

Strategic Improvement Plan 2021-2024

Old Guildford Public School 2801



School vision and context

School vision statement

We believe all students should be empowered to achieve their maximum potential through targeted quality teaching. Staff strive for excellence by implementing best practice to ensure school success.

School context

Old Guildford Public School (OGPS) is located in South Western Sydney and proudly built on Darug Land, home to the Cabrogal Clan. The current student enrolment K-6 is 429 and we have two Preschool groups of 20 students over a five day fortnight. Our embedded culture of high expectations and inclusivity ensure that students, staff and the community work together respectfully. As a multicultural school, 96% of our students come from non-English speaking backgrounds. We have students from 28 language backgrounds with the main being Arabic. In addition, we are proud of the small but significant number of Aboriginal students enrolled at our school.

Our learning environment reflects strong student wellbeing principles. To aid in the development of the whole child, compassionate and skilled staff offer a wide range of extra-curricular activities. These include, but are not limited to, the Stephanie Alexander Kitchen Garden program, coding, chess, debating, recorder, choir, and a wide range of sports.

Through our situational analysis we have identified five areas that will assist our school to work towards achieving our system negotiated targets: Data to inform practice, explicit teaching in literacy and numeracy, effective feedback, collaboration and improving attendance.

1. Data to inform practice

As a school, we will work towards gaining a deeper understanding of the Teaching and Learning Cycle to drive authentic assessment, planning and teaching. Stage teams are released weekly for job-embedded time for collaboration as a Professional Learning Community (PLC). Each team is led by an Assistant Principal and a Deputy Principal Instructional Leader (DPIL). Our aim is to work towards operating as a high performing PLC that examines impact and adjusts teaching based on the results of student data. This will be achieved by developing a shared K-6 understanding of the Literacy and Numeracy Progressions to monitor and track student progress as aligned to syllabus outcomes and providing students with exemplars and access to Bump It Up Walls to help them monitor and track their own learning.

2. Explicit teaching

The implementation of research-based practices in literacy and numeracy will be underpinned by explicit teaching. We aim to develop a whole school shared understanding of and capacity in explicit teaching to enable staff to support student learning. Rosenshine's Principles of Instruction will be used to support staff with explicit teaching and the Five Key Questions by Lyn Sharratt will be used to check in with student about their learning.

3. Effective feedback

Building on a strong understanding of formative assessment we will create time for 'in the moment' feedback which includes, teacher feedback to students, students applying the feedback and peer and self-assessment to help students regulate their learning.

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4. Collaboration

"If we create a culture where every teacher believes they need to improve, not because they're not good enough, but because they can be even better, there is no limit to what we can achieve". This quote by Dylan Wiliam resonates with us because at OGPS all staff want to improve every year. In addition to an Assistant Principal leading each Stage, we have DPILs to support K-2 and 3-6. All school leaders work shoulder to shoulder with teachers and our goal is to improve practice by regular observations, feedback and coaching.

5. Attendance

Our Tell Then From Me data indicates that students are very well connected to our school community. They like coming to school and believe that their teachers care about and hold high expectations of them. Building on this, we will continue to review and improve our school processes and structures to improve attendance patterns.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy (reading) and numeracy, we will develop and sustain whole school practices for collecting and analysing data. This will allow teachers to plan explicit teaching that is underpinned by evidence-informed pedagogy.

Improvement measures

Target year: 2022

Increase the proportion of students in the top two bands of NAPLAN Reading by 5.5% from our baseline.

Target year: 2022

Increase the proportion of students in the top two bands of NAPLAN Numeracy by 5.2% from our baseline.

Target year: 2022

School determined annual Reading benchmarks in K-2 have been set for reading at 80% of students in Kindergarten reading at IC, U11 using decodable texts and Sounds Write Program, Year 1 achieve at EC, U5 and Year 2 at EC, U11.

Target year: 2022

School determined annual Numeracy benchmarks have been set against the Numeracy Progressions for Quantifying Number at QuN 6 for Kindergarten, QuN 7.5 for Year 1, QuN 9 for Year 2, QuN 10 for Year 3, beginning of QuN 11 for Year 4, end of QuN 11 for Year 5, and end of QuN 12 for Year 6.

