

Strategic Improvement Plan 2021-2024

Strathfield North Public School 3123



School vision and context

School vision statement

At Strathfield North Public School we have a shared belief and understanding that students and staff are empowered to reach their full potential through quality teaching, learning and wellbeing programs. We build a community of collaborative learners within a culture of high expectations and strive for continuous improvement and excellence.

School context

Strathfield North Public School is on Eora Nation land of the Wangal people. The approximate enrolment is 480 students including 70% from a culturally and linguistically diverse background. Our community is proactive and supported by an involved and dedicated Parent and Citizens Association and enjoy strong partnerships with the local community.

The school enjoys a strong reputation in the local community for its high academic achievement, enrichment opportunities and differentiated support programs for students with additional needs. Our Learning and Support and English as an Additional Language or Dialect teams work in partnership with students, teachers and the community to ensure all learning and wellbeing needs are catered for within an inclusive environment.

All students are afforded with the opportunity to learn one of three community languages; Chinese, Italian or Korean. There is an Itinerant Hearing Support Team based on site which supports students within our school and surrounding schools. We are also proud of a small but significant number of Aboriginal students enrolled at our school.

SNPS has a long tradition of performing arts and sporting excellence including a range of NSW Primary School Sports Association (PSSA), public speaking and debating, Wakakirri, choirs, music, dance and sport programs. Technology is embedded throughout the school to enhance learning opportunities for all students, examples of this include our media hub, coding room, computer lab and Bring Your Own Device (BYOD) program.

Opportunities for student voice are evident through leadership teams including Prefects, Environmental, Logistics, Playground, Library, Sport and Media Crew. There is also a strong focus on building leadership capacity and student voice through our whole school Student Representative Council and Buddy program.

Through our situational analysis and strong community consultation process we have identified six areas that will direct our school to achieve our system negotiated targets: explicit teaching in reading and numeracy, formative assessment, differentiation, effective lesson practice, learning empowers teachers and instructional leadership.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student growth through continually improving explicit teaching using data, student goal setting and effective feedback.

Improvement measures

Target year: 2022

Top 2 Bands Numeracy

Uplift of 5.6% of students achieving top 2 bands in NAPLAN numeracy from baseline.

Target year: 2022

Top 2 Bands Reading

Uplift of 3.2% of students achieving top 2 bands in NAPLAN Reading from baseline.

Target year: 2023

Expected growth in Numeracy

Uplift of 2.9% of students achieving expected growth in NAPLAN numeracy from baseline.

Target year: 2023

Expected growth in Reading

Uplift of 3.2% of students achieving expected growth in NAPLAN reading from baseline.

Target year: 2022

Attendance

Uplift of 3.9% of students attending greater than 90% of the time.

Initiatives

Explicit Teaching in Reading and Numeracy

Establish and embed a culture of agreed practices in the delivery of quality explicit teaching focused on the improvement of all students literacy and numeracy skills

- To collaboratively improve teacher capability of data analysis which impacts student achievement.
- Use of data to personalise learning

Formative Assessment

Implement a whole school focus to improve student achievement using formative assessment which encompasses student goal setting, effective feedback and self/peer assessment.

- Embed effective feedback practices that focus on improving tasks, processes and student self-regulation
- Embed the use of formative data collection for goal setting leading to changes to explicit teaching practice

Success criteria for this strategic direction

Explicit Teaching in Reading and Numeracy

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. **(Student Performance Measures: Student Growth)**

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. **(Professional Standards: Literacy and numeracy focus)**

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. **(Effective Classroom Practice: Explicit Teaching)**

Formative Assessment

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. **(Assessment: Whole school monitoring of student learning)**

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

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

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

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. **(Effective Classroom Practice: Feedback)**

Attendance

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: Attendance)**

Evaluation plan for this strategic direction

Question

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

Data

We will use a combination of data sources. These will include:

- Internal assessment eg. PLAN2
- External assessment eg. NAPLAN, Check-in assessments, Best Start, Phonics Check-in.
- Attendance data/rates
- Survey
- Observation
- Focus group
- Student Voice
- Student Learning Conferences
- Report data e.g Sentral
- Document analysis

Evaluation plan for this strategic direction

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication

The findings of the analysis will inform:

- Future actions
- Initiative directions and planning
- Annual reporting on school progress measures (published in the annual report)

Strategic Direction 2: High Expectations

Purpose

Teachers foster high expectations to ensure all students are engaged, empowered and challenged in order to enable continuous improvement.

Improvement measures

Target year: 2023

Differentiation

By 2023 all programs show evidence of teachers tracking student progress and making adjustments accordingly in line with their individual learning goals for Literacy and Numeracy.

Students will be active participants in their own learning so they can confidently articulate their learning goals with others.

2020 self assessment against the SEF in **curriculum** at excelling to be sustained at excelling by 2023 External Validation process.

2020 self assessment against the SEF in **wellbeing** at sustaining and growing to be validated at excelling by 2023 External Validation process.

Target year: 2023

Effective Lesson Planning

By 2023 teachers will use achievement data, curriculum requirements and student feedback to enable continuous improvement for all students in Literacy and Numeracy. Feedback from students, derived from assessments, informs future teaching. Students are actively involved in co-constructing learning experiences.

