improvement in the area of connecting practical maths activities too abstract concepts.

Student learning outcomes in literacy show an improvement in spelling and comprehending texts in reading and viewing.

A variety of assessments are developed/sourced and used across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, growth, and identify skill gaps for improvement and areas for extension.

Evaluation plan for this strategic direction

Effectiveness of the new data for learning strategy

The extent to which students are self - directed learners who are aware of their own progress along with evidence informed practices directing future learning, would be determined by using the following data sources to analyse the effectiveness of initiatives.

- Student progress checked and monitored against selected Literacy and Numeracy progressions

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase 59% of students achieving expected growth in numeracy (Annual Trajectory Lower Bound)

Initiatives

- Ensure teachers are differentiating learning using UDL strategies to engage and cater for the needs of all learners including EALD and ATSI learners, students with disability and additional learning needs, and high potential and gifted and talented.

Evaluation plan for this strategic direction

- Network NAPLAN data.
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments
- Check-In data
- Best Start data
- Scout-Value added data
- Student work samples
- Student focus groups
- Student PLaSPs
- Student voice evidenced in goal setting

The school will use the above data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

The evaluation plan will involve:

- Regular review of data sources
- Regular professional discussion
- Data for Learning team and whole staff reflective sessions

Strategic Direction 2: Empowered Learning

Purpose

In order to maximise student learning we will empower students to have a deeper understanding of themselves as learners and how they collaborate with others, so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2024

95% of students have a positive sense of belonging at school (TTFM)

Target year: 2024

50% decrease in disruptive behaviours (Sentral behaviour data)

Target year: 2024

84.3% of students attending >90% of the time.

Target year: 2024

65% of assessment tasks throughout the school include student voice

Target year: 2024

90% of assessment tasks throughout the school reflect UDL practices

Initiatives

Universal Design for Learning (UDL)

Improve teacher and student knowledge of UDL strategies as a way of understanding how students learn and how they can demonstrate their learning and understanding.

- Invest in teacher professional learning to expand knowledge of UDL practices and apply them to assessment.
- Implement a whole school approach to the effective use of flexible learning environments to enhance the implementation of Universal Design for Learning pedagogical practice.
- Develop and implement assessment and data collection practices in the context of UDL e.g. rubrics, student choice grids
- Take risks to change teachers' teaching practice to better reflect a learner-centred approach.
- Ensure student voice is an element of all assessment and data collection through the use of whole school tools and processes. E.g. Student observation tool.
- Create student profiles for every child that include student voice, highlights achievements and growth and informs teachers and parents of individual learning goals.

Wellbeing

Develop and implement programs and strategies to improve student attendance and engagement.

- Develop whole school strategies providing consistent support in self-regulation and managing behaviours e.g. anxiety, anger, self-worth and self-esteem through mindful practices.
- Develop support measures and social learning groups focused on students with needs in emotional and social development

Success criteria for this strategic direction

UDL

- UDL practices are evident in all classrooms and are commonly discussed with students.
- Students are actively involved in assessment decisions and learning data collection.
- Every student has their own student profiles

Wellbeing

- **Attendance data is regularly collected and analysed, and improvement strategies are implemented as needed.**
- **Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.**
- **ELET support processes guide and assist teachers and parents in actively supporting students.**
- **Respectful and positive relationships are evident throughout the school through.**
- **Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.**
- **Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.**

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Data sources (Sentral, SCOUT - Attendance, Behaviour, Wellbeing)
- Effectiveness of teacher professional learning in UDL

Strategic Direction 2: Empowered Learning

Initiatives

- Consolidate a school-based behaviour initiative that empowers students to be global citizens in their everyday interactions.
 - Develop and implement a series of attendance improvement strategies to sustain consistent attendance throughout the year
 - Implement student and teacher surveys, this will assist in the triangulation of information on students' and teachers' wellbeing
 - Strengthen partnerships between teachers, and psychologists through the implementation of Parent Child Interaction Therapy (PCIT) strategies
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Evaluation plan for this strategic direction

- Benefit of student profiles
- Evaluate school-wide behaviour initiative
- Classroom timetables/time allocated to mindfulness

The evaluation plan will involve:

- Regular review of all data sources
- Reflecting on the effectiveness of mindfulness program and implementation moving forward

Strategic Direction 3: Innovative Learning Design

Purpose

In order to maximize student learning across all year levels, we will implement innovative learning design and focus on developing a culture of high expectations that builds on individual interests and talents, and extends student capabilities through authentic learning experiences.

Improvement measures

Target year: 2024

95% of students on task all of the time during a lesson.

Target year: 2024

50% decrease in classroom behaviour issues

Target year: 2024

100% increase of students collaborating with others from two or more year groups.

Target year: 2024

100% of teacher planning shows evidence of UDL and student voice.

Target year: 2024

80% of activities in HIVE learning include UDL strategies

Target year: 2024

100% improvement of teacher confidence in Hive learning practices

Target year: 2024

40% increase of learning experiences that include communities/resources from outside the school community.

Initiatives

Hive Learning

Implement a Hive Learning system where learning is personalised. Students are enabled to learn at their own pace and are not inhibited by single grade classrooms.

- Implement a graduated approach to Hive learning that supports teacher and student growth into more personalised learning.
- Develop and implement tools and systems to track student learning in all learning areas.
- Develop student profiles and other tools and strategies for students to track their activity and achievements
- Empower staff to begin with student needs when planning learning experiences and involve students in the planning process.
- Embed student voice and choice in all learning experiences
- Support teachers through professional learning, teacher observations and mentoring as they implement Hive learning.
- Encourage students and teachers to reach out to local community groups, state and national agencies and world-wide communities to make learning authentic and relevant.
- Every learner recognises the value of working together, empowering each individual's strengths.

Supportive Learning Environment

Create new physical and virtual learning spaces to support Hive learning.

- Incorporate current indoor and outdoor learning spaces in Hive learning environments.
- Extend current lunch time interest groups to be included in classroom learning programs.
- Use community spaces (such as the Community

Success criteria for this strategic direction

Students collaborate and learn with a variety of teachers and peers.

Students are able to talk about their learning, their areas of needs and produce evidence of their achievements.

Teachers and students use the language of UDL when planning and assessing learning.

Systems, tools and processes are in place to enable the tracking of learning of each student.

Student learning includes the engagement of resources from outside the school community.

Hive learning environments are developed with student learning needs in mind and are flexible over time.

Learning programs are developed with students and incorporate their interests.

Teachers and students use digital tools confidently to support learning needs.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Surveys
- Observations
- Focus groups
- Student voice evidence in goal setting
- Interview
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments
- Student work samples demonstrate personalised

Strategic Direction 3: Innovative Learning Design

Initiatives

- Library) as part of the school's learning environment.
 - Use digital tools to enable student learning systems and practices.
 - Create and implement systems and support structures to ensure the availability of school resources to all students at the time of learning needs.
 - Innovative learning spaces are mobile, flexible, varied and connected, and provide students with choice in where and how they learn.
 - Foster relationships with the local community and beyond, so that learners feel connected to their world.
 - Strengthen existing learning programs and student interest groups that are inclusive of all students individual learning needs, voice and choice i.e kitchen Garden, Smiling Minds, EAL/D programs, art club, Aboriginal culture, chicken coop, school sustainability program
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Evaluation plan for this strategic direction

success criteria and build on prior learning

- PLaSPS to show student learning goals are updated regularly

The evaluation plan will involve:

- Executive team and whole staff reflective sessions on hive timetabling
- Collaborative planning and discussions around stageless learning.
- Annual school review looking at progress towards the improvement measures.