Target year: 2023

Increase the number of students achieving expected growth in Reading NAPLAN with an uplift of between 7% and 12% from baseline.

Target year: 2023

Increase the number of students achieving expected growth in Numeracy NAPLAN with an uplift of between

Initiatives

Use of Data to Inform Practice

Professional learning to build teacher and leader understanding of the Teaching and Learning Cycle and why data collection and analysis is pivotal.

The establishment of five weekly data meetings in PLC to drive planning and intervention that is flexible and responsive to student need.

The co-construction and development of a whole school tracking system against the Literacy and Numeracy Learning Progressions including the establishment of a P-6 data and/or impact wall.

Establishing clear role statements for Interventionist teachers and leaders off-class. Re-establishing role statements for English as an Additional Language or Dialect (EAL/D) teachers and Learning and Support teachers (LaST).

Supporting teachers to use the Assessment Waterfall (Sharratt) and to develop and use visible learning strategies such as Bump it Up Walls and exemplars to help students monitor and track their learning.

Explicit Teaching

Developing a whole school shared understanding of the principles of the explicit teaching model, underpinned by Rosenshine's Principles of Instruction.

Ensuring literacy and numeracy teaching programs are data informed and mapped out against a learning trajectory. Supporting teachers to create 'Worthwhile' lessons containing three elements: links to the syllabus and Progressions, a focus on important concepts or skills, and consideration of specific student needs (Brookhart).

Professional learning on the Gradual Release of Responsibility model to ensure the right balance between teacher directed, teacher guided and student directed independent learning.

The use of Lyn Sharratt's 5 Key Questions to check in

Success criteria for this strategic direction

All leaders and teachers have a solid understanding of the Teaching and Learning Cycle and can analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Literacy)

Leaders and teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. (SEF - Explicit Teaching)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by leaders and teachers. (SEF - Formative Assessment)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to cater for students in Tier 2 and 3. (SEF - Lesson Planning)

Evaluation plan for this strategic direction

To what extent did we strengthen our practice in literacy and numeracy through the use of explicit teaching?

To what extent did we strengthen our practice in literacy and numeracy through the use of data to inform teaching?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving their purpose and improvement measures:

- Internal school data, including the Progressions
- NAPLAN and Check-in assessment
- Classroom teacher and Specialist teacher programs
- Learning Walks and Talks

Evaluation will involve:

Strategic Direction 1: Student growth and attainment

Improvement measures

4.7% and 9.7% from baseline.

Initiatives

with the learner to measure impact of teaching.

Evaluation plan for this strategic direction

Five weekly data conversations to determine where students are at and where to next.

Regular discussions in PLC about students' behaviours in literacy and numeracy against the Progressions.

Analysis of the 5 Key Questions from Learning Walks and Talks.

What are our future steps from the analysis of the data?

Strategic Direction 2: Collaboration

Purpose

Teachers will be continuously engaged in the study of their craft and the impact that their teaching has on student learning outcomes. They will be supported by leaders through Learning Walks and Talks, lesson observations, coaching and feedback.

Improvement measures

Target year: 2024

A case management approach (Sharratt) is used across the school.

Target year: 2024

Feedback about practice is regular and ongoing and aligned to school priorities and each teacher's point of need. Peer feedback occurs regularly through lesson observations.

Target year: 2024

The school has committed to and is using an inquiry approach e.g. Learning Sprints or the Spirals of Inquiry (Kaser & Halbert) and Stage teams are using this approach regularly.

Target year: 2024

There is a clear alignment between teaching practice and student responses to the Five Key Questions during Learning Walks and Talks (Sharratt).

Initiatives

Building Teacher Efficacy through Collaboration

Developing a whole school shared understanding of co-teaching to ensure that teachers, leaders and Specialist teachers (Interventionists, EAL/D and LaST) work together effectively.

Leaders are trained in and use the Impact Cycle to build teacher practice and efficacy.

