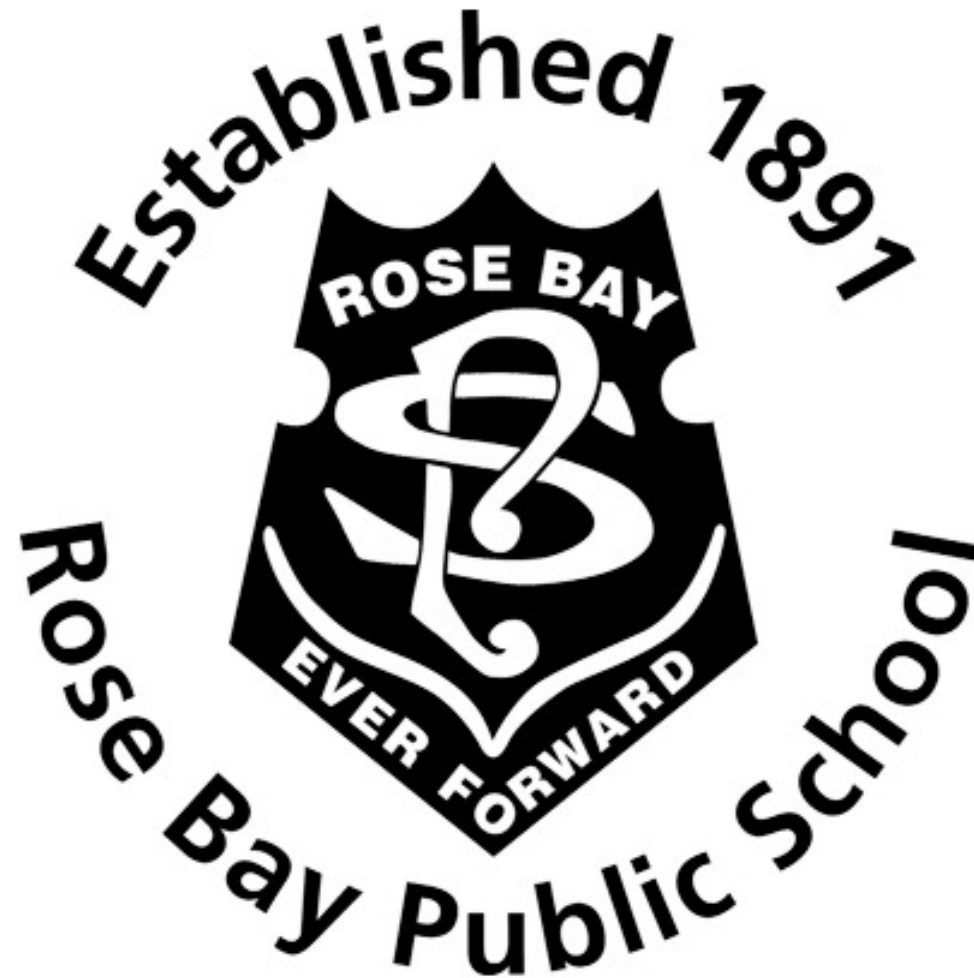


# Strategic Improvement Plan 2021-2025

## Rose Bay Public School 2988



# School vision and context

## School vision statement

At Rose Bay Public School we strive to provide a high quality educational environment where every student is known, valued and cared for. We aim to work in partnership with the school community to challenge our learners, promote engagement and ensure continual improvement.

Our students will:

- form positive connections, be happy and successful
- become self-regulated, engaged independent learners
- achieve academic success in literacy and numeracy
- be confident, creative and critical thinkers
- capably use digital technologies to support and enhance learning

Rose Bay Public School provides a welcoming, safe and inclusive environment that is friendly, tolerant and respectful. Effective, explicit communication ensures high expectations are shared and achievements are celebrated.

Through a collaborative whole school approach we will continue to demonstrate a strong commitment to continuous improvement, student wellbeing, equity, excellence and public education.

Our school motto, 'Ever Forward', succinctly embodies our school vision.

## School context

Rose Bay Public School is located in the Eastern Suburbs and has an enrolment of 469 students. Our school is culturally diverse, 57% of students are from an EAL/D (English as an additional language or dialect) background with Hebrew making up the largest group. The majority of our students come from a middle to high socio-economic background. The school has a FOEI (Family Occupation and Education Index) of 0.

School culture builds individual and collective wellbeing and promotes connectedness, inclusion and school excellence. The school has experienced a high level of academic success and focuses on student growth in literacy and numeracy by embedding research-informed practices that draw on data to drive high-quality differentiated teaching. Student wellbeing and engagement is strengthened by strong co-curricular and sport programs supported by a skilled and enthusiastic staff.

Our staff authentically embed technology to ensure all students approach learning through a critical and creative lens. The school has a strong focus on continual improvement through targeted professional learning (PL) promoting collaborative and evaluative practices.

The school benefits from active partnerships with its community, a supportive and engaged parent body, and a professional and dedicated staff. RBPS is an active member of the long standing Community of Schools in the Eastern Suburbs (CoSIES), which promotes professional collaboration and student opportunities in a range of areas.

Based on the outcome of the situational analysis we have identified three areas of focus for this Strategic Improvement Plan (SIP) which include:

**Student growth and attainment** - The school is committed to continually enhancing learning outcomes in literacy and numeracy through the use of high quality differentiated learning programs. We will continue to embed best practice formative and summative assessment and ensure effective data driven practices.

**Refined teacher practice and collaboration/ Quality teaching** - Staff consultation indicated a need for greater collaboration guided by *What Works Best* research. Professional Development Plans will align with structured learning pathways and collaboratively develop teaching and leading goals. Our focus on evidence based, high impact PL will drive best practice and maximise student growth.

**Wellbeing** - The wellbeing, happiness and engagement of our students remain a priority to ensure that they can connect, succeed, thrive and learn. Data from the Tell Them From Me (TTFM) survey will guide focus areas and the Wellbeing Framework will support us to embed a whole-school approach to student wellbeing.

Community consultation identified a need to strengthen communication so that the whole community feels a true sense of belonging and connection to the school. The school strives to foster a highly connected community that actively participates in supporting and reinforcing student learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To build strong foundations for academic success and ensure sustained student growth in literacy and numeracy, we will embed research-informed practices and refine whole school processes for the collection and analysis of aggregated assessment data to drive high-quality differentiated teaching.

## Improvement measures

### Reading growth

Achieve by year: 2023

- Students in Years 3-6 will demonstrate reading growth when comparing from Term 1 - Term 4 using the PAT reading assessment.

### Numeracy growth

Achieve by year: 2023

- Students in Years 3-6 will demonstrate numeracy growth when comparing from Term 1 - Term 4 using the Essential Assessment tool.

## Initiatives

### Personalised Learning

Embed a learning culture that promotes student growth and attainment by;

- Continually reinforcing whole school formative assessment practices,
- Using research informed practices to build teacher capabilities to ensure student growth in Literacy and Numeracy,
- Developing differentiated teaching and learning opportunities driven by student assessment data,
- Effectively using LaST and EALD teachers to work with teachers using data to monitor and assess student progress and design and implement effective whole class, group and individual targeted programs.

### Data Informed Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery by:

- Engaging in high impact professional learning focused on data literacy, analysis and use to inform teaching,
- Mentoring teachers in the use of data to monitor and assess student progress and design future learning on a whole class, group and individual level,
- Reviewing and adapting practices to ensure reliable formative and summative assessments are used to analyse student progress, evaluate growth, report student achievement and develop targeted goals.

## Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts. Formative and summative assessment is used flexibly and responsively.

The school analyses and uses systematic and reliable data to evaluate student learning over time and implements changes that lead to measurable improvement at individual, group and whole school levels. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

The school's value-add trend has improved with most students achieving the top two bands for NAPLAN reading and numeracy. The school has identified what growth is expected and students are achieving higher than expected growth on internal school progress and achievement data.

School Excellence Framework (SEF) indicates that we are excelling in the elements;

- Student Performance Measures (Learning Domain).
- Data Skills and Use (Teaching Domain).

## Evaluation plan for this strategic direction

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.

- Internal data: e.g. PAT, benchmark and summative assessment, work samples.
- External data: e.g. NAPLAN, Check In, Best Start.

### The evaluation plan will involve:

- Regular review of data sources.
- Ongoing discussion around the SEF.
- Executive team and whole staff reflective sessions.

## Strategic Direction 2: Refined teacher practice and collaboration

### Purpose

To ensure every student, teacher and leader improves, our staff will continually embed reflective and evaluative practices and work in partnership to build collective teacher efficacy.

### Improvement measures

Achieve by year: 2025

Student TTFM data indicates growth from 7.9 in the area of 'Explicit teaching practices and feedback'.

Student TTFM data indicates growth from 8.9 in the area of 'Expectations for success'.

Achieve by year: 2025

Staff TTFM data indicates growth in the area of teacher collaboration (>9.3).

Achieve by year: 2025

80% of teachers are mentors. All staff participate in high-quality collaborative practice that builds distributive leadership.

### Initiatives

#### Collective Teacher Efficacy

To ensure continued quality teaching practice that promotes student growth we will;

- Embed and utilise professional learning models to build teacher capability and collective pedagogical practice. Action research project- What Works Best in Practice.
- Collaboratively review teaching and learning programs and practices in stage teams that is informed by data and is driven by NESA and DoE guidelines.
- Observe and team teach to ensure all staff engage in reflective dialogue that moves the learner forward.

#### Instructional Leadership

To drive ongoing school wide improvement in teaching practice and student results, we will;

- Schedule PDP meetings to target each teacher's/leader's professional needs/learning pathway to ensure growth with a strong emphasis on the Professional Standards for Teachers.
- Build teacher/leader capacity through high impact professional learning, mentoring and involvement in professional learning communities, for example Community of Schools in the Eastern Suburbs (CoSiES).
- Coach and mentor all beginning teachers to achieve the Professional Teaching Standards and engage in ongoing reflective and evaluative practices.

### Success criteria for this strategic direction

Teaching and learning programs and classroom observations demonstrate embedded strategies of What Works Best, such as explicit teaching, high expectations and data informed practices.

All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Teachers are engaged in strong collaboration to inform and support the continuity of learning for all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Teaching staff demonstrate and share their expertise within their school and with other schools (CoSiES).

### Evaluation plan for this strategic direction

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

#### The evaluation plan will involve:

- Teaching programs, student work samples
- Classroom observations
- PDP's - All staff PDP's embed a focus on collaboration
- PL Schedule
- Staff / student surveys
- Pre and post teacher assessment utilising rubrics
- TTFM survey data
- Scout data

# Strategic Direction 3: Wellbeing

## Purpose

To foster a positive and supportive environment where every student can connect, succeed and thrive, there will be a planned approach to developing whole school individual growth that supports high levels of wellbeing, engagement and community connection.

## Improvement measures

### Wellbeing

Achieve by year: 2023

### Wellbeing

TTFM Wellbeing data (advocacy, belonging and expectations for success) target will reflect an increase to a target of 94.1%.

### Attendance (>90%)

Achieve by year: 2023

### Attendance

The school target is 93.3% for students **attending >90%** of the time.

Achieve by year: 2025

Our school community strives to enhance community connection. 'Parents feel Welcome' data from the TTFM survey will show an uplift of 1.3 to a target of 8.5.

Achieve by year: 2025

All learning and behaviour plans and programs are personalised and differentiated to meet the learning and wellbeing needs of our students.

## Initiatives

### Wellbeing and Engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. We will:

- Review and refine current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment.
- Ensure teaching and learning programs meet the learning and wellbeing needs of all students including those with additional learning needs, EAL/D and high potential and gifted students.
- Engage in high impact professional learning focused on evidence based practice eg What Works Best and NSW Wellbeing Framework for Schools.

### Connected Community

To ensure effective parent and community communication and positive connections we will:

- Create a connected community that actively participates in supporting and reinforcing student learning.
- Provide further opportunities for parents to connect with students at school.

## Success criteria for this strategic direction

Students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. Positive respectful relationships are evident among staff and students.

Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

The school is recognised as excellent and responsive by its community.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

## Evaluation plan for this strategic direction

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

### The evaluation plan will involve:

- Parent information evenings, newsletters
- Parents and/or P&C involvement with school planning (meetings)
- Tell Them From Me (TTFM) survey
- Parent engagement in co-curricula, extra-curricular and school events
- Student voice- SRC, leadership teams