

Strategic Improvement Plan 2021-2024

Summer Hill Public School 3129



School vision and context

School vision statement

At Summer Hill Public School we are committed to ongoing improvement. We have high expectations to ensure all students are known, valued and cared for.

We create positive teaching and learning environments that enable the development of healthy, happy, successful and productive individuals, who have a positive sense of belonging.

We continually seek to improve ourselves and our practice to provide opportunities for students to achieve meaningful goals, and equip them for the future. Teachers, parents and carers actively participate in supporting and reinforcing student learning and wellbeing.

School context

Summer Hill Public School, established in 1883, is an inner-west city school of approximately 710 students that serves a culturally diverse and educationally aware community. We foster the development of knowledge, skills, values and attitudes by encouraging the growth of our students as caring individuals who enjoy learning. The pursuit of academic excellence is one of many dimensions of our school. The school has offered an Opportunity Class program for Year 5 and 6 students since 1937.

Summer Hill Public School provides a variety of programs to enhance and extend students' learning. These include bands and orchestras, chess, debating, music, drama and PSSA sport. The school is supported by an enthusiastic and active P&C and its sub-committees.

Through our situational analysis and consultation with our community, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional learning and support needs including those identified as high potential and gifted and students with English as an Additional Language/Dialect.

Through the National Assessment Program - Literacy and Numeracy (NAPLAN) analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on refining quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. Up to date research available through the Centre of Education Statistics and Evaluation will be utilised to build understanding on how to do this successfully, and the Principal and Deputy Principals as instructional leaders will lead much of this work in the school.

Our work with individual students will be responsive and closely monitored. Pre and post assessments will be carried out to assess the impact of this work. We will build on existing structures to identify students who require intervention, including students not showing at or above expected growth.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to 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

At least 72.1% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target).

Target year: 2022

At least 80.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Lower bound system-negotiated target).

Target year: 2023

At least 75% of students achieve expected growth in NAPLAN numeracy. (Lower bound system-negotiated target).

Target year: 2023

At least 78.9% of students achieve expected growth in NAPLAN reading. (Lower bound system-negotiated target).

Target year: 2024

Our Year 3 and 5 students consistently perform at or above our Statistically Similar Schools Group (SSSG) in Numeracy

Target year: 2024

Our Year 3 and 5 students consistently perform at or above our Statistically Similar Schools Group (SSSG) in reading.

Target year: 2024

Initiatives

Targeting Numeracy

In Numeracy, we will embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Provide high-quality, evidence-based professional learning that supports and builds the mathematical knowledge of teaching supported through NSW Mathematics Strategy 2025
- Professional learning on the use of the numeracy progressions to personalise learning and differentiate at student point of need
- Embed consistent assessment practices and data collection practices K-6
- Promote and support the use of high-leverage, research-based practices for teachers and school leaders with the support of the Primary Mathematics Specialist Teacher (PMST) under the NSW Mathematics Strategy 2025.
- Further develop the use of teachers and leaders to lead best practice, assessment and data analysis in numeracy, working collaboratively with PMST.

Targeting Reading

In reading we will embed a shared understanding of best practice for the explicit and effective teaching of reading through:

- Facilitating a whole school approach through effective collaboration
- Teacher professional learning on literacy progressions (reading) to assess and track student learning, and differentiate learning experiences
- Further develop teacher capabilities to use explicit and effective teaching strategies in reading lessons and programming
- Establish and use instructional leader positions to coach and mentor teachers in data analysis to inform

Success criteria for this strategic direction

All reading and numeracy lessons are systematically planned as part of a coherent program that has been collaboratively designed. *School Excellence Framework | Teaching Domain | Effective Classroom Practice.*

Lesson planning references student information including progress and achievement data, with accommodations and adjustment made as the need arises. *School Excellence Framework | Learning Domain | Curriculum.*

Teachers employ evidenced-based effective teaching strategies in reading and numeracy. Effective methods are identified, promoted and modelled, and students learning improvement is monitored, demonstrating growth. *School Excellence Framework | Teaching Domain | Effective Classroom Practice.*

The learning goals for students in reading and numeracy are informed by analysis of internal and external student progress and achievement data. *School Excellence Framework | Learning Domain | Assessment and Student Performance Measures.*

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and so that every student makes measurable learning progress in reading and numeracy. *School Excellence Framework | Teaching Domain | Learning and Development. School Excellence Framework | Leadership | Educational Leadership.*

All students are taught reading and numeracy by high performing teachers. *School Excellence Framework | Teaching Domain | Professional Standards.*

Evaluation plan for this strategic direction

Question

The school will use the following data sources to regularly analyse the effectiveness (impact) of the initiatives in achieving the purpose and improvement measures of *Strategic Direction 1 Student Growth and attainment.* This

Strategic Direction 1: Student growth and attainment

Improvement measures

Progressive Achievement Test (PAT) data in numeracy shows 1 year of growth for 1 year of learning or better for students when comparing start of year to end year scores

Target year: 2024

Progressive Achievement Test (PAT) data in reading shows 1 year of growth for 1 year of learning or better for students when comparing start of year to end year scores.

Target year: 2024

Value added data in Scout for K-3 continues to show Excelling

Target year: 2024

- Value added data in Scout for Year 3-5 increase from delivering to Excelling

Target year: 2024

Value added data in Scout for Year 5-7 increases from Delivering to Excelling

Target year: 2024

Excelling in the Student Performance Measures element in the Learning Domain of the School Excellence Framework

Initiatives

learning programs

We will embed sustainable whole school processes for collecting and analysing data. The regular evaluation/review of this data will be used to inform:

- Teacher professional learning and school resourcing
- The selection of teaching strategies in relation to student learning needs
- The impact of the implemented strategies on student learning.

