

# Strategic Improvement Plan 2021-2024

**Orange Grove Public School 2812**

*Skill with Honour*



# School vision and context

## School vision statement

Orange Grove Public School is a dynamic, responsive and collaborative school community focused on creating an inclusive, engaging and challenging environment where all students reach their full potential. Students, teachers and parents work in partnership to maintain high expectations and positive school culture.

## School context

Orange Grove Public School is situated in the Iron Cove Network of schools in the Inner West of Sydney. The school supports the learning of 570 students from Preschool to Year 6. The school has strong relationships with parents and caregivers and the wider community. Orange Grove Public School has a strong reputation in the Creative and Performing Arts and in sport. All students are encouraged to be respectful, responsible, active learners.

The school, in consultation with the community and staff, has completed a situational analysis that has identified three areas of focus for the 2021-2024 School Improvement Plan. The focus areas build on our previous school planning cycle and directly address the results of our external validation in 2020.

Our analysis has identified the following areas of focus:

### \* Improved Student Learning Outcomes in Reading and Numeracy:

Increasing the percentage of students in the top 2 bands in NAPLAN and the number of students achieving expected growth in both reading and numeracy. This area will focus on the School Excellence Framework components of effective classroom practice, assessment and data skills and use. Further work will be required on how teachers can successfully plan for and deliver quality differentiated instruction for all students including those identified as high potential and gifted.

### \* Collaborative Practice and Critical and Creative Thinking:

After extensive consultation with staff, collaborative practice was identified as a major theme for school improvement. With an understanding that teachers have the greatest influence on student performance, staff identified the building of a collaborative culture to improve student learning outcomes as a key to success. This will focus on SEF elements of learning culture, student performance measures, curriculum, assessment, effective classroom practice and data skills and use.

Developing the skills of our students in critical and creative thinking was a focus in our last planning cycle and one that our parents strongly support. This planning cycle we will be working on creating a critical and creative learning culture for students and staff.

### \* Wellbeing/Sense of Belonging and Community Engagement

Our wellbeing data and feedback from families and students has identified the need for our school plan to focus on building a culture of support, respect and accountability with a focus on building healthy relationships across our community.

Strong community connections are the cornerstone of Orange Grove Public School. Our 2021 School Improvement Plan will focus engaging our community through parent workshops, activities and providing an opportunity to give our parents a greater understanding of what we do as a school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Improve student learning outcomes in reading and numeracy through a focus on best practice and evidence-informed strategies.

## Improvement measures

### Target year: 2022

- 9.2% increase in Year 3 and 5 students achieving top two bands in NAPLAN Numeracy.
- 3.3% increase in Year 3 and 5 students achieving top two bands in NAPLAN Reading by 2022.

### Target year: 2023

- Increase the proportion of students achieving expected growth in Reading by 21.03% moving from 2019 66.7% to our upper bound of 82.7%
- Increase the proportion of students achieving expected growth in Numeracy by 22.09% moving from 2019 45.31% to our lower bound of 67.4%

### Target year: 2024

Improvement as measured by the School Excellence Framework:

- **Learning:**
  - Learning Culture - Excelling
  - Curriculum - Excelling
  - Assessment - Excelling
  - Student Performance Measures - Excelling
- **Teaching:**
  - Effective Classroom Practice - Excelling
  - Data Skills and Use

## Initiatives

### Learning Excellence: Curriculum

Build a culture that promotes an integrated approach to quality teaching, curriculum planning and assessment practices that meet the needs of all students. We will evaluate our effectiveness by:

- utilising K-6 scope and sequences, curriculum content and appropriate assessment methods to ensure high impact learning for all students
- revising teaching and learning programs based on feedback, student assessment and achievement
- monitoring student progress longitudinally (K-6) to ensure continued challenge and maximum learning using whole-school rubrics
- evaluating systematic and reliable data to implement changes in teaching that lead to measurable improvement
- engaging in professional learning that focuses on collective responsibility and triangulation of various sources of data to gain a full understanding of specific learning needs

### Learning Excellence: Pedagogy

Build a culture where teachers are focused on identifying, understanding and utilising student assessment data and evidence-informed pedagogies to increase student learning outcomes. We will evaluate our effectiveness by:

- using student progress and achievement data to systematically and collaboratively inform planning and programming
- engaging in whole-school professional learning that focuses on effective, evidence-based teaching strategies
- providing frequent and timely feedback to ensure all students have a clear understanding on how to improve
- selecting and implementing evidence-based differentiation strategies

## Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of programming and classroom instruction. (SEF: Assessment)
- Collaboration meetings across the school are planned, consistent and each stage leader takes responsibility for ensuring support is available to all staff to support student success. (SEF: Effective Classroom Practice)
- Valid consistent teacher judgment is evident across the school. (SEF: Assessment)
- Data and feedback inform teaching practice and direct learners and learning. (SEF: Assessment, Curriculum)
- All students articulate, understand and achieve their literacy and numeracy learning goals. (SEF: Data Skills and Use, Effective Classroom Feedback)
- The leadership team is collaborative, builds the capabilities of all teachers and is an integral component of whole-school approaches to language, literacy and numeracy programs. (SEF: Learning and Development, Educational Leadership)
- A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF: Curriculum, Assessment)
- 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. (SEF: Effective Classroom Practice)
- 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. (SEF: Data Skills and Use)
- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- participating in professional learning on consistent analysis, interpretation and extrapolation of data to inform and modify teaching practice

