

Strategic Improvement Plan 2021-2024

West Ryde Public School 3023

Mind
Nurturing
Person



School vision and context

School vision statement

At West Ryde Public School we believe in nurturing an individual's mind and nurturing the person to be the best they can be, in an inclusive and high expectation environment, where nothing is left unattempted. Our vision is to work together as a collective to ensure that all students become confident, self-directed and successful learners.

School context

West Ryde Public School is proud to be part of the NSW Department of Education, located in the North-Western suburbs of Sydney. We are a large multicultural school with over 85% of our students coming from a language background other than English. Our school is proud of our cultural diversity, with three community languages being offered to all students K-6. We pride ourselves on our 'Learning Culture'; our focus is on learning, the building of educational aspiration, and ongoing performance improvement throughout the school community. (SEF- LC - Excelling.)

Our school is driven by our collective mission to nurture the minds of our students and to nurture the person. This concept also applies to our staff and community, keeping our students at the centre of our school plan. We strive to grow our school forward using evidence and data (SEF - D - Sustaining and Growing, SPM - Delivering, A - Sustaining and Growing) by focusing on improving student academic performance and having consistent performance measures to demonstrate student growth in reading and numeracy. We strive to strengthen our strategic and planned approach to wellbeing (SEF- W - Sustaining and Growing), ensuring all students connect, succeed, thrive and learn.

Our school culture and belief is underpinned by our guiding principles of 'nothing left unattempted', through 'respect, responsible, learners, quality', both of which form the backbone of our 'Positive Behaviour for Learning' strategy which guides the expectations of our school behaviour code.

With high expectations, the school offers a broad curriculum with choice and diversity focusing on academic, technological, sporting, creative, performing, social and leadership opportunities and experiences for all students. Our staff is committed to ongoing high-impact professional learning (SEF - LD - Sustaining and Growing) through our 'Collaborative Practice Conference' model. Staff demonstrate a personal responsibility for maintaining and developing their professional standards to maximise the impact of students' learning. (SEF - ECP - Sustaining and Growing, PS - Sustaining and Growing.)

We pride ourselves on our strength as a school community to support the needs of individual students by utilising our professional networks and community resources in providing quality learning experiences and opportunities for our students and teachers. The cohesiveness of our school community is reflected not only in the physical environment where students work proudly in our diverse cultural mix, but in the professional conversations between all members of the West Ryde Learning Community.

As a growing school, we are very proud of our school and work together collaboratively by keeping our focus on improving student outcomes. Our plan references the following Department of Education documents:

School Excellence Framework (SEF)

Data Skills and Use (D), Professional Standards (PS), Learning and Development (LD), Educational Leadership (EL), School Planning, Implementation and Monitoring (SIM), School Resources (SR), Management Practices (MP), Learning Culture (LC), Wellbeing

School vision and context

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School context

(W), Curriculum (C), Assessment (A), Reporting (R), Student Performance Measures (SPM), Effective Classroom Practice (ECP)

What Works Best (WWB)

High Expectations (1), Explicit Teaching (2), Effective Feedback (3), Use of Data to Inform Practice (4), Assessment (5), Classroom Management (6), Wellbeing (7), Collaboration (8)

Strategic Direction 1: Student growth and attainment

Purpose

Nurturing the mind - Maximise student learning outcomes in reading and numeracy and build strong foundations for academic success. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

- Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 67.70%.

Target year: 2022

- Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 71.70%

Target year: 2023

- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above the school's lower bound-system negotiated target of 63.7%.

Target year: 2023

- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 59.9%.

Target year: 2024

- Excelling in the theme 'Data skills and use' and 'Learning and development'

Initiatives

Teacher Professional Learning that improves the teaching of literacy and numeracy

Quality professional learning increases teaching quality:

- Embed and use high-impact professional learning structures - Collaborative Practice Conferences (CPC) at the centre to uplift teacher capabilities and collective pedagogical practice
- Ensuring quality practices in the teaching of reading through Fountas and Pinnell - focusing on the instructional capacity of teachers to improve reading
- Primary Maths Specialist Initiative -Primary mathematics specialists with the professional knowledge and pedagogical know-how to make informed, discerning choices and decisions about teaching and leadership practices

Link to School Excellence Framework: ECP, D, PS, LD, LC, SR, EL, C, SPM

Link to What Works Best: 1, 4, 5, 8

Engaging and challenging all students in learning

Targeted support for different phases of student development and for students at risk:

- Strengthen the Learning Support Process using student data to identify students' learning needs, develop learning targets and monitor progress, and develop accessible teaching resources that include templates for how to differentiate lessons and assessments (English as an Additional Language/Dialect, Learning and Support Teacher, High Potential and Gifted Education)
- High impact professional learning in the High Potential and Gifted Education Policy

Link to School Excellence Framework: SR, EL, SPM, D, LC, C, A

Link to What Works Best: 2, 3, 4, 7

Success criteria for this strategic direction

- Collaborative Practice Conference journals and Performance Development Plans reflect teachers expertly applying a range of formative and summative assessment strategies to inform teaching and learning that leads to measurable improvement. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, individual, group and whole-school levels. (SEF - A)
- Instructional Leaders use evidence and data to inform future planning of High Impact Professional Learning during Collaborative Practice Conferences. School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF-D)
- Valid and reliable assessment data is regularly collected, monitored, and analysed against the improvement measures. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that leads to measurable improvement. (SEF - A)
- All teachers utilise Learning Support data to inform planning, identify interventions and modify teaching practices. All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF-D)
- As a result of the Collaborative Practice Conference sessions, teachers are systematically planning for the most effective evidence-based teaching strategies. (SEF - ECP)

Strategic Direction 1: Student growth and attainment

Initiatives

Data skills and use driving practice

Ensure effective strategies and processes for data analysis and reflection are used to improve teaching practice:

- Quality professional learning in data literacy, data analysis and data use in teaching for all staff
- Develop K-6 systems and processes to collect external and internal school measures - West Ryde Public School Data Dashboard
- Establish and use Instructional Leaders, Deputy Principals and Teacher Mentors to work with all teachers using data to monitor and assess student progress and work collaboratively with school leaders on the whole class, group and individual level

Link to School Excellence Framework: SR, LD, EL, SPM, D, C, A, LC, PS

Link to What Works Best: 2, 3, 4, 7, 8

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose? Are we able to demonstrate that our initiatives are directly improving literacy and numeracy against our improvement measures?

Data:

This comprehensive and regular review of data will drive teaching effectiveness and inform future school directions:

- NAPLAN/Scout data
- West Ryde Public School data dashboard (Progressive Achievement Tests, Fountas & Pinnell)
- Learning Support/whole school data wall
- Students Personal Learning and Support Plans
- Teachers, students and parent focus groups
- School Excellence Framework
- Check-in data
- Pre-Post teacher surveys focusing on the strength of impact of Collaborative Practice Conferences
- Teacher Performance and Development Plans

Evaluation:

The evaluation will involve:

- A grade/stage situational analysis completed twice a year to guide discussions around the School Excellence Framework and against the improvement measures.
- Yearly situational analysis to validate whether we are on track for the achievement of the intended improvement measures.

Implications:

- Regular reflective sessions with the school's leadership team and whole staff will provide

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

transparency around our journey to achieve the intended improvement measures. Adjustments will need to be made in response to feedback and data. The school leadership team and staff must become agile in our approach.

Strategic Direction 2: Wellbeing

Purpose

Nurturing the person - Support cognitive, social, emotional and physical wellbeing to develop confident and resilient students

Improvement measures

Target year: 2022

- The percentage of students attending school more than 90% of the time are at or above the lower bound system target of 92.6%.

Target year: 2024

- Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound-system-negotiated target of 89.2%.

Initiatives

Every minute counts

Processes that increase and maintain student attendance:

- Professional learning on Department of Education attendance practices, policy and legislation to develop and strengthen consistent school wide processes for monitoring and marking attendance
- Strengthen our Positive Behaviour for Engaging Learners (PBEL) practices to explicitly teach attendance expectations and routines to students
- Strengthen the Learning and Support processes to monitor and support students with identified attendance concerns and create personalised attendance approaches for students of need
- Utilise community partners to support families and students
- Provide accurate and clear communication with parents about attendance expectations and requirements

Link to School Excellence Framework: LC, W, MP

Link to What Works Best: 7

Positive Behaviour for Engaging Learners

Student wellbeing and behaviour is supported through PBEL practices by:

- Embedding a culture of high expectations through a relaunch of PBEL, including re-framing expectations, developing a shared language and creating a mascot
- Delivering professional learning to identify behavioural expectations to ensure a consistent understanding and approach
- Developing targeted lessons that aim to address behaviours that have been identified as an area of concern through data analysis

Links to School Excellence Framework: W, LC

Success criteria for this strategic direction

- Student attendance data is regularly collected and analysed to inform school planning, and personalised approaches are put in place to improve regular attendance rates for all students. Teachers, parents and the community work together to support consistent and systemic processes, ensuring student absences are not impacting on learning outcomes.
- Positive Behaviours for Engaged Learners is explicitly and consistently applied across the school. All students and staff articulate, understand and demonstrate our school-wide PBEL expectations, ensuring optimum conditions for student learning across the whole school. (SEF - W)
- In response to Forge Wellbeing data, the school implements evidence-based practices through planned teaching and learning experiences in PDHPE and PBEL lessons.
- All teachers have a sound understanding of our school's Learning and Support processes and procedures to inform planning, identify interventions and modify teaching practices to ensure every student is known, valued, and cared for. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs, in consultation with parents/carers.
- The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Evaluation plan for this strategic direction

Question:

To what extent has our wellbeing initiative increased the attendance and wellbeing of students at WRPS? Has our attendance been uplifted towards the upper-bound?

Data:

Initiatives

Links to What Works Best: 2, 4, 7

A planned approach to wellbeing

Student wellbeing is developed and monitored through:

- Implementation of the PDHPE syllabus, inclusive of child protection units and PBEL lessons
- Monitoring and identification of students who are having wellbeing concerns using Forge Wellbeing
- Improved Learning and Support processes, that are understood by all stakeholders and provide targeted support
- Planned, targeted and holistic transition programs and practices, to support students during transition points

Links to School Excellence Framework: W, LC, C, SR

Links to What Works Best: 7

Evaluation plan for this strategic direction

Data will be collected from students, parents and key stakeholders through the following means:

- Forge Wellbeing data
- Tell Them From Me data
- Attendance
- Positive Behaviour for Engaging Learners tracking
- Learning and Support referrals
- Student Personalised Learning and Support Plans (PLaSPs)
- Nationally Consistent Collection of Data (NCCD)
- School Excellence Framework

Evaluation:

The evaluation will involve:

- A grade/stage situational analysis completed twice a year to guide discussions around the School Excellence Framework and against improvement measures
- Analysis of data

Implications:

- Regular reflective sessions with the school's leadership team and whole staff will provide transparency around our journey to achieve the intended improvement measures. Adjustments will need to be made in response to feedback and data. The school leadership team and staff must become agile in our approach.

Strategic Direction 3: Excellence in Teaching and Leading

Purpose

To establish a culture of high performing teachers where student learning is underpinned by high quality teaching through commitment to collaboration and continuous school improvement. Our aim is to drive strong strategic and effective leadership that fosters a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement measures

Target year: 2024

- To achieve excelling in the School Excellence Framework for the Learning domain - Curriculum.

Target year: 2024

- To achieve excelling in the School Excellence Framework for the Teaching domain - Learning and Development

Target year: 2024

- To achieve excelling in the School Excellence Framework for the Leading domain - Educational Leadership

Initiatives

Learning partnerships

Partnerships that promote and support improvement in student learning outcomes and build teacher capacity to provide excellence in teaching:

- Quality Teaching Rounds with Newcastle University to reflect on teaching and learning to optimise student learning outcomes
- Bridging the Gap - Quality Teaching Rounds in partnership with Marsden High School to build consistent teaching approaches across Stage 3 and Stage 4
- Professional Learning Communities that focus on driving a school-wide improvement in student outcomes and quality of teaching

Link to School Excellence Framework: C, D, LD, EL, A, ECP, LC

Link to What Works Best: 1, 2, 3, 4, 8

Contemporary learning practices

Student learning is supported by evidence-based practices and high impact teaching strategies that enhance the quality of teaching and improve student learning outcomes:

- Digital Education Team to support, engage and lead colleagues in the integration of digital systems to enhance high impact teaching and learning strategies across the curriculum
- Strengthen contemporary content knowledge to develop and maintain innovative teaching practices that meets the needs of all students

Link to School Excellence Framework: C, ECP, LD, LC, PS, EL, D

Link to What Works Best: 1, 2, 3, 4, 5, 8

Success criteria for this strategic direction

- A collaborative approach to learning is evident in the school where teachers and leaders support student achievement by having high expectations. Student learning is monitored longitudinally to ensure continued challenge and maximum learning. Partnerships with surrounding learning alliances and secondary schools enhance the delivery of the curriculum and support across Stage 3 and 4. (SEF- C, ECP)
- Quality Teaching Rounds provide clarity and processes that support teachers to provide feedback on best practice, using evidence-based pedagogy. Through peer observation, reflection and collaboration, teachers design and implement teaching and learning programs that are dynamic, showing evidence of revisions based on teaching practices. (SEF- C, ECP)
- Professional Learning Communities are established and foster a culture of high performance through the delivery of evidence-based pedagogy. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (SEF- LD, ECP)
- Teachers are developed professionally and identified as experts in contemporary learning practices, including the integration of digital systems. Teaching staff demonstrate their expertise within their school and with other schools. All teachers have expert contemporary content (SEF- LD) knowledge and deploy effective teaching strategies. The school trials and embeds innovative practices and has processes in place to evaluate, refine and scale success.
- The School Leadership Institute Identification Framework sets the foundations to identifying future leaders and supports their development. The leadership team maintains a focus on distributed leadership to sustain a culture of effective evidence-based teaching and ongoing improvement so that every student makes measurable learning progress

Initiatives

Leadership pathways

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement:

- Develop and identify the leadership capacity of both school and future leaders to influence and impact positively on the learning of teachers and students. This instructional model will be supported through the implementation of the School Leadership Institute Identification Framework.
- The school leadership team provides mentoring and coaching support to ensure the ongoing development and improvement of all teaching staff in order to sustain quality teaching practice.
- All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

Link to School Excellence Framework: EL, LC, LD,

Link to What Works Best: 1, 2, 3, 4, 5, 8

Success criteria for this strategic direction

and close gaps in student achievement. (SEF- EL)

- Teacher and leader growth is supported and encouraged through the integration of Professional Growth Coaching so that the leadership team is able to establish a professional learning community which is focused on continuous improvement in learning, teaching and leading. By developing ourselves and others, the school leadership team fosters a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. (SEF-ED)
- High performing teachers are recognised through the accreditation process and the leadership team supports the journey and acquisition of higher levels of accreditation. There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of their higher level accreditation process. (SEF- ED, PS)

Evaluation plan for this strategic direction

Question:

To what extent has the teaching staff and leadership team embraced a high performance culture and aimed towards excellence in line with the School Excellence Framework?

Data:

- Progressive Achievement Test Data (Quality Teaching Rounds)
- University of Newcastle participant reflections
- Teaching and learning programs in Year 6 and 7
- Value added between 3-5 and 5-7 through NAPLAN data
- Teaching and learning programs K-6
- Peer observation and feedback

Evaluation plan for this strategic direction

- Learning walkthroughs
- Coaching and mentoring conversations
- Performance and Development Plans
- Staff evaluations of the School Excellence Framework
- Leadership for Learning Analysis (School Leadership Institute Identification Framework) and professional learning reflection

Analysis:

The evaluation will involve:

- A grade/stage situational analysis completed twice a year to guide discussions around the School Excellence Framework and against the improvement measures.
- Yearly situational analysis to validate whether we are on track for the achievement of the intended improvement measures.

Implications:

- Regular reflective sessions with the school's leadership team and whole staff will provide transparency around our journey to achieve the intended improvement measures. Adjustments will need to be made in response to feedback and data. The school leadership team and staff must become agile in our approach.