2020 self assessment against the SEF in **effective classroom practice** at sustaining and growing to be validated at excelling by 2023 External Validation process.

2020 self assessment against the SEF in **assessment** at

Initiatives

Differentiation

Develop a learning culture that enables all students to achieve their learning goals and promote student agency.

- High impact professional learning on the High Potential and Gifted Education policy to personalise learning and understanding.
- Systematically promote and implement effective EAL/D strategies to improve teaching and learning.
- Develop inclusive education strategies for students with disability and embed inclusion in all aspects of school life, supported by culture, policies and everyday practices.

Effective Lesson Practice

Staff to adjust practice and embed the ongoing improvement in independence, self-direction and self-regulation of student learning.

- Students are actively involved in co-constructing learning experiences.
- Seeking feedback from students and adjusting learning experiences accordingly.

Success criteria for this strategic direction

Differentiation

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. **(Curriculum: Differentiation)**

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: Teaching and learning programs)**

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. **(Wellbeing: Individual learning needs)**

Effective Lesson Practice

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. **(Effective classroom practice: Lesson planning)**

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. **(Effective classroom practice: Feedback)**

Students and parents understand the assessment

Strategic Direction 2: High Expectations

Improvement measures

sustaining and growing to be sustained by 2023 External Validation process.

Success criteria for this strategic direction

approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. **(Assessment: Student Engagement)**

Evaluation plan for this strategic direction

Question:

To what extent have we embedded a culture of high expectations where everyone is engaged, empowered and challenged in order to enable continuous improvement?

Have teachers engaged in professional learning to adjust practice and promote student agency as co-designers of teaching and learning?

Data:

We will use a combination of data sources. These will include

- Teaching and Learning programs
- Teacher professional development plans
- Learning walk data
- Student and Parent focus groups
- Student audit cards
- atsil Student Voice progressions
- Internal student surveys
- Tell Them From Me Survey data (TTFM), school based questions
- Student Learning Conference data (goals, feedback, % of attendees)
- Data walls/Case management
- Seesaw data
- LaS and Sentral notes

Evaluation plan for this strategic direction

- PLSP

Analysis:

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Implications:

The findings of the analysis will inform:

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Strategic Direction 3: Collaborative practice

Purpose

To collaboratively develop teacher capacity to ensure a shared understanding of and responsibility for improved student outcomes.

Improvement measures

Target year: 2023

Learning Empowers Teachers

By 2023 student assessment data will be regularly collected, analysed and used to identify student achievements and progress in order to reflect on teaching effectiveness. Explicit systems for collaboration and feedback sustains quality teaching practices.

2020 self assessment against the SEF in **data skills and use** at sustaining and growing to be validated at excelling by 2023 External Validation process.

2020 self assessment against the SEF in **learning and development** at sustaining and growing to be validated at excelling by 2023 External Validation process.

Target year: 2023

Instructional Leadership

By 2023 identified teachers have individualised coaching or mentoring plans which facilitate ongoing professional development and quality teaching practices to improve students outcomes. Systems for sustained distributive leadership and ongoing professional development are aligned with the school plan.

2020 self assessment against the SEF in **learning and development** at sustaining and growing to be validated at excelling by 2023 External Validation process.

2020 self assessment against the SEF in **educational leadership** at sustaining and growing to be validated at excelling by 2023 External Validation process.

Initiatives

Learning Empowers Teachers

Collaborative opportunities to strengthen and empower teaching practice to meet the identified needs of students.

- Empower all teachers to demonstrate collective accountability using data to monitor and inform the progress of every student by establishing a case management approach
- Systems embedded across the school to ensure ongoing development and improvement of all teachers to improve student outcomes

Instructional Leadership

Embed a strong culture of continuous improvement in which collaborative planning, reflection and peer coaching are embedded across the school.

- Support teachers by implementing best-practice models that centre on students' needs and improving learning outcomes.
 - Formalising coaching and mentoring opportunities across the school to support all levels of teacher accreditation.
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Success criteria for this strategic direction

Learning Empowers Teachers

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. **(Data skills and use: 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. **(Data skills and use: Data analysis)**

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, schoolwide improvement in teaching practice and student results. **(Learning and development: Collaborative practice and feedback)**

Instructional Leadership

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. **(Learning and development: Coaching and mentoring)**

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. **(SEF Learning and development: Expertise and innovation)**

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so

Strategic Direction 3: Collaborative practice

Success criteria for this strategic direction

that every student makes measurable learning progress and gaps in student achievement decrease. **(Educational Leadership: Instructional leadership)**

Evaluation plan for this strategic direction

Question

To what extent have we built a strong culture of collaboration to drive ongoing school wide improvement of data literacy skills, instructional expertise and quality teaching practices.

Data

We will use a combination of data sources. These will include:

- Professional Development Plans
- Accreditation attainment and maintenance
- Evaluation and feedback of professional learning
- Collaboration norms (shared beliefs and understandings)
- Induction and mentor programs
- LET agendas and minutes
- Annual mentoring and coaching program review
- Classroom observations (formal and informal)
- Mentor and mentee feedback
- Teaching and learning programs

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

Strategic Direction 3: Collaborative practice

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- Future actions
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