## Success criteria for this strategic direction

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for collaboration and feedback to sustain quality teaching practice. (SEF: Learning and Development)

- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement in literacy and numeracy. (SEF: Educational Leadership)

## Evaluation plan for this strategic direction

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*To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?*

### Data:

We will use a combination of data sources. These will include:

- \* Internal assessment, eg. PLAN2
- \* External assessment, eg. NAPLAN
- \* Survey
- \* Observation
- \* Focus group
- \* Student voice
- \* Interview
- \* Document analysis

### Analysis:

- Analysis will be embedded within the initiatives through progress and implementation monitoring.
- The school will review progress towards the improvement measures annually.

## Evaluation plan for this strategic direction

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### Implications

The findings of the analysis will inform:

- \* Future actions

- \* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 2: Collaborative, Creative and Critical Learners

## Purpose

Further develop a culture of authentic, innovative collaboration that aims to enhance teacher practice and student outcomes. Teachers facilitate and mentor students with critical and creative thinking skills in all learning areas to best prepare them for a dynamic, changing world.

## Improvement measures

### Target year: 2024

#### Excellence in Collaborative Practice

- Performance and Development goals of all staff reflect the school's Strategic Improvement Plan
- 100% of staff demonstrate improvement in their practice through evaluation of a sequence of lesson observations that focus on the school's Strategic Improvement Plan.
- 30% increase in staff presenting to colleagues at a professional learning session on an area of expertise.
- Excelling in the themes of Data Analysis and Data.
- 85% of classes operate in a co-teaching environment based on new class preference procedures.

### Target year: 2024

#### Excellence in Critical and Creative Thinking

- 100% of teacher programs are reflective of critical and creative thinking skills from the Critical and Creative Thinking Continuum.
- 85% increase in teachers knowledge of the Critical and Creative Thinking Continuum.
- 100% of students using the language from the Critical and Creative Thinking Continuum.
- 85% of students articulating what each element entails and transferring those ideas across the curriculum.

## Initiatives

### Excellence in Collaborative Practice

Create the conditions and culture that support meaningful teacher collaboration:

- support the professional growth of all teaching staff and deepen teaching practice for ongoing growth in student progress and achievement
- provide quality collaborative professional learning relationships at stage, school and network level that build collective efficacy
- embed systems for classroom observation and effective feedback directly linked to improve to the school's Strategic Improvement Plan
- collaborative planning, reflection and evaluation of teaching and learning programs are embedded as everyday practice at Orange Grove Public School
- executive staff upskill themselves by gaining an understanding of best practice with a focus on collaboration
- all staff meetings follow a negotiated and structured agenda with a focus on collaborative practice to improve student outcomes

### Excellence in Critical and Creative Thinking

Create the conditions and culture that support critical and creative thinking:

- Executive staff support interested staff in the professional learning of Critical and Creative Thinking Skills
- Nominated teachers conduct an Action Research Project as part of the Critical and Creative Thinking professional learning
- All staff are supported and upskilled in the understanding and use of The Critical and Creative Thinking Continuum
- embed systems for critical and creative thinking skills to feature in teaching and learning programs

## Success criteria for this strategic direction

- A whole school system and integrated approach to building a culture of collaboration include fortnightly team meetings with a negotiated agenda focusing on quality teaching with the aim of promoting learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment, Educational Leadership)
- All teacher observations follow a clear structure that encompasses timely feedback in relation to the negotiated area of teacher practice. (SEF - Educational Leadership)
- During fortnightly Collaborative Planning Meetings, student assessment data is used reflect on teacher effectiveness and inform future school directions. (SEF - Data skills and use)
- Professional learning is targeted towards celebrating teacher expertise, with explicit systems for collaborative practice at stage, school and network level - Community of Schools (SEF - Learning and Development)
- The principal and school leadership team model curiosity and endeavour to source evidence-based best practice in collaboration. (SEF - Educational Leadership)
- A whole school system is implemented around class preferences for the following year that prioritises collaborative practice and the co-teaching model (SEF - Management Practices and Processes)
- Teachers involved in the Critical and Creative Thinking professional learning conduct Action Research Project and present findings to staff (SEF - High Expectations Culture)
- Teaching and learning programs are dynamic, showing evidence of critical and creative thinking skills with feedback on teaching practice (SEF - Curriculum)

## Evaluation plan for this strategic direction

## Initiatives

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- Students are explicitly taught the language of critical and creative thinking skills and given the opportunity to practice and transfer these skills across the curriculum
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## Evaluation plan for this strategic direction

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Evaluation plan

*Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?*

Data:

We will use a combination of data sources.

