

Strategic Improvement Plan 2021-2024

Smithfield Public School 3073



School vision and context

School vision statement

Vision

The Smithfield Public School community is committed to creating a dynamic, nurturing learning environment based on collaboration, respect, equity and trust. Students are confident, skilled and creative citizens who are well equipped to positively contribute to a complex and dynamic society.

Guiding Principles

Wellbeing - A safe, secure learning environment built on kindness and empathy, fosters the development of all community members to become responsible, successful and respectful citizens.

Curriculum - Students demonstrate strong literacy and numeracy foundations and are confident in their ability to learn. They are effectively supported to engage in a challenging and student-centred curriculum, which promotes innovation and creativity.

Opportunity - Smithfield Public School provides its diverse learners with a range of opportunities enabling them to thrive, succeed and reach their full potential.

Community Engagement - Smithfield Public School community respects diversity and embraces effective partnerships that shape and support an inclusive school culture.

Expert Staff - Smithfield Public School staff are dedicated to their own development. They are empowered to engage in evidence based pedagogy and sustainable practices, which facilitate life-long learning and promote leadership opportunities.

School context

Smithfield Public School is in the Fairfield school area of the Regional South and West Performance Directorate. It is one of the first national schools established in 1850. There are 692 students enrolled P-6. This includes a preschool, an Opportunity Class, an Early Intervention program and 6 classes for students with disabilities. Smithfield Public School also hosts a satellite class from ASPECT, the governing body for people with Autism. Students come from a diverse range of language backgrounds approximating 84% of the student population. Of these students, 74% have English as another language or dialect and 101 students are New Arrivals. The New Arrivals are largely Arabic and Assyrian speakers from Iraq and Syria. Over 30 languages are represented in the school community, with Arabic, Assyrian and Vietnamese being the largest groups. Over the last two years, there have been increases in Khmer, Tongan and Samoan speaking students. The small number (2%) of students who identify as Aboriginal and Torres Strait Islander (ATSI) are supported by a strong commitment to ATSI education. The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising. The Smithfield Public School community is committed to creating a dynamic, nurturing learning environment based on collaboration, respect, equity and trust. The school culture is that of inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

The school receives equity funding which is utilised to employ specialised staff to meet the diverse needs of learners. This includes executives, classroom teachers, support unit specialist teachers, preschool educators, EAL/D and Learning Support specialists, Community Liaison Officers, school counsellors, School Learning Support Officers, administrative staff and a general assistant. School funds and human resources are strategically deployed based on annual robust data analysis and program evaluations.

An extensive range of opportunities are afforded students of Smithfield Public School to develop potential in social emotional, physical, intellectual and creative domains. These include extra-curricular activities, sports, creative and performing arts initiatives, Community Languages, wellbeing programs, an Opportunity Class, enrichment and EAL/D classes and student leadership programs.

Through the situational analysis, a need to use data driven practices that ensure all students have access to stage appropriate learning was identified. Program evaluations demonstrated that strategies are required to improve student skills in comprehension and Working Mathematically. There is a need to build teacher capacity to utilise reading content descriptors in programming and the Learning Progressions in assessment tracking to effectively differentiate reading programs. There will be a focus on developing Working Mathematically skills through 'Move Talks'.

School-wide expectations for assessment and data analysis will be designed to support at point of need differentiation. Analysis of data that elicits explicit differentiation for students is an area to develop through a streamlined, centralised system that can support teacher judgment.

When reflecting on internal and external wellbeing data it is evident that in the area of

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Connection and Belonging, further initiatives are needed. Data also indicates there needs to be a focus on building student resilience. Staff will engage in professional learning on how to teach resilience and support students to develop these skills.

In consultation with the whole school community and after reflection on the Situational Analysis and previous school plan, the 2021-2024 strategic directions will be: 1) Student Growth and Attainment, 2) Wellbeing and 3) Informing Practice.

Strategic Direction 1: Student growth and attainment

Purpose

Smithfield Public School will ensure students are working towards their full potential in reading and numeracy, through high impact differentiated teaching practices and evidence-based pedagogy, driven by embedded data practices.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top two bands in NAPLAN reading by a minimum of 6.15%.

Target year: 2022

Increase the proportion of students achieving in the top two bands in NAPLAN numeracy by a minimum of 5%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN reading by a minimum of 6.5%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN numeracy by a minimum of 5%.

