

Strategic Improvement Plan 2021-2024

Sans Souci Public School 3038



School vision and context

School vision statement

Sans Souci Public School provides an engaging, dynamic and supportive environment where students are encouraged to become self-motivated, self-regulated and collaborative learners that strive for personal excellence in academic, physical, cultural and social endeavours. There is a strong culture of high expectations and fostering respectful relationships across the community, underpinned our strong core values.

School context

Sans Souci Public School is situated close to the Georges River and Botany Bay in Sydney's south. The school community is very active, supportive and has high expectations for success across all areas. Programs at the school focus on developing the whole child in academic, sporting and cultural areas. There are over 400 families and a total of 625 students enrolled for 2021. 69% of the students are from a language background other than English with over 40 different language backgrounds represented throughout the community. 21 students identify as First Nations people. The school has 26 regular and multi-grade classes. Students enjoy a vibrant, well-resourced physical learning environment and are encouraged to develop their individual potential through a broad range of extra-curricular programs. Students are also encouraged to engage in meaningful leadership opportunities through a variety of school initiatives.

This school community has collaboratively completed an extensive situational analysis prior to developing this four-year school improvement plan. As part of this consultative process, a broad range of internal and external data and evidence was collected and analysed by the teachers and school leaders in a process that clearly developed future focus areas for improving student learning outcomes and developing the skills of teachers and school leaders to use evaluative practice; driving improvement across a number of areas. An analysis of internal and external data, as well as existing school policies and procedures was undertaken. Survey instruments were used by students, parents and staff to inform directions. The school executive team worked with staff in focus groups to provide feedback throughout a series of meetings. The school community was consulted and informed through the Parents and Citizens Committee, focus groups and the school newsletter. Three clear strategic directions have been developed through this process. Analysis of data informed the improvement measures for each strategic direction. Additional baseline data will be collected throughout the initial year of the plan.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy by developing and sustaining whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision that meets the needs of all students, underpinned by evidence-based strategies and a positive learning culture.

Improvement measures

Target year: 2022

A minimum of 49.9% of Years 3 and 5 students achieving in the top two bands of NAPLAN reading

Target year: 2022

A minimum of 41.4% of Years 3 and 5 students achieving in the top two bands of NAPLAN numeracy

Target year: 2023

A minimum of 67% Year 3 and 5 students achieving expected growth in NAPLAN reading

Target year: 2023

A minimum of 66.3% Year 3 and 5 students achieving expected growth in NAPLAN numeracy

Target year: 2022

Increase the proportion of students attending greater than 90% of the time to be trending upwards towards the system negotiated lower bound target of 86.4%

Initiatives

Data Driven Practice

Ensure school-wide effective processes for data collection, analysis and reflection are used for responsive curriculum delivery in literacy and numeracy.

An integrated approach from all teaching staff to quality teaching, curriculum planning and delivery and assessment promoting high expectations and meeting the needs of all students.

Personalised Learning and Wellbeing

Teachers and leaders will promote engagement and challenge for every student, in every class across intellectual, creative, social-emotional and physical domains. Every student will be supported to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

Success criteria for this strategic direction

- Assessment data and feedback is collected on a regular basis across the school and used responsively to inform teaching practices that meet the needs of all students.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (School Excellence Framework -Assessment)
- EAL/D and LaST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs .
- Students articulate and understand their literacy and numeracy learning goals
- Evidence-informed teaching practices provide a high-expectations framework within which all students effectively develop their knowledge, understanding and skills at different levels of achievement.
- 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 and carers. (School Excellence Framework -Wellbeing)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (School Excellence Framework - Attendance)

Evaluation plan for this strategic direction

Question:

What has been the impact of personalised learning, effective assessment, and data driven practice?

Evaluation plan for this strategic direction

Are our students growing and attaining in Reading and Numeracy?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the improvement measures of this strategic direction:

- NAPLAN data
- SCOUT Value Added data
- Check-in assessments 3-6
- Best Start assessment data
- Phonics Screening Check
- Student work samples
- Internal assessment data
- Tell Them from Me data
- Classroom observation data
- Students and teacher feedback data
- Student PLPs

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Effective Use of Data and High Impact Professional Learning

Purpose

To improve the capacity of all staff to effectively utilise data and evaluative practice to improve student outcomes, drive whole school improvement and inform future school directions through tailored high-impact professional learning and instructional leader support.