These will include:

- Internal assessment, eg. Stage Assessments
- External assessment, eg. NAPLAN
- Survey
- Observation
- PDPs
- Program Checks
- Collaborative Planning Meeting Minutes
- TPL Schedule
- Student voice
- Action Research Project
- TTFM

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the

## Evaluation plan for this strategic direction

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year).

# Strategic Direction 3: Respectful Relationships

## Purpose

Develop a culture of support, respect, and accountability to build healthy relationships community-wide. Provide opportunities for parents to work authentically with the school to enhance and facilitate student learning.

## Improvement measures

### Target year: 2024

Excellence in Wellbeing: PB4L and Restorative Practice

### Improvement measures

- Tiered Fidelity Inventory results for both Tier 1 universals and Tier 2 interventions are at 95%.
- Tell Them From Me data shows an increase in the student advocacy at school, expectations for success and a sense of belonging. Baseline data from survey taken April 2021.
- 100% of staff utilise the Restorative Practice approach to build and repair relationships across the community.

### Target year: 2024

Excellence in Wellbeing: Community Partnerships

### Improvement measures

- 85% attendance at 3-way goal setting conferences across K-6.
- The school is 'Sustaining' in 2 Key Dimensions identified as a focus from the School Assessment Tool.
- Improved results from initial Be You survey showing student, parent/carer and staff believe mental health and wellbeing is prioritised at Orange Grove PS.

### Target year: 2022

- 7% increase in the percentage of students attending

## Initiatives

### Excellence in Wellbeing: PB4L and Restorative Practice

Whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- Data is reviewed to adapt practices to ensure a common vision, language and experience to guide universal preventions.
- Tiered Fidelity Inventories are regularly conducted to evaluate the effectiveness of the PB4L program and its interventions.
- Targeted and Intensive support programs are developed, implemented and evaluated to improve student social-emotional skills and sense of belonging.
- Practices are in place to track the wellbeing and attendance of targeted students and to evaluate trends.
- Professional learning for all staff to support the introduction and implementation of Restorative Practices approach across P-6.
- Procedures are embedded to ensure staff evaluate individual student wellbeing and whole school trends to ensure interventions are implemented.

### Excellence in Wellbeing: Community Partnerships

Systems and practices in place to support strong partnerships with our community.

- Embed systems for collaboration between students, parents and teachers in 3-way conferences to set goals, monitor and reflect on learning.
- Strengthen parents' understanding of assessment approaches in the school.
- Improve parents' understanding of where students are at in their learning and where to go next.

## Success criteria for this strategic direction

- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to support students fulfil their potential. (SEF - Learning; Wellbeing)
- Whole school wellbeing process ensures that practices result in measurable improvements in wellbeing and engagement to support learning.
- Positive, respectful relationships are evident and widespread among students, parents and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF - Learning; Wellbeing)
- Implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Learning; Wellbeing)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning, Learning Culture)
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers, including highly mobile students, students with atypical enrolment and all students at transition points. (SEF - Learning; Wellbeing, Learning Culture)
- The school is recognised as excellent and responsive by the community for effectively catering for the range of equity issues in the school. (SEF - Leading; Educational Leadership)
- The leadership deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team creates a culture of shared accountability to achieve organisational best practice. (SEF - Leading; School Resources)
- Students and parents understand the assessment approaches used in the school and their benefits for learning. (SEF - Learning; Assessment)
- Teachers directly and regularly engage with parents

# Strategic Direction 3: Respectful Relationships

## Improvement measures

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school more than 90% of the time.

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## Success criteria for this strategic direction

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- to improve understanding of student learning and strengthen student outcomes. (SEF - Learning; Reporting)
- The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community. (SEF - Leading; Management Practices and Processes)
- Opportunities are established for the development of student voice to encourage students to feel connected to their learning. (WWB)

## Evaluation plan for this strategic direction

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### Evaluation plan

*Question: To what extent have we achieved our purpose and can demonstrate impact and improvement in student wellbeing and community connections?*

The school will use a range of data and evaluative processes to ensure that the initiatives embed evidence-based strategies and whole school practices that support cognitive, social, emotional and physical wellbeing of all students. This will be guided by:

- Tell Them From Me survey data
- SCOUT data around attendance
- PB4L Tiered Fidelity Inventory
- Sentral Wellbeing notifications
- Learning and Support team referrals
- Evaluation of Personalised Learning Plans
- Staff surveys
- Parent surveys on community satisfaction
- Be You survey data
- Restorative Practice data
- Student forums

## Evaluation plan for this strategic direction

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### The evaluation plan will involve:

- Evaluation of Tell Them From Me data
- Conducting a Tiered Fidelity Inventory each year to determine the effectiveness of how the PB4L universals and interventions have been implemented.
- Regular evaluation of attendance data to determine students who are at risk.
- Wellbeing for School Excellence Evaluation Support Tool will support us to ensure students connect, succeed, thrive and learn within a culture of high expectations.

### Analysis:

- Analysis will be embedded within the initiatives through progress and implementation monitoring.
- The school will review progress towards the improvement measures annually.

### Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).