

Strategic Improvement Plan 2021-2024

Regents Park Public School 2950



School vision and context

School vision statement

At Regents Park Public School we are committed to ensuring all students receive a high quality education that is founded on high expectations and the belief that all students can learn and achieve given the appropriate time and support. We develop students who are motivated, resilient and successful individuals through providing a nurturing environment that meets their social, emotional and academic needs. Our learning community aims to develop accomplished and educated individuals who are active and confident members of their community through the provision of an education that promotes creativity, celebrates differences and understands and supports individual goals and aspirations.

School context

Regents Park Public School provides learning opportunities for approximately 290 students. The school is located in the Chullora Principals Network in South Western Sydney. The school is located in the Canterbury/Bankstown local government area. The school caters for a diverse student population with 90% of students from a language background other than English. The most represented groups are from Cantonese, Mandarin, Arabic Speaking and Pacific -Islander backgrounds. The school FOEI is 132 identifying the school as catering for a community from a low socio economic background.

The school has approximately 30 full-time and part-time staff including executive staff, classroom teachers, librarian, English as a Second Language teachers, Learning and Support teachers, school counsellor, administrative staff, a general assistant and school learning support officers.

The school focuses on teacher professional learning and effective community partnerships to improve educational outcomes for students through tailored personalised learning in a supportive and respectfully challenging learning environment.

The school provides every student with access to technology suited to their age and purpose to utilise in a variety of learning activities. All classrooms have internet access to ensure students have the ability to locate information beyond the classroom and connect with others within the education community.

Regents Park Public School is part of the Early Action for Success initiative which commenced in Term 2, 2014. Staff are collaboratively working within a conceptual framework for improvement in student outcomes. with a particular focus on early intervention in the early years of schooling.

The school has a Support Unit consisting of 3 specialist classes, catering for students with specific needs.

The school is an active member of a community of schools - Regents Park, Auburn and Birrong. The schools work collectively to continue to improve student learning outcomes through participation in Instructional Rounds - viewing classroom practice across all sites and facilitating improvement through open discussion and reflection supported by ongoing professional learning and modification of teaching and learning practices.

Through our situational analysis, the school identified the need for a continued emphasis on quality teaching practices in literacy and numeracy. Reviewing and refining teaching and learning practices, informed by data, will provide opportunities for students to achieve expected growth and attainment in their learning. This will be achieved through professional learning, consistent monitoring of data to inform future directions and identify support needs and the use of expertise within the school to improve student learning outcomes.

The analysis of the school achievement data has identified a clear direction for school improvement. A focus on improving teacher practice, reviewing and refining current teaching and learning programs and providing targeted support for identified students.

School vision and context

School vision statement

School context

Continual reflection and evaluation of all initiatives and impact will enhance the ability of staff to respond and adapt to the needs of students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Building a strong foundation in literacy and numeracy will enhance students' ability to successfully engage in all key learning areas.

Improvement measures

Target year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy by 7.3% from our baseline data.

Target year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading by 8.3% from our baseline data.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 2.8% from our baseline data.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Reading by 5.7% from baseline data.

Initiatives

Data analysis and use

Build teacher capacity to ensure data collection is used to inform teaching and learning, differentiate curriculum and plan for strategic support to maximise student learning and achievement

PL to review formative and summative assessment practices, use and impact on informing student achievement

Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.

Utilise IL to work with teachers using data to monitor and assess student progress and develop future learning based on class, group or individual need and level.

Personalised learning

PL on effective use of personalising learning using literacy and numeracy progression data

Effectively use student assessment data to inform teaching and provide explicit and individualised instruction and opportunities for learning

Use of Formative Assessment strategies such as Learning Intentions, Success Criteria

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN2, IEPs and PLPs closely aligned to the school's scopes and sequences.

Accurate, consistent teacher judgement is evident across the school.

All students understand and achieve their literacy and numeracy goals.

EAL/D and LST collaborate and build teacher capabilities in supporting all students in language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose to demonstrate the impact and improvement in student learning outcomes in literacy and numeracy?

Data:

The following data sources will be regularly analysed to inform the effectiveness of the initiatives in achieving purpose and improvement. This will inform future directions:

NAPLAN data

Check-in data

SCOUT

Student work samples

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Literacy and numeracy PLAN2 data

Student IEPs and PLPs

Student focus groups

Analysis:

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

Whole staff reflective sessions

Regular review and discussion of School Excellence Framework

Review all data sources each term

Implications:

The findings will inform future directions including adapting implementation methods and time frames, change the focus or initiative priorities informed by data.

Strategic Direction 2: Evidence based practice to deliver a challenging, supportive and inclusive curriculum

Purpose

Improve teacher practice to ensure teaching and learning programs have the key elements to provide opportunities for all students to succeed. Effective use of data, professional learning focused on differentiation and best practice will support continued improvement in student learning outcomes.

