Strategic Improvement Plan 2021-2025

Richmond North Public School 2965

School vision and context

School vision statement

Richmond North Public School engages students, staff, parents and community in a shared learning journey. Students are nurtured, guided, challenged and supported to achieve their personal best in a learning environment of high expectations and explicit teaching practices. We develop within our students holistic integrity through the development of key habits of character including: respect, resilience, courage, inclusion and optimism. We prepare our students to become well-rounded, confident, responsible and academically curious individuals who 'strive to achieve' their full potential.

School context

Richmond North Public School is a midsize outer suburban school located 50km northwest of Sydney. The school is a focal point of the community and caters for students from a range of socio-economic backgrounds, Kindergarten to Year 6. Richmond North Public School has 15 teaching staff with a student enrolment of 265. The school has strong relationships with its small but energetic P&C consisting of parents, caregivers and the wider community. Richmond North PS has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility, respect, lifelong learning and a desire for students to strive to achieve.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum. This school context statement and wider Strategic Improvement Plan have been developed through a process of rigorous and wide community consultation including focus groups, surveys and interviews with parents (incl. ATSI parents), community members, staff and students.

1. **Student growth and attainment** - When analysis was conducted against the student outcome measures it was evident that in most instances our students achieve expected growth in reading and numeracy but increasing the number of students achieving in the top 2 bands is an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include: Reading - interpreting text, identifying the main idea and text purpose; Numeracy - partitioning, multiplication problems, continuing patterns and fractions of whole numbers; Writing - paragraphing, sentence structure and punctuation. Our whole school focus to maintain student growth and improve student achievement in reading, numeracy and writing is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student assessment data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

2. **Student wellbeing and attendance** - When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of focus. The literature (Student Wellbeing) identified core elements of focus that aligned to our needs. And while RP commenced in the last school plan, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into 'promoting social and emotional learning', 'improving attendance' and 'creating a safe environment'.

3. **Building and culture of excellence** - High expectations is an area of focus we identified in our 2019 SEF S-aS. This is an area we have started to explore in 2020 but will need to build on moving forward. To this end we have considered the available evidence (Creating

School vision and context

School vision statement

School context

a culture of excellence case studies) as well as the WWB research to identify key strategies and develop a clearer understanding of what excellent student/ teacher culture looks like. We understand the importance of culture and how it underpins all our actions at school. While we recognise the strengths of our current culture, we have decided to set aspirational goals to build a high expectations culture over the next 4 years.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading, writing and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Reading growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2022

Value added data in Scout for K-3 and Y3-5 shows Sustaining and Growing; Value added data in Scout for Y5-7 shows Sustaining and Growing. (Student Performance Measures - SEF)

Achieve by year: 2022

Sustaining and Growing in the element 'Data skills and Use'. (Learning Domain)

Achieve by year: 2023

Excelling in the element 'Assessment'. (Teaching Domain)

Initiatives

Effective Classroom Practice

In reading, writing and numeracy, we will embed sustainable whole school practices and processes for planning and teaching. We will monitor and evaluate these practices and the data collected will be used to inform -

* the development of high quality teaching programs that encompass evidence-based strategies and elements that make up effective reading instruction incl. phonemic awareness, phonics, fluency, vocabulary and comprehension.

* the development of high quality teaching programs that encompass evidence-based strategies and elements that make up effective writing instruction incl. writing skills (grammar/punctuation/spelling), writing processes (draft/feedback/edit), writing purpose (authentic/audience), writing elements (7 steps) and writing focus (word level/sentence level/text level and modelled/guided/independent).

* the development of high quality teaching programs that encompass evidence-based strategies and elements that make up effective numeracy instruction incl. automaticity of number facts, explicit teaching of content, problem solving skills and working mathematically skills.

* the selection of teaching strategies in relation to student learning needs.

* teacher professional learning and resourcing

Assessment

In the area of assessment, we will embed sustainable whole school practices and processes for effectively assessing student performance. The assessment data collected will be used to inform -

* the development of high quality assessment practices that inform teacher planning and instruction.

* the implementation of assessment practices that are -

Success criteria for this strategic direction

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

Valid teacher judgment is evident across the school.

Data and feedback inform teaching practice and direct learners and learning.

Students are actively engaged with their own assessment data and us it to form goals for learning and to identify the next steps in their learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

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

Evaluation plan for this strategic direction

Evaluation plan

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:

* NAPLAN data

* Scout - Value added data

* PAT test analysis

* Student work samples

* Literacy and numeracy PLAN2/Learning Progression data

* Student PLPs

Strategic Direction 1: Student growth and attainment

Initiatives

- student engaged - incl. learning targets; checking for understanding; using models, critque   and feedback; student led conferences; celebrations of learning and standards based grading.

- teacher engaged - incl. using quality assessment tools; using tracking systems to monitor and   share data and working collaboratively in teams to analyse data

- parent engaged - sharing student assessment data with parents and celebrations of success.

* teacher professional learning and resourcing

Evaluation plan for this strategic direction

* Student focus groups.

* Teacher focus groups.

* SEF Self assessment and External Validation data.

The evaluation plan will involve:

* 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.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Whole School Wellbeing and Attendance

Purpose

For students and staff to achieve their best at school we need to create an environment that enables them to be healthy, happy, engaged and successful. We support our students in becoming ethical citizens that can contribute actively to building a better world. School wellbeing practices at Richmond North will be underpinned by evidence-based strategies with a 'whole-school' focus that connects strongly with our school Habits of Character.

Improvement measures

Wellbeing
Achieve by year: 2023

A minimum of 90% of students indicate positive wellbeing on the Tell Them From Me survey (Lower bound system negotiated target).

Achieve by year: 2023

A 30% decrease in the number of negative behaviour incidents (violent or aggressive) recorded on SENTRAL as well as a decrease of 30% in recorded insolent behaviour.

Achieve by year: 2023

A 50% decrease in the number of suspensions issued to students.

Attendance (>90%)
Achieve by year: 2023

A minimum of 77% of students will be attending school 90% of the time or more (Lower bound system negotiated target).

Achieve by year: 2023

A 30% reduction in the number of negative incidents recorded by boys at school.

Achieve by year: 2022

Initiatives

Whole School Wellbeing

We will implement, monitor and evaluate a whole school wellbeing program that - has a strong research base; addresses identified student needs; encompasses social-emotional learning and work habits; aligns with our 'Habits of Character' and 'Crew Structure'; comprises accredited PL for teachers and includes quality resources to support implementation.

We will embed Crew time and Structures into our regular school timetable and practice, as well as monitoring and evaluating its effectiveness in reducing problematic behaviours and changing student mindset.. This will include - developing a teaching outline for Crew time; timetabling regular set times (20-30 mins 2x per week); promoting positive behaviours and work habits; providing student voice to issues and incorporating goal setting and reflection.

Attendance Strategies and Student Engagement

Implement, monitor and evaluate proactive strategies aimed at improving student attendance rates while also streamlining tracking and communication systems and maintaining strong links to the HSLO.

Revise and refine our current school awards and celebrations with the goal of aligning them to our Habits of Character and building a culture of high expectations . Ensuring that our revised awards and celebrations are -

* supportive of growth mindset and goal setting for students

* builds links with parents and community

* is public and well communicated

* Is meaningful and valued

* And that awards/celebrations are tracked, monitored and responded to.

Success criteria for this strategic direction

Students have regular opportunities to meet with identified staff who can provide advice, support and assistance to help students to achieve their full potential.

A whole of school approach to wellbeing is operating effectively and addresses student social-emotional learning, challenging behaviours and attitudes to learning.

Their are consistent procedures across the school for student discipline, awards and attendance systems.

Our school is recognised as excellent and responsive by the school community because it uses best practice to embed a culture of high expectations and effectively caters for a range of equity issues across the school.

Evaluation plan for this strategic direction

Evaluation plan

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:

* Tell Them From me survey data

* Scout - dashboard and trend data

* Scout and SENTRAL attendance data analysis

* SENTRAL student wellbeing/behaviour data analysis

* Class behaviour data (from Crew time) analysis

* Aboriginal student PLPs

* Student focus groups.

* Teacher focus groups.

* Parent surveys.

