

Strategic Improvement Plan 2021-2025

Rydalmere Public School 3020



School vision and context

School vision statement

At Rydalmere Public School and Preschool, we hold high expectations for all to achieve excellence through:

R - respectful connections to ensure the wellbeing of the school community

P - professional practices embedded that are guided by evidence-based research and

S - students being nurtured and knowing they belong.

School context

Rydalmere Public School and Preschool, established in 1891, boasts large, expansive grounds in the heart of Sydney. Our students thrive in a positive learning environment, where the values of safety and respect enable our students to be engaged learners and to achieve their true sense of belonging, from Preschool to Year 6. In 2021, the school population sits at 164, comprising 144 K-6 students in our primary classrooms and 20 preschool children each day. The preschool runs two programs each week, servicing a total of 40 preschool children weekly. 53% of our students come from language backgrounds other than English and 6% of our students are from an ATSI background. Collectively we have a Family Occupation and Education Index (FOEI) is 84.

Our teaching staff are experts at what they do, delivering pedagogy based on the latest research. Our teachers are highly motivated and create stimulating and nurturing learning environments for our students. We have an active community of parents and carers who regularly come together to achieve great things for our school. The community of Rydalmere is valued and plays an important role in the directions we take for our students. Together, we place children at the core of our decision-making, to ensure that we cater for both the wellbeing and the learning needs of all students. We offer innovative learning spaces and curriculum, and all of our students K-6 are provided with their own dedicated laptop.

RPS has formed significant alliances and partnerships with the Cumberland Community Connection Community of Schools and the City Country Alliance. We are home to the Rydalmere Community Hub which services Rydalmere and the greater Parramatta area.

As a result of a rigorous Situational Analysis and community consultation, the school has identified three areas of focus for our 2021-24 Strategic Improvement Plan:

1. Improvement through **Student growth and attainment**. We will achieve at or above the system negotiated targets in reading and numeracy through the delivery of individualised and targeted teaching practices that we know work for our variety of learners.
2. Improvement through **Wellbeing**. The positive wellbeing of all of our preschool children and K-6 students is at the fore of what we do. We know that when we get wellbeing right, the best learning occurs for our students. We will have the greatest efficacy in this area by having a planned approach to wellbeing with targeted strategies focused on caring for students and behaviour.
3. Improvement through **High expectations and continuous improvement culture**. Every staff member in our school plays a pivotal role in our students' educational journey. To develop the very best educators and support staff we will engage in collegial professional learning to plan for learning, reflect on and improve practice. This direction will have the greatest impact on the success of Strategic Direction 1 and 2.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes and growth for every preschool child and K-6 student by implementing evidence-based teaching pedagogies that are responsive to the learning needs of individual students., through effective use of data to identify these needs.

Improvement measures

Reading growth

Achieve by year: 2023

Reading Growth

All students can demonstrate reading growth and achievement from Semester 1 to Semester 2 using PAT as a key data point.

Numeracy growth

Achieve by year: 2023

NUMERACY GROWTH

All students can demonstrate numeracy growth and achievement from Semester 1 to Semester 2 using PAT as a key data point.

Initiatives

Quality Teaching and Differentiation

An integrated approach to quality teaching, curriculum planning and delivery, will promote learning excellence and responsiveness in meeting the needs of all students. We will build staff capacity to:

- Embed and monitor explicit teaching
- Provide authentic quality feedback to all students
- Personalise learning to support the needs of all students
- Produce teaching and learning programs that evidence the true cycle of teaching and learning and learning and teaching
- increase Kindergarten entry outcomes of our preschool children
- Work with parents as partners in their child's learning
- Embed elements of identified literature and research into their practice.

Authentic Assessment to inform Data Skills and Use

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. We will build staff capacity to:

- Use data to inform teaching and learning programs
- Track and monitor student growth in literacy and numeracy using school-wide systems
- Analyse and triangulate external and school-based data
- Know and implement data driven practices
- Embed elements of identified literature and research into their practice.

Success criteria for this strategic direction

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. Teachers involve students and parents in planning to support learning, and share expected outcomes. **(LEARN-C-D-EXC)**

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. **(LEARN-R-PE-EXC)**

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. **(LEARN-A-FA-EXC)**

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. **(LEARN-A-SA-EXC)**

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. **(TEACH-DSU-DL-EXC)**

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement by: maximising learning outcomes and growth for P-6 through personalised evidence-based teaching pedagogies, with effective use of data to identify needs? **Data:** NAPLAN, Check-in Assessment, Scout, PAT, PLAN2, PM Benchmark, SENA, EYLF, TTSS, PLASPs, PLPs, worksamples, Sentral, Teaching and Learning Programs, observations, SEF SaS. **Analysis:** Data will be analysed to determine the extent to which the purpose has been

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

achieved. **Implications:** Analysis of data will inform where to next.

