

# Strategic Improvement Plan 2021-2024

## St Johns Park Public School 3029



# School vision and context

## School vision statement

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We, the community of St Johns Park Public School, are committed to nurturing happy, respectful, lifelong learners within an inclusive, safe and collaborative environment. With a focus on continuous improvement, we strive for excellence in learning, teaching and leading where all individuals are valued and achieve their full potential.

## School context

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St Johns Park Public School opened in 1891 and is located in south-west Sydney. The school culture is enriched by 95% of students coming from a Language Background other than English. The current enrolment is 785. The school has a preschool, three support classes for students with a mild to moderate intellectual disability and/or autism, as well as an Opportunity Class. We offer community language programs in Vietnamese and Chinese.

We strive to provide a quality, inclusive education to all students. Excellence, choice and equity are promoted in all school endeavours. Students are at the very centre of all decision-making.

The school implements Positive Behaviour for Learning and school-wide processes to promote positivity and kindness. The support of the school community in all activities enhances the educational outcomes of the school. The loyal, supportive parents work as partners in the educative process.

Through our situational analysis, we have identified the need to ensure the implementation of contextually appropriate curriculum to meet the needs of every student. This will be underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Reading and Numeracy.

Professional learning will be directed towards establishing a targeted, school-wide approach to the use of evidence-based data collection and analysis to inform teaching practice. Instructional leaders for literacy and numeracy will support opportunities for instructional collaboration across the whole school community. Although quality practices are evident, there is a need to implement whole school structures and processes to underpin ongoing school improvement and the professional effectiveness of all school members.

There is a need to build stronger relationships with families so that they are genuine partners in the education of their children. Students need to develop a greater autonomy over their learning, including identifying areas for improvement, setting individual learning goals, developed in consultation with their teacher and parents and building positive connections with the wider school community.

The school is true to its motto 'Always Our Best'.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To improve student learning outcomes in Reading and numeracy, by developing and sustaining whole school processes for collecting and analysing data to ensure appropriate curriculum provision.

## Improvement measures

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### Target year: 2022

Increase the proportion of students in the top two bands (or above) in NAPLAN Reading by 5.3%.

### Target year: 2022

Increase the proportion of students in the top two bands (or above) in NAPLAN Numeracy by 3.5%.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading by 6.4%.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 3%.

### Target year: 2024

Improvement as measured by the School Excellence Framework:

- **Learning:** Curriculum and Assessment indicates improvement from Sustaining and Growing to Excelling.

## Initiatives

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### Reading and Numeracy

Ensure 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.

- Professional Learning on the use of Literacy and Numeracy Progressions to personalise learning and understanding.
- Professional Learning on evidence-based methods to improve effective classroom practice in Reading and numeracy.
- Professional Learning on what a year's growth in Reading and numeracy looks like and adjusting programs to match.

### Assessment

To ensure school-wide practices are used to monitor, plan and report on student learning across the curriculum.

- Develop and implement a school-wide system to monitor and assess student progress in Reading and numeracy, and design future learning on a whole class, group and individual level.
- Review and adapt teaching to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Develop processes to support teachers' consistent, evidence-based judgement and moderation of assessments.

## Success criteria for this strategic direction

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Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Curriculum - SEF)

An assessment schedule is developed and implemented, ensuring data is collected on a regular and planned basis. (Assessment - SEF)

Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modifying teaching practice. (Data Skills and Use - SEF)

Teachers clearly understand, develop and apply a full range of assessment strategies - Assessment for learning, as learning and of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (Data Skills and Use - SEF)

Valid and consistent teacher judgement is evident across the school. (Assessment - SEF)

## Evaluation plan for this strategic direction

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### Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Reading and numeracy?

### Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- NAPLAN data
- SCOUT value added data
- Best Start
- Check-in assessment data

## Evaluation plan for this strategic direction

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- Student work samples
- Literacy and numeracy PLAN 2 data
- EALD learning progression
- Internal school measures, including school reporting against syllabus standards.

### Analysis

Analysis will be embedded within the initiatives with ongoing monitoring of progress towards the improvement measures.