Target year: 2024

Increase Value added 3-5 data from Delivering to Excelling and sustain Excelling in K-2 and 5-7.

Target year: 2024

70% or more of K-2 students achieve stage appropriate reading levels.

80% or more of Stage 2 and 3 students achieve stage appropriate reading levels.

Target year: 2024

70% or more of K-2 students achieving stage appropriate or higher reading comprehension outcomes as measured

Initiatives

Differentiated Practice

Embed a learning culture that ensures all students have the opportunities to achieve growth through the development of differentiated numeracy and reading pathways to support individual needs and inform future teaching practice.

- Engage in extensive professional learning on understanding and effective use of the syllabus and learning progressions to drive teaching.
- Develop deep EAL/D teacher understanding and effective use of the EAL/D learning progressions and ESL scales to effectively differentiate reading programs.
- Embed explicit teaching practices to set appropriately challenging reading and numeracy goals achieving incremental shift for all students to achieve their educational potential.
- Provide on-going professional learning to ensure teaching and learning programs across the school are adjusted to address individual student needs, identified through data, to ensure students are challenged and adjustments lead to improved learning.
- Embed provision of timely, explicit feedback that ensures all students have opportunities to achieve growth as a learner and informs future teaching practice.
- Enable greater flexibility in data based differentiation of Mathematics content through revision of scope and sequence and subsequent professional learning.

Evidence-based Pedagogy

Build teacher capacity to improve student academic growth through evidence based practices.

- Draw on experts and evidence-based pedagogy to further develop teacher capacity to effectively teach comprehension skills (interpreting, responding, analysing and evaluating) and the transferal of these

Success criteria for this strategic direction

Differentiated practice

- Teachers utilise stage statements for reporting, outcomes and content descriptors to create learning intentions and learning progressions for success criteria. (*SEF- Teaching = Lesson Planning*)
- EAL/D teachers effectively use EAL/D scales to differentiate reading programs. (*SEF- Teaching = Lesson Planning*)
- Teaching is explicit and evidence based ensuring students are sufficiently challenged to achieve their educational potential. (*SEF - Teaching = Explicit Teaching*)
- Teachers clearly articulate expectations and model strategies for success against defined criteria (*SEF- Teaching = Explicit Teaching*)
- Learning Intentions, Success Criteria, student goal setting and self-assessment are evident across the whole school. (*SEF- Teaching = Explicit Teaching*)
- Feedback empowers students to understand and articulate how to improve. (*SEF- Teaching = Feedback; Learning = Teaching and Learning Programs*)
- Proficient use of student data provides responsive, explicit and differentiated learning experiences. (*SEF- Data Skills and Use = Data Use in Teaching; Learning - Curriculum = Differentiation*)
- Flexible use of Mathematics scope and sequence to support differentiation. (*SEF- Teaching = Lesson Planning*)

Evidence-based pedagogy

- Teaching programs and practice effectively address comprehension outcomes. (*SEF- Professional Standards = Literacy and Numeracy Focus*)
- Students demonstrate skills of responding, interpreting, analysing and evaluating texts at appropriate complexity (*SEF- Professional Standards = Literacy and Numeracy Focus*)

Strategic Direction 1: Student growth and attainment

Improvement measures

on school based rubrics.

80% or more of 3-6 students achieving stage appropriate or higher reading comprehension outcomes as measured on school based rubrics.

Target year: 2024

80% or more of K-6 students achieving stage appropriate outcomes or higher in Number and Place Value (NPV), Additive Strategy and Multiplicative Strategies.

Target year: 2024

80% or more of K-6 students achieving stage appropriate outcomes or higher in Working Mathematically skills (communicating, problem solving and reasoning) as measured on school based rubrics.

Initiatives

skills to texts of increasing complexity.

- Draw on experts to further develop EAL/D teacher's capacity to effectively utilise EAL/D scales to differentiate reading teaching and learning programs.
- Ensure Working Mathematically is embedded across all processes and content areas through the implementation of dialogic pedagogy.

Success criteria for this strategic direction

- Programming in Mathematics shows evidence of dialogic pedagogies, such as 'Talk Moves', and explicit considerations of Working Mathematically content strands. (*SEF- Professional Standards = Literacy and Numeracy Focus*)

Evaluation plan for this strategic direction

Question- Are student targets met through quality differentiated practices and evidence-based pedagogy?