Improvement measures

Target year: 2024

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

Target year: 2024

School self-assessment of the element of 'Learning and Development' indicates improvement from Sustaining and Growing to Excelling (School Excellence Framework)

Initiatives

Collaborative Data Driven Practice:

- Teachers collaborate across teams to share curriculum knowledge, data and other information about student progress and achievement to develop evidence-informed teaching strategies and improve student learning outcomes.
- Utilisation of 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.
- Professional learning in data literacy, data analysis and data use in teaching will be provided for all staff.

High Impact Professional Learning

- Teachers access tailored, high-impact professional learning that is aligned with the school plan. Learning will be underpinned by the themes of 'What Works Best' themes.
- Teachers and leaders are aware of and understand the High Impact Professional Learning Policy and how it will support their own learning and development.
- Staff are supported to apply professional learning in practice. Collaborative classroom visits will be conducted to evaluate teaching practices, improve teacher quality and positively impact student learning.
- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

Success criteria for this strategic direction

- 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. (School Excellence Framework - Data Literacy)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (School Excellence Framework - Data Analysis)
- Teachers clearly understand, develop and regularly apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (School Excellence Framework - Data Use in Teaching)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (School Excellence Framework - Collaborative Practice and Feedback)
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (School Excellence Framework - Expertise and Innovation)
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (School Excellence Framework - Professional Learning)

Strategic Direction 2: Effective Use of Data and High Impact Professional Learning

Evaluation plan for this strategic direction

Question:

How do we know teachers are applying knowledge gained from professional learning to their classroom practice?

How are teachers utilising data to inform teaching practice and improve student outcomes?

Data:

- Teacher responses on 'What Works Best' professional learning modules discussed at stage and executive meetings to establish next steps
- Classroom observations directly linked to professional learning undertaken in each stage.
- Student focus groups
- Support team teachers sharing data with stage leaders and teams
- Stage-based and cross-stage sharing of student learning data
- internal and external assessment data
- SEF SaS

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Building Leadership Capacity and Effective School Systems

Purpose

Building the capacity of all teachers to use instructional leadership to improve student outcomes.

Developing administrative systems, structures and processes that underpin ongoing school improvement, community connection and the professional effectiveness of all school members.

Improvement measures

Target year: 2024

School self-assessment of the element of 'Educational Leadership' indicates improvement from Sustaining and Growing to Excelling (School Excellence Framework)

Target year: 2024

School self-assessment of the element of 'Management Practices and Processes' indicates improvement from Sustaining and Growing to Excelling (School Excellence Framework)

Initiatives

Building Leadership Across the School

- The school leadership team will model instructional leadership and high expectations to facilitate whole school improvement and develop the capacity of teachers as leaders.
- Instructional Leadership positions support teachers using data to monitor and assess student progress and design future learning on a stage, grade, whole class, group and individual level.
- The provision of opportunities for school leaders to engage in professional learning that develops leadership capability and results in cohesive, effective teams across the school.

Effective Systems and Processes to Drive Improvement

- Teachers and leaders develop and refine administrative systems, structures and processes that underpin professional effectiveness and whole school improvement.
- Teachers and leaders embed systems which clearly clarify roles, responsibilities and expectations of all staff and students.

Success criteria for this strategic direction

- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (School Excellence Framework - Expertise and Innovation)
- 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. (School Excellence Framework - Administrative Systems and Processes)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (School Excellence Framework - Instructional Leadership)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (School Excellence Framework - High Expectations Culture)

Evaluation plan for this strategic direction

Question: What has been the impact of the model of Instructional leadership across the school?

How has the school been able to provide teachers with leadership opportunities?

How has the school executive applied learning from the 3Rivers4Learning programs to support collaboration within and across teams?

Data:

Evaluation plan for this strategic direction

- Professional Learning reflection and evaluations
- Classroom and Stage Observations
- TTFM staff surveys
- Teacher and students focus group surveys
- SEF SaS
- SCOUT

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.