### Implications

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures

# Strategic Direction 2: Excellence in Practice

## Purpose

To achieve excellence in practice by implementing consistent structures and processes that ensure the professional effectiveness of all school members.

## Improvement measures

### Target year: 2024

More than 75% of teaching staff rate themselves as Excelling in Improvement of Practice and Explicit Teaching as measured by the School Excellence Framework.

### Target year: 2024

School self-assessment of the School Excellence Framework element 'Data Skills and Use' indicates improvement from Sustaining and Growing to Excelling.

### Target year: 2024

Achieving at Excelling across the five elements of the High Impact Professional Learning School Self-assessment Tool.

## Initiatives

### Enhanced Teaching and Leading Practice

High impact professional learning is the basis of improved teaching and leading practice.

- Professional Learning in data literacy, data analysis and data use in teaching for all staff to inform classroom, stage and whole school directions.
- Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Continually review and adapt best practice utilising the What Works Best: 2020 Update publication.

### Consistency in Practice

Whole school systems and processes to underpin whole school improvement.

- Develop, implement and monitor a set of protocols for all staff based on teaching standards, and leadership profiles.
- Develop, implement and monitor a set of protocols for all non-teaching staff based on professional standards.

## Success criteria for this strategic direction

- Data informed strategies are adopted to optimise learning progress across the full range of abilities.
- All teachers identify, understand and implement the most effective, explicit, evidence-based teaching methods. (Effective Classroom Practice - SEF)
- All staff demonstrate personal responsibility for maintaining and developing their professional standards. (Professional Standards - SEF)
- Staff have a deep understanding of professional standards and their application to their role.
- School leaders co-design and provide the environment, stimulus and infrastructure for purposeful and ongoing professional learning.

## Evaluation plan for this strategic direction

### Question

To what extent have we achieved our purpose and can demonstrate excellence in practice by implementing consistent structures and processes that ensure the professional effectiveness of all school members?

### Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- Lesson Study data and feedback.
- Self assessment - AITSL and CESE What Works Best toolkit.
- School Excellence Framework Self-assessment.
- High Impact Professional Learning School Self-assessment Tool.

### Analysis

Analysis will be embedded within the initiatives with ongoing monitoring of progress towards the improvement measures.

### Evaluation plan for this strategic direction

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#### Implications

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures

# Strategic Direction 3: High Expectations and Engagement

## Purpose

To create a culture that is conducive to learning in which the whole school community can connect, succeed and thrive.

## Improvement measures

### Target year: 2022

Increase the proportion of students attending more than 90% of the time by 2.5%.

### Target year: 2022

Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 3.6%.

### Target year: 2024

Parents report feeling welcome and informed, as measured by the Tell Them From Me Survey, is at or above the NSW Government Norm.

## Initiatives

### Student Engagement and Connection

Students are highly invested in their learning through access to quality, personalised learning opportunities that support self-regulation, and meet their individual needs and aspirations, allowing for student voice and ownership of learning.

- Co-developed learning goals and understanding of where to next.
- Teach students the metalanguage to assess where they are and where to next in their learning.
- Review, implement and monitor systems to ensure that every student is known, valued and cared for.

### Parent Engagement

Parents become more informed and effective partners in the education of their children.

- Develop collaborative processes between parents, students and teachers that inform and support continuity of learning.
- Improve school performance through the development of systems to gather parent and community feedback.

## Success criteria for this strategic direction

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (Reporting - SEF)
- All students articulate, understand and achieve their learning goals.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (Learning Culture - SEF)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (Learning Culture - SEF)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues within the school. (Educational Leadership - SEF)

## Evaluation plan for this strategic direction

### Question

To what extent have we achieved our purpose to demonstrate impact and improvement in creating a culture that is conducive to learning in which the whole school community can connect, succeed and thrive?

### Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- Tell Them From Me data
- Attendance data
- Parent Forums
- Surveys
- Seesaw surveys

### Analysis

## **Evaluation plan for this strategic direction**

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Analysis will be embedded within the initiatives with ongoing monitoring of progress towards the improvement measures.

### **Implications**

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures