

# Strategic Improvement Plan 2021-2025

## Redhead Public School 2946



# School vision and context

## School vision statement

---

Empowering students to embrace the opportunities of Quality Education, promoting student growth and success in life.

## School context

---

Redhead Public School is a high socio-economic school with 11 classes located in Lake Macquarie. The student population of 268 students has been stable over the last four years. Our school has 6.8% of students with non-English speaking background and 6.8% of all students identify as having an Aboriginal background.

The school's staffing entitlement in 2022 is 15.117 teaching staff and 2.522 non-teaching staff. The school also employs a Health and Safety School Administrative Officer via principal support funds. Our executive staff is stable with the majority being here for more than three years. We have three permanent Assistant Principal and a 3 day a week Assistant Principal Curriculum and Instruction. Our Assistant Principal Curriculum and Instruction focused on Literacy and Numeracy and mentoring staff around explicit differentiated teaching and learning in these areas with a clear focus on achieving school targets in Reading and Numeracy. All teachers are highly experienced. There has been a stability in staffing over the last 3 years.

The school enjoys the support of its Aboriginal community via our yarn meetings and AECG, including consultation around high level areas of school improvement. We have also fostered strong partnerships with Newcastle University, Redhead Men's Shed and the Redhead Sustainable Group. Students represent the school across the regional north area in debating, choir and a wide range of sporting activities, with both state and regional representation.

The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Additional school funds were used to support other activities not embedded in this plan.

The school is committed to continually improving effective classroom practices with targeted professional learning identified through student data, staff Professional Development Plans and via the identified school improvement measures. This learning will ensure that both Literacy and Numeracy levels can be enhanced through improved data collection, analysis and differentiated individualised teaching and learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

---

Increase students in reading and numeracy in the top 2 bands via refining data driven teaching practices in response to student differentiation.

## Improvement measures

---

### Numeracy growth

Achieve by year: 2023

#### Progressive Achievement Test (PAT)

- All students in Years 2-6 can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

### NAPLAN expected growth - Reading

Achieve by year: 2023

#### Progressive Achievement Test (PAT)

- All students in Years 2-6 can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

## Initiatives

---

### Explicit Teaching

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Professional learning on explicit teaching that is differentiated for all learners including HPGE students - effective pedagogy, syllabus content & meaningful assessment.
- Expertly use student assessment data to reflect on teaching effectiveness and develop learning opportunities resulting in increased student achievement.
- Professional learning is collaborative, personalised and responsive to ensure everyone is achieving personal excellence

### Data Analysis

Ensure streamlined strategic processes for data analysis and reflection are used for responsive curriculum delivery.

- Professional learning in data analysis and data use in teaching for all staff.
- Student Success Team works with teachers using data to monitor and assess student progress and design future learning on whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

## Success criteria for this strategic direction

---

- Assessment data is collected in reading, writing and numeracy on a 5 weekly basis and used responsively as an integral part of stage planning and classroom instruction.
- Valid teacher judgement is evident across the school in line with similar school groups.
- Student performance informs teaching practice and directs learners and learning.
- All stakeholders are able to articulate, understand and achieve their learning goals.
- Students are performing above system-negotiated target baseline as measured by NAPLAN Reading and Numeracy for Year 3,5,7

## Evaluation plan for this strategic direction

---

### Question:

What extent have we achieved our purpose in Student Growth and Attainment?

What has been the impact of our Explicit Teaching and Data Analysis refined practices on students learning outcome in Reading and Numeracy?

After analysing that data, a determination will be made as to the future of the four years' SIP activities and 'Where to next?'

### Data:

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 include;

- NAPLAN/Check in data
- Scout - Value added data
- Literacy and Numeracy Progressions

## Evaluation plan for this strategic direction

---

- Numeracy Analysis Overlay (NAO)
- Writing Analysis Overlay (WAO)
- Reading Analysis Overlay (RAO)
- Student PLPs and PLSPs
- Staff PDPs
- PAT

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually review progress towards the improvement measures such as:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

### Implications:

The findings of the analysis will inform:

- Future actions and activities identified.
- Annual reporting on school progress measures through the Annual Report

# Strategic Direction 2: High Expectations

## Purpose

---

High expectations in a caring committed environment which is focused on continuous improvement to build quality teachers and independent student learners.

## Improvement measures

---

### Attendance (>90%)

Achieve by year: 2023

- Increase the percentage of students attending 90% of the time by 5.6%.

### Wellbeing

Achieve by year: 2023

- Achieve an uplift in the proportion of student reporting positive wellbeing (Advocacy, Belonging and Expectations for Success) with an upward trend at or above 1.8%.

## Initiatives

---

### High Expectations

Students will be engaged and challenged to reach their educational potential within a school culture that embraces high expectations.

- Professional learning on HPGE policy and strategies to implement differentiated learning opportunities and talent development for students across intellectual, creative, social-emotional and physical domains.
- Collaborative processes established to ensure parents are included to inform planning for students learning and student attendance.
- High Expectations of staff to ensure continuous professional growth.

### Wellbeing

A strategic and planned approach implemented to support the wellbeing and engagement of all students so they can connect, succeed, thrive and learn.

- The needs of all students are explicitly addressed in teaching and learning programs
- Evidence-based programs and assessment processes identify, regularly monitor and review individual students learning needs
- Positive, respectful relationships are established, evident and widespread among staff, students and parents to ensure optimum learning conditions for student learning

## Success criteria for this strategic direction

---

- Implementation of RPS HPGE policy and practices
- Individual talent development of students and opportunities for personal growth in intellectual, creative, social-emotional and physical domains.
- Student participation in HPGE inter-school activities/WCoS
- Teachers track and monitor personal growth on Classroom Teacher Continuum
- Clear consistent process and practices that ensure improvement in students attendance.
- Pro-active student voice team that meet regularly to evaluate and monitor wellbeing practices within the school.
- High expectations and effective partnerships with parent body to implement HPGE processes (survey community to see what talent development may be available from community members)

## Evaluation plan for this strategic direction

---

### Question:

To what extent have we achieved our purpose in developing High Expectations within our school around continuous improvement for our teachers and students?

### Data:

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

Data collection will include:

- TTFM
- Teaching and Learning Programs
- Students PLP's and PLSP's
- Wellbeing Journals
- Check-In wellbeing practices (eg: Morning Circle)

### Evaluation plan for this strategic direction

---

- Survey on staff/students/ parent wellbeing?
- NAPLAN/Check in data
- SCOUT - track and monitor student growth/improvement
- HPGE assessment procedures

#### **Analysis:**

Analysis will be embedded within the initiatives through progress and implementation monitoring via the planned activities. The school will continually review progress towards the improvement measures.

#### **Implications:**

The findings of the analysis will inform:

\*Future actions

\*Annual reporting on school progress measures through the Annual Report

# Strategic Direction 3: Practices and Processes

## Purpose

To develop commitment collectives to effectively support the schools' practices and processes to ensure explicit teaching of all students.

## Improvement measures

Achieve by year: 2025

- School self-assessment of the School Excellence Framework (SEF) themes of Explicit Teaching and Lesson Planning indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

- School self-assessment of the School Excellence Framework (SEF) themes of Management practices and processes indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

- School self-assessment of the School Excellence Framework (SEF) element of Learning and Development indicates improvement from Sustaining and Growing to Excelling.

## Initiatives

### Continuous Improvement

The school will focus on continuous improvement with embedded effective self-assessment practices linked to the School excellence policy and framework. We are committed to pursuing excellence and providing high quality education for all students. All staff will know the processes and structure around school expectations and school practices.

- *Administration Processes* - Student PLSP, Health Care Plans, PLPs Excursion procedures, Risk Assessments, Variations to Routines, Attendance processes, H&S processes.
- *Teaching Processes*- PDP, TPL, Programming expectations, teaching adjustments, Scope and Sequences, Progressive Assessment for Learning, reporting to parents and classroom high expectations, NESA requirements.
- *Wellbeing* - Sentral data, termly student goal setting, LST meetings, tracking and monitoring, of students, student case management, attendance procedures.

### Instructional Leadership

The leadership team focuses on distributed leadership to sustain a culture of High Expectations across the school, and developed a commitment collective learning environment focused on evidence-based teaching and learning.

- *Student s* voice will be given value through the implementation of the SRC. Each student will build skills to develop their own leadership capabilities and a culture of growth mindset through regular goal setting that they will then communicate and discuss with their teachers and parents.
- *Staff* will engage in self-reflection; goal setting and targeted improvement using the SE-F and teaching standards to monitor and improve their practices across all settings. Continuous improvement will be at the forefront of all teaching and learning programs,

## Success criteria for this strategic direction

- Build teaching capacity around school processes and practices to deliver a culture of effective, evidence-based explicit teaching and learning.
- Redhead Public School Practices and Processes are embedded across all areas of the school. All documentation is reviewed and updated regularly to effectively support the schools' operations and explicit teaching of all students to ensure continuous improvement across the school.
- Redhead Public School policies and procedures would pass an inspection via the NESA requirements for the NSW Government School System.
- Redhead Public School TPL policy included executives keeping TPL records that staff attend.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved continuous improvement and excellence in processes and practices to ensure explicit teaching for students?

### Data:

Data collection will include teacher interviews, questionnaires, observations and data around teaching standards. Data sources will include:

- Accreditation and NESA maintenance
- PDP
- Focused TPL (Whole school and individual)
- Programming and NESA expectations
- P&C meeting minutes
- YARN meeting minutes
- Student leadership
- WCOS participation

## Strategic Direction 3: Practices and Processes

### Initiatives

---

which will be individualised and at student's point of need. The school executives adopt a collective efficacy and mentor teachers as leaders within the classroom and through various leadership opportunities across the school.

- *Community members* will actively be involved in school decision making through the P & C. Our strong Aboriginal community will lead decision making around Aboriginal culture, celebrations and budgeting. Both of these groups will actively seek out new members each year to continue leadership development in our community.
  - *WCoS (Whitebridge Community of Schools)* working collegially to develop professional learning partnerships and leadership across the schools. Staff leadership capacity will be developed through targeted TPL, with staff actively participating in the delivery of sessions across the schools. The Executive team will continue to participate in network meetings to develop a collective efficacy across the WCoS.
- 

### Evaluation plan for this strategic direction

---

Use classroom practice continuum to monitor teacher progress as a reflective tool.

#### **Analysis:**

Analysis will be embedded within the initiatives through progress and implementation monitoring via the planned activities. The school will continually review progress towards the improvement measures.

#### **Implications:**

The findings of the analysis will inform:

\*Future actions

\*Annual reporting on school progress measures through the Annual Report