Data-Systems are in place for regular data collection and analysis at the individual class, stage and whole school level. Data collection will include: NAPLAN, Check-in Assessments, reading levels, school based comprehension rubrics, school based Working Mathematically rubrics, PLAN2, work samples, report grades, mentor records, observations teaching programs and assessment.

Analysis- Regular analysis of data at 'Pause Point' (executive team) and 'Data Talk' (stage teams) meetings will provide opportunity to reflect, refine and redirect teaching and learning focus. Evidence of activity, quality and impact will drive this analysis with a focus on shift for every student.

Implications- Regular data analysis and program evaluation will drive future planning to ensure ongoing improvement. Changes to resourcing, program structure and target students will be made based on needs identified through regular analysis.

Strategic Direction 2: Wellbeing

Purpose

To ensure a planned and consistent whole school approach to wellbeing that promotes resilience and a healthy community. There will be a focus on evidence based approaches to support measurable change in wellbeing practices.

Improvement measures

Target year: 2022

Increase the percentage of students attending school 90% or more of the time by a minimum of 9%.

Target year: 2024

10% or more increase in at least 6 out of the 16 outcomes in the domain of Healthy Communities, as measured by the Smithfield Public School Wellbeing Framework.

Target year: 2024

10% or more increase in at least 6 of the 9 outcomes in the domain of Learning Resilience, as measured by the Smithfield Public School Wellbeing Framework.

Target year: 2024

Achieve Sustaining and Growing or above against the seven statements of the HPGE policy.

Initiatives

Positive Relationships, Healthy Community

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

- Expand the Wellbeing Team to ensure sustainability. Ensure the team is skilled to regularly evaluate, review, monitor and support the wellbeing practices at the school.
- Refine, implement and evaluate improvements to existing wellbeing processes using evidence based best practice models.
- Build deep understanding and capacity to utilise the Smithfield Public School Wellbeing Framework through high impact professional learning.
- Build a strong school culture where the importance of wellbeing practices are valued and understood, with particular emphasis on the following: feeling accepted and valued; respect for diversity and identity; sense of meaning & purpose; feeling recognised and celebrated; having someone (staff/peers) to turn to and having a sense of safety.
- Improve current Positive Behaviour for Learning (PBL) and Social Emotional Learning (SEL) practices to authentically reflect school values and student wellbeing needs.
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education Policy.
- Design and implement strategies to continue to improve Aboriginal and Torres Strait Islander (ATSI) students' achievement of outcomes and increase cultural identity. Support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.
- Learning Support Team complete a Situational Analysis on attendance practices, design an action plan reflective of analysis and implement strategies to support attendance.

Success criteria for this strategic direction

Positive Relationships, Healthy Community

- An effective Wellbeing Team (as measured on the school developed team effectiveness rubric) regularly evaluates, reviews and monitors whole school wellbeing practices. (*SEF - Educational Leadership = Instructional Leadership*)
- Systems are in place for regular evaluation, review and monitoring of whole school wellbeing data and practices. (*SEF - Wellbeing = A Planned Approach to Wellbeing*)
- Teachers have sound knowledge of Smithfield Public School Wellbeing Framework and can confidently explain its use to guide wellbeing practices in the school. (*SEF - Wellbeing = A Planned Approach to Wellbeing*)
- Established culture where staff and students regularly engage in wellbeing initiatives and practices, leading to students: feeling accepted and valued in their school community; showing respect for diversity and identity of others; having a sense of meaning and purpose in their school career; feeling recognised and celebrated by staff; reporting they have someone to turn to; whether staff and/or peers and are mostly feeling safe at school from bullying and knowing what to do when they are bullied. (*SEF - Wellbeing = Caring for Students, Behaviour*)
- A shared (staff, students, community) and collaborative understanding of school values exist, where most school community members can articulate and are guided by the school values. (*SEF - Curriculum = Teaching and Learning Programs*)
- PBL and SEL programs incorporate and emphasise the teaching of school values and identified student wellbeing needs as focus areas. (*SEF - Curriculum = Teaching and Learning Programs*)
- High potential and gifted students across the intellectual, creative, social and emotional and physical domains are engaged and challenged through deliberate measures to provide opportunity for growth. (*SEF- Learning Culture = High Expectations*)

Strategic Direction 2: Wellbeing

Initiatives

Effective Social and Emotional Learning

Embed a learning culture across the school community that allows members to develop habits of growth mindset, values, resilience and positive relationships.