Learning Walks and Talks

Teams use an inquiry approach to identify Stage-related problems of practice and to plan forward so that teaching practice improves.

Learning Walks and Talks are established and occur regularly to confirm if the work of teachers is having an impact on student learning and understanding.

Success criteria for this strategic direction

Professional Learning Communities focus on improvement of teaching and learning and follow a continuous cycle of collaboration in line with the Teaching and Learning Cycle. (SEF - High exceptions culture)

The leadership team promotes a culture of effective, evidence-based teaching and ongoing improvement. Distributed leadership ensures high quality teaching strategies are shared so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Instructional Leadership)

There is a high performance culture and a pursuit for excellence, with a clear focus on student progress and achievement and high quality pedagogy. All students are taught by high performing teachers, and the leadership team build teacher capacity through coaching and shoulder to shoulder support. (SEF - Performance management and development)

The Impact Cycle and Learning Walks and Talks are used to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback to teachers designed to drive performance improvement. (SEF - Collaborative practice and feedback)

Evaluation plan for this strategic direction

To what extent have we built the capacity of all Specialist teachers to understand their role so that we are seeing improvements in students learning outcomes?

To what extent have we built teacher curiosity and inquiry around student learning and pedagogy?

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

- Self-assessment and reflections against the DoE Co-teaching guide
- Staff surveys

Strategic Direction 2: Collaboration

Evaluation plan for this strategic direction

- Learning Walks and Talks
- Intervention Plans (IPs) and Individual Learning Plans (ILPs)

Evaluation will involve:

Evaluation of IPs and ILPs based on student achievement data.

Tracking of students responses to Learning Walks and Talks over time through Instructional Rounds.

What are our future steps from the analysis of the data?

Strategic Direction 3: Empowered Students

Purpose

Empowered students have regular attendance and they know what they are learning and how to get better. Improving attendance will allow students to fully access the curriculum and by focusing on the delivery and timing of feedback, we can empower students to track, monitor and review their learning. Teachers support quality feedback by knowing the learning trajectory of each student and how it relates to the learning task.

Improvement measures

Target year: 2022

An uplift of 1.7% from our baseline of students attending 90% or higher.

Target year: 2024

Students are asked the Five Key Questions and there is a strong correlation (>90%) between the lesson and what the students are learning and doing.

Initiatives

Improved Attendance

Developing a targeted tiered approach to managing attendance.

Developing school processes and structures to support regular attendance eg round table conversations with parents, celebrating success through Facebook and Seesaw, 100% attendance awards and morning teas and check in phone calls to families.

Developing better skills in using SCOUT data to monitor and track attendance patterns.

Developing greater links with external agencies to support families.

Feedback to Students

Re-structuring the whole school timetable to maximise learning time for teaching English and maths.

Teachers use Sharratt's Assessment Waterfall to ensure a clear alignment between the learning intention, success criteria, task, and feedback.

Professional learning on how to give effective feedback to students.

Developing student self-regulation against a standard of visible thinking strategies including Bump it Up Walls, the use of rubrics, exemplars and self and peer-assessment.

Success criteria for this strategic direction

Increase student attendance.

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

Teachers routinely review independent 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- Feedback)

Evaluation plan for this strategic direction

To what extent have we built the capacity of leaders to monitor and track attendance data?

To what extent have we built the capacity of teachers to support the ongoing monitoring, intervention and support for at risk students?

To what extent are we seeing evidence of the use of the Assessment Waterfall by teachers?

What evidence is there to show that students are self-regulated and are using the feedback provided by their teachers to move their learning forward?

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

- SCOUT Attendance Report
- Internal school attendance tracking
- Data collected from asking the 5 Key Questions across the school

Evaluation will involve:

Strategic Direction 3: Empowered Students

Evaluation plan for this strategic direction

The tracking of Tier 2 students over time to evaluate whether improvements are sustained.

The analysis and evaluation of the 5 Key Questions annually to evaluate if improvements in teacher practice are translating to improvements for students.

What are our future steps from the analysis of the data?