Strategic Direction 2: Whole School Wellbeing and Attendance

Improvement measures

Excelling in the element 'Wellbeing'. (Learning Domain)

Excelling in the element 'Learning Culture'. (Learning Domain)

Initiatives

Strengthening cultural connections for our Aboriginal students by -

* Incorporating examples of Dharrug language where appropriate across the school (eg. signage and welcome)

* Investigating Aboriginal student heritage (eg. what group/mob they belong to)

* Incorporating traditional Aboriginal rituals into school life where appropriate.

Evaluation plan for this strategic direction

* SEF Self assessment and External Validation data.

The evaluation plan will involve:

* 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.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Building a Culture of Excellence

Purpose

In building a culture of excellence, our school will focus on 3 key themes of Collaborative Practice, High Expectations and Leadership. We believe that these elements are crucial in building and promoting the ideal of excellence as well as embedding lasting cultural change.

Improvement measures

Achieve by year: 2022

100% of teachers are participating in a minimum of 4 collaborative or evaluative meetings/session each term.

Achieve by year: 2023

100% of teachers are recording a minimum of 10hrs of Professional Learning per term.

Achieve by year: 2023

95% or more of teachers, students and observers agree that 'challenging learning goals' are set and shared for lessons (using the Educator Impact Feedback Report)

Achieve by year: 2023

95% or more of teachers, students and observers agree that 'providing feedback to students on learning' is occurring for lessons (using the Educator Impact Feedback Report)

Achieve by year: 2023

80% or more of teachers, students and observers agree that 'managing classroom activities' is happening effectively for lessons (using the Educator Impact Feedback Report)

Achieve by year: 2023

80% or more of teachers, students and observers agree that 'managing challenging behaviours' is happening effectively for lessons (using the Educator Impact Feedback Report)

Initiatives

Leadership and Collaborative Practice

Expanding and maintaining leadership opportunities for students and staff with the aim of building personal and interpersonal skills that will lead to improved student and staff outcomes. This will be achieve through -

* a cohesive school vision

* developing a positive professional culture

* a distributed/shared leadership model

* leading professional learning (evidence-based strategies)

* community engagement opportunities

* special days and events

* consistent communication systems

* education and training opportunities

* developing and strengthening connections with the local Aboriginal community as well as AECG and outside support and cultural groups.

Developing, maintaining and evaluating collaborative practice across the school with the goal of strengthening planning and programming; delivering quality professional learning; refining teaching pedagogy and practice; and evaluating educational programs.

High Expectations

Building a culture of high expectations through systems and actions with the goal of lifting student performance and enhancing teacher expertise. A high expectations culture will be developed by -

* improving teacher practice

* constructing a conducive class climate

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students across a full range of abilities.

Teachers routinely review learning with each student ensuring all students have a clear understanding of how to improve.

School Habits of character are embedded across all aspects of the school.

The school has embedded explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

The Leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Evaluation plan

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:

* Tell Them From me survey data

* Scout - Human Resource report analysis

* Educator Impact Feedback report analysis

* MyPL and NESA data analysis

Strategic Direction 3: Building a Culture of Excellence

Improvement measures

Achieve by year: 2023

100% of teachers have implemented the Explicit Instruction teaching model in literacy and numeracy lessons

Achieve by year: 2023

100% of teachers can identify at least 1 leadership role they perform in the school.

Achieve by year: 2023

Excelling in the element 'Effective Classroom Practice'. (Teaching Domain)

Excelling in the element 'Learning Culture'. (Learning Domain)

Excelling in the element 'Educational Leadership'. (Leading Domain)

Achieve by year: 2025

At least 85% of parents indicate that they have high expectations of their children both academically and behaviourally/socially.

Initiatives

* developing student mindsets and work habits

* implementing explicit teaching (incl Explicit Instruction pedagogy)

Implement and evaluate our school Habits of Character (Respect, Inclusiveness, Courage, Resilience and Optimism) with the aim of supporting students to operate effectively at school while becoming ethical people who can contribute to building a better world.

Evaluation plan for this strategic direction

* Teacher focus groups.

* Student focus groups.

* Parent surveys.

* SEF Self assessment and External Validation data.

The evaluation plan will involve:

* 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.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'