- Build staff capacity to become wellbeing models for students through collaborative and engaging professional learning that increases staff knowledge of wellbeing dimensions (cognitive, emotional, social) and Social Emotional Learning (SEL) competencies.
- The skilled Wellbeing Team regularly evaluates, reviews, monitors and supports the implementation of PDHPE syllabus across the school.
- Provide professional learning to build staff understanding and capacity to implement the PDHPE syllabus, SEL competencies, mindfulness and habits of growth mindset to support student wellbeing needs.
- Establish, implement and regularly evaluate a sustainable system (assessment, planning and programming) for the effective incorporation of SEL skills in PDHPE programs.
- Refining and authentically embedding teaching practices/programs that enable students to become self-aware, self-directed, develop habits of growth mindset, regulate their emotions and social relationships and be confident, resilient, reflective and aspiring learners.

Success criteria for this strategic direction

- Aboriginal culture and identity is valued, respected and promoted throughout the whole school community, with high expectations for the educational achievements of ATSI students. ATSI students achieve outcomes equivalent or better than the outcomes of other students. *(SEF - Learning Culture = High Expectations)*
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. *(SEF - Learning Culture = Attendance)*

Effective Social Emotional Learning

- Teachers have proficient understanding of SEL competencies and wellbeing dimensions and confidently use this knowledge in the management of their professional behaviours and practices at school. *(SEF - Wellbeing = Caring for Students)*
- Teachers are positive wellbeing models for students, using wellbeing knowledge to appropriately respond to student wellbeing needs. *(SEF - Wellbeing = Caring for Students)*
- The Wellbeing Team regularly evaluates, reviews, monitors and supports implementation of PDHPE syllabus at school. *(SEF - Educational Leadership = Instructional Leadership)*
- Teachers have a proficient understanding of and successfully implements the PDHPE syllabus, SEL competencies, mindfulness and habits of growth mindset. *(SEF - Effective Classroom Practice = Lesson Planning)*
- Teachers effectively program PDHPE, guided by syllabus outcomes and content descriptors, and using their knowledge of SEL competencies, mindfulness and habits of growth mindset to meet the needs of their students. *(SEF - Curriculum = Teaching and Learning Programs; Effective classroom practice = Lesson Planning)*
- Teachers articulate and identify the SEL needs of their class and implement differentiated learning programs based on whole school systems and

Strategic Direction 2: Wellbeing

Success criteria for this strategic direction

approaches, to meet the needs of their learners.
(*SEF - Curriculum = Differentiation*)

- Teaching pedagogy and associated programs reflect and respond to identified needs within the Smithfield Public School wellbeing framework resulting in students who: are self-aware and regulate their emotions; have positive social relationships and engage in prosocial behaviours; are self-directed in their learning; demonstrate habits of growth mindset; are confident in their approach; resilient to set backs reflective of their experiences and aspire to identified learning/personal goals. (*SEF - Wellbeing = Behaviour; Teaching = Explicit Teaching*)

Evaluation plan for this strategic direction

Question: Has the implementation of evidence and needs based wellbeing programs and systems resulted in measurable changes to resilience, positive relationships and healthy community?

Data: Whole school progress and wellbeing data will be reflected on during termly executive 'pause points' meetings. Data reviewed will include TTFM, staff and student wellbeing questionnaires, observations, teaching programs and assessment. Evidence of activity, quality and impact will drive this analysis.

Analysis: The Wellbeing Team will use data collected to reflect on progress against the Smithfield Public School Wellbeing Framework and the School Excellence Framework.

Implication: Data and framework analysis will determine effectiveness of current practice and drive future practice. Resources, strategies and programs will be realigned to reflect findings.

Strategic Direction 3: Data Informed Practice

Purpose

Smithfield Public School will develop and sustain consistent whole school processes for regular collection and analysis of reading and numeracy data to ensure appropriate curriculum provision for every student is underpinned by evidence informed strategies and evaluative practices that improve student learning outcomes.

Improvement measures

Target year: 2024

Excelling in the element of Assessment as measured by the School Excellence Framework.

Target year: 2024

Excelling in the element Data Skills and Use as measured by the School Excellence Framework.

Target year: 2024

Excelling in the themes of Explicit Teaching and Lesson Planning in the Effective Classroom Practice element as measured by the School Excellence Framework.