Improvement measures

Target year: 2024

Understanding Text PLAN2 student data

An uplift of 25% of Year 1 students achieving Level 5 UNT above 2020 baseline.

Target year: 2024

Understanding Text PLAN2 student data

An uplift of 25% of Year 2 students achieving Level 6 UNT above 2020 baseline.

Target year: 2024

Understanding Text PLAN2 student data

An uplift of 25% of Year 4 students achieving Level 8 UNT above 2020 baseline.

Target year: 2024

Understanding Text PLAN2 student data

An uplift of 25% of Year 6 students achieving Level 10 UNT above 2020 baseline.

Initiatives

Strategic support in the development of whole school vocabulary and comprehension

PL to develop understanding and knowledge of delivery of explicit teaching of vocabulary and comprehension strategies across all key learning areas

Teaching demonstrations, team teaching and classroom observations to provide support to teachers, mentor and measure implementation in classrooms.

Embed analysis of student achievement data in the Understanding Text PLAN2 to inform future teaching and learning

Instructional rounds to inform practice

PL on purpose and procedures of Instructional Rounds for new staff.

Review of current research to support Instructional Round teams to effectively evaluate and make strategic recommendations in relation to the 'Problem of practice'. This is to inform the continued improvement in the delivery specific learning within classrooms across different school settings and support reflective practice.

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs reflect new learning and delivery of lessons support student attainment of skills, knowledge and understanding.

All students understand and achieve their literacy learning goals and can state the purpose of the learning.

Evidence of explicit vocabulary and comprehension strategies in all teaching programs.

Data reviewed and analysed to evaluate impact on student learning outcomes and against set school targets and measures.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate the impact of evidence based practice to deliver challenging, supporting and inclusive curriculum?

Data:

The following data sources will be regularly analysed to inform the effectiveness of the initiatives in achieving purpose and improvement. This will inform future directions:

NAPLAN data

SCOUT

Student work samples

Literacy and numeracy PLAN2 data

Strategic Direction 2: Evidence based practice to deliver a challenging, supportive and inclusive curriculum

Evaluation plan for this strategic direction

Student IEPs and PLPs

Student focus groups

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Initiative teams will meet at least twice a term and assigned executive leaders will be responsible for collecting evidence that will be analysed on a termly basis. During executive meetings, executive will need to provide feedback on the impact and progress of their team. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- * Future actions including, but not limited to, altering the implementation time periods, shift of focus activities and/or changing of initiative priorities.
- * Annual reporting on school progress measures.

Strategic Direction 3: Student engagement and wellbeing

Purpose

Enhance students sense of belonging and engagement through refining teaching and learning programs to ensure a balance of opportunities to succeed in learning and challenge students to move their learning forward.

Improvement measures

Target year: 2022

Increase (uplift) percentage of students attending school more than 90% of the time by 5%.

Target year: 2022

Increase (uplift) of 2.7% from baseline data evident in TTFM Wellbeing data (advocacy, belonging, expectations).

Target year: 2024

Improvement as measured by the School Excellence Framework

SEF - Learning culture - excelling

SEF - School resources - excelling

SEF - Management practices and processes - community engagement - excelling

Initiatives

Whole school attendance review

Review current policies and procedures focusing on improving attendance

PL for all staff provided by HSLO and implementation of measures

Review strategies to promote consistent daily on time and full day attendance and promote to school community

Set up reward/acknowledgement systems to increase consistent attendance

Student and community feedback

TTFM undertaken with strategic support to promote full participation with school community

Review and discuss trends from 2020 data and create plan of action to address trends/concerns

Implement programs to enhance student voice.

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Promotion of school attendance evident in a variety of forums including school website, newsletters and during assembly.

School attendance focus evident in reward system and recognition of consistent attendance given to students and promoted with parent/carers

All students learning needs are reflected across all teaching and learning programs and are clearly articulated through individual and group support plans.

TTFM data reflects upward trend in expectations for success, advocacy and sense of belonging.

Data reviewed and analysed to evaluate impact on student learning outcomes and against set school targets and measures.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose of enhancing student engagement and wellbeing through the implementation of targeted teaching and learning programs and initiatives?

Data

The following data sources will be regularly analysed to inform the effectiveness of the initiatives in achieving purpose and improvement. This will inform future directions:

SCOUT

Strategic Direction 3: Student engagement and wellbeing

Evaluation plan for this strategic direction

Student TTFM responses

Teaching and learning program review

Student IEPs and PLPs

Student focus groups

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Initiative teams will meet at least twice a term and assigned executive leaders will be responsible for collecting evidence that will be analysed on a termly basis. During executive meetings, executive will need to provide feedback on the impact and progress of their team. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- * Future actions including, but not limited to, altering the implementation time periods, shift of focus activities and/or changing of initiative priorities.

- * Annual reporting on school progress measures.

SEF targets- Wellbeing (excelling)

A planned approach to wellbeing by Implementing evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Individual learning needs is established through school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.