Strategic Direction 2: Caring for Our Students

Purpose

To have a consistent whole-school approach towards wellbeing, that creates a positive learning culture for our preschool children and K-6 students to connect, succeed and thrive.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

An increase in the proportion of students attending school for greater than 90% of the time is at or above the lower bound system negotiated target of 81.0%.

Wellbeing

Achieve by year: 2025

Wellbeing

An improvement in the element of 'Wellbeing' to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Wellbeing

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can learn. We will build staff capacity to:

- **Connect** students to their learning through mentorship
- Support student to **Succeed** in their learning through mentorship
- Ensure students **Thrive** in our school environment
- Ensure preschool children develop their sense of being, belonging and becoming
- Implement a revamped consistent and explicit whole school framework to support Positive Behaviour for Learning (PBL).
- Embed, implement and monitor elements of PAX Good Behaviour Game (PAX GBG) into all school environments following whole staff Professional Learning in PAX GBG.
- Embed and implement strategies of trauma informed practice into all teachers' practice following whole staff Professional Learning in the Berry St Education Model.
- Embed elements of identified literature and research into their practice.

Engagement

Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. We will build staff capacity to:

- Develop and implement attendance procedures that enable a systematic approach to monitoring student attendance rates, with strategies to increase student attainment.
- Develop partnerships with parents that are authentic and support the engagement of families at our

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. **(LEARN-W-CFS-EXC)**

There is 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. **(LEARN-W-ILN-EXC)**

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. **(LEARN-W-B-EXC)**

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **(LEARN-LC-A-EXC)**

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. **(LEAD-MPP-ASP-EXC)**

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact on student outcomes by: having a consistent whole-school approach towards wellbeing, that creates a positive learning culture P-6 to connect, succeed and thrive? **Data:** Qualitative and quantitative data from student and parent surveys, Tell Them From Me, Scout, Sentral data. **Analysis:** Data will be analysed to determine the extent to which the purpose has been achieved. **Implications:** Analysis of data will inform where to next.

Strategic Direction 2: Caring for Our Students

Initiatives

- school
 - Embed a culture of community engagement
 - Embed elements of identified literature and research into their practice.
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Strategic Direction 3: High expectations and continuous improvement culture

Purpose

To continually develop the best educators and support staff at Rydalmere PS to maximise both the wellbeing and learning needs of our preschool children and students K-6.

Improvement measures

Evidence Based Teaching Practice

Achieve by year: 2025

Evidence Based Teaching Practice

The element of Effective Classroom Practice is assessed as being at Excelling against the School Excellence Framework.

School Leadership Team

Achieve by year: 2025

School Leadership Team

The element of Educational Leadership is assessed as being at Excelling against the School Excellence Framework.

Initiatives

Creating Effective Classroom Practice through Learning and Development

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. We will build staff capacity to:

- Embed, implement and evaluate evidenced-based pedagogies, through participation in high quality Professional Learning, into their lesson planning and teaching practice
- Embed a supportive learning culture of high expectations in all classrooms
- Embed, evaluate and adapt processes into their practice to support a cycle of continuous improvement
- Align PDPs to meet their professional learning needs, linked with the school plan
- Embed elements of identified literature and research into their practice.

Excelling Learning Culture through Educational Leadership

Build school leader capacity to:

- Provide structured meaningful and intuitive mentoring and instructional leadership to drive continuous improvement
- Support teachers in developing a learning culture of high expectations in a cycle of continuous improvement
- Build a culture of collaboration and reflection around high quality professional learning
- Know and understand their leadership style
- Ensure Professional Learning is responsive to identified needs through the PDP process
- Provide differentiated Professional Learning to all staff

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. **(TEACH-ECP-ET-EXC)**

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. **(TEACH-ECP-F-EXC)**

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. **(TEACH-LD-PL-EXC)**

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. **(LEARN-LC-HE-EXC)**

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes by: developing the best educators and support staff to maximise both the wellbeing and learning needs of P-6? **Data:** Qualitative and quantitative data from staff, student and parent surveys, PDPs and Teaching and Learning Programs. **Analysis:** Data will be analysed to determine the extent to which the purpose has been achieved. **Implications:** Analysis of data will inform where we go from here.

Strategic Direction 3: High expectations and continuous improvement culture

Initiatives

- Embed elements of identified literature and research into their practice.
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