Initiatives

Data Systems

Smithfield Public School will have consistent systems in place to regularly review progress and evaluate programs. There is a consistent approach to data collection and student tracking.

- Develop, implement and monitor guidelines for data collection, recording and analysis at teacher, stage and whole school level.
- Stage teams use guidelines to develop, implement and evaluate a range of quality assessment (formative and summative) and tracking strategies to ensure consistency in implementation and use.
- Ongoing High Impact Professional Learning (HIPL) on quality formative and summative assessment practices to determine and track student progress.
- Consistent school wide tools are developed and utilised to collect and analyse longitudinal student achievement data to drive school planning and track individual student growth over time.
- Strengthen partnerships in student learning by building school community understanding of assessment practices at Smithfield Public School.

Data Skills and Use

Teachers value and understand the purpose of data collection. They are skilled and confident in using information from assessment to drive programming. There is flexibility to use data responsively so teachers can make accommodations to meet students' needs as they arise.

- Systems are in place for regular collaborative data analysis between stage/mentors/Instructional Leader and class teachers/executive. Longitudinal data is regularly analysed to identify trends and determine school planning directions.
- Design, implement and evaluate tools and resources for teachers and students to be able to understand

Success criteria for this strategic direction

Data Systems:

- Use of the guidelines is evident in data collection and analysis practice. *(SEF - Teaching = Data Use in Teaching)*
- School has processes in place to support teachers' consistent, evidence based judgement and moderation, design and implementation of assessments. *(SEF-Assessment = Whole School Monitoring of Student Learning)*
- Formative and summative assessment is proficiently practiced by teachers. Teachers respond to trends in student data. *(SEF- Learning = Formative and Summative Assessment)*
- Working Mathematically and reading comprehension rubrics are developed and consistently used. *(SEF- Learning - Assessment = Whole School Monitoring of Student Learning)*
- Parents are informed of current assessment processes. *(SEF - Learning - Assessment = Whole School Monitoring of Student Learning)*

Data Skills and Use:

- Effective systems enable regular whole school data analysis for strategic evaluation and further planning. *(SEF- Data Skills and Use = Data Use in Planning)*
- Student longitudinal data is regularly used school-wide to identify student progress and to evaluate teaching program and assessment effectiveness and inform future school directions. *(SEF-Data Skills and Use = Data Use in Teaching)*
- Teachers regularly use data to inform student goals and to drive programming. *(SEF-Data Skill and Use = Data Analysis)*
- Progress towards learning goals is monitored through collection of quality, valid and reliable data. *(SEF-Data Skills and Use = Data Analysis)*
- All teachers have a sound understanding of student assessment and data practices. *(SEF-Data Skills and Use = Data Use in Teaching)*

Strategic Direction 3: Data Informed Practice

Initiatives

- and articulate where to next in students learning.
- Build teacher capacity in data use (analysis, programming, interventions) across K-6 in reading and numeracy. Instructional leadership supporting teachers and leaders at point of need to proficiently analyse data to inform programming.
- Develop students' understanding of where they are at in their learning to articulate where to next.
- Embed student led parent-teacher conferences where students articulate and comprehend their learning goals.

Success criteria for this strategic direction

- Teachers proficiently analyse, interpret and extrapolate reading and numeracy data and collaboratively use this to inform planning, interventions and modify teaching practice. (*SEF-Data Skills and Use = Data Literacy*)
- Teachers routinely review learning with students, ensuring that all students have a clear understanding of how to improve. (*SEF-Data Skills and Use =Data Use in Teaching*)
- Effective partnerships in learning with parents and students are evident, ensuring students are motivated to learn, deliver their best and continually improve. (*SEF-Learning Culture = High Expectations*)

Evaluation plan for this strategic direction

Question- Is there a sustainable school wide data collection and analysis system in place? Is curriculum provision informed by strong data evidence?

Data- NAPLAN, Check-in Assessments, reading levels, school based comprehension rubrics, school based Working Mathematically rubrics, PLAN2, work samples and report grades.

Teacher surveys, teaching and learning observations, teaching programs and assessments.

Analysis- Check-in points every 5-10 weeks will provide opportunity to reflect and refine data collection and analysis practice to drive differentiation and determine trend data. Whole school progression and data systems will be reflected on and refined during termly executive 'pause points' meetings.

Implications- Increased confidence in the validity of data. Improved teacher judgement. Data discussions are regular across K-6. Consistent focus across K-6.