Evaluation plan for this strategic direction

analysis will guide the school's future directions.

Data

- National Assessment Program - Literacy and Numeracy (NAPLAN)
- Check-in Assessment data
- Opportunity class and selective high school offers of placement
- Scout - Value added data
- Student work samples
- Student focus groups
- Year 1 Phonics Screening Assessment
- Literacy and numeracy progressions
- Best Start / Value add - Planning Literacy and Numeracy (PLAN2)

Analysis

The school leadership team will analyse the data to determine the extent to which *SD 1 Student Growth and Attainment* has been achieved; whether teaching and learning programs are enabling students to maximise their learning potential:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Implications

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Where do we go from here?
- What are our future directions and next steps?

What will the next set of System Negotiated targets for *Strategic Direction 1 Student Growth and Attainment* look like?

Strategic Direction 2: High expectations and effective practice

Purpose

In order to embed continuous improvement, we will enable a school wide culture of high expectations, shared responsibility and evidence based teaching and leading practices.

Improvement measures

Target year: 2024

Increased proportion of students achieving through the school's English and mathematics programs. This may be measured by:

- Annual % increase of students achieving at or above expected growth NAPLAN
- Internal assessment data in English and Mathematics shows 1 year of growth for 1 year of learning in English and mathematics.

Target year: 2024

100% of English and mathematics programs describe expected student progression in knowledge, understanding and skills so that all students develop their knowledge, understanding and skill. This may be measured by:

- Movement to Excelling within the Learning Domain - Curriculum - Curriculum Provision
- Movement to Excelling within the Learning Domain - Curriculum - Teaching and Learning programs
- Movement to Excelling within the Teaching Domain - Effective Classroom Practice - Explicit Teaching
- Pre- and post- document analysis

Target year: 2024

Increase in percentage of teaching staff effectively able to analyse assessment data to inform their planning. This may be measured by:

Initiatives

Strengthening programming

Effective collaboration and use of explicit and effective teaching strategies in the development of teaching and learning programs:

- Develop consistent teacher judgement (CTJ) through the sharing of work samples and development of marking rubrics
- Develop easily accessible platforms to share teaching resources
- Build teacher and leader capacity to use peer coaching and support programs to promote and develop effective teaching practice
- Professional learning in using explicit instruction to show students what success looks like and breaking down the steps required to achieve success
- Embedding the use of student exemplars of success

Purposeful data practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery:

- Professional learning in using student data to identify students' learning needs, develop learning targets and monitor progress
- Create a culture of sharing work samples among teachers to ensure that assessment expectations are consistent
- Build leader and teacher capacity in extensive use of pre- and post-testing to assess learning outcomes in the classroom and to guide teaching practice

Success criteria for this strategic direction

The leadership team creates a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching so that every student makes measurable learning progress. *School Excellence Framework | Leading Domain | Educational Leadership.*

The most effective evidence-based teaching methods are employed by teachers to optimise learning progress for all students. *School Excellence Framework | Teaching Domain | Effective Classroom Practice.*

Teachers routinely review learning with each student ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. *School Excellence Framework | Teaching Domain | Effective Classroom Practice.*

All teachers have a sound understanding of student assessment and data concepts. They can analyse and collaboratively use data to inform planning and modify practise. *School Excellence Framework | Teaching Domain | Data Skills and Use.*

Teachers understand, develop and apply a full range of assessment strategies and learning goals for students that are informed by analysis of student progress and achievement data. *School Excellence Framework | Teaching Domain | Data skills and Use.*

Evaluation plan for this strategic direction

Question

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 2 High expectations and effective practice. This analysis will guide the school's future directions.

Data

- Student work samples
- Document analysis - teaching and learning programs

Strategic Direction 2: High expectations and effective practice

Improvement measures

- Annual increase in the number of teachers who report they are confident in analysing assessment data to reflect on and improve their teaching.
- Movement to Excelling within the Teaching Domain - Data Skills and Use - Data Analysis
- Movement to Excelling within the Teaching Domain - Data Skills and Use - Data Use in Teaching
- Effective and consistent collection and use of data through a K-6 assessment schedule

Target year: 2024

Improvement in all teachers identifying and confident in using research based, best practise strategies as identified in the 'What Works Best' document. This may be measured by:

- Pre and post What Works Best survey
- Pre- and post- document analysis

Evaluation plan for this strategic direction

- Marking rubrics
- External assessment data:

National Assessment Program - Literacy and Numeracy (NAPLAN)

Check-in assessments

Phonics screener

- Internal assessment data:

Progressive Achievement Tests in mathematics and reading

Schedule for Early Number Assessment (SENA)

Analysis

The school leadership team will analyse the data to determine the extent to which Strategic Direction 2 High expectations and effective practice has been achieved; whether explicit and effective programming and data practises are supporting teachers to deliver best practise and optimise students learning experiences by:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review of collaboratively developed teaching and learning programs

Implications

After analysing the data, a determination will be made as to the future of the four years' work:

- 'Where do we go from here?
- What are our future directions and next steps?

Strategic Direction 2: High expectations and effective practice

Evaluation plan for this strategic direction

What targets do we set for Strategic Direction 2 High expectations and effective practice?

Strategic Direction 3: Rich learning experiences

Purpose

In order to maximise student learning outcomes in reading and numeracy and to 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

Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above the system-negotiated lower bound target of 89.8%.

Target year: 2022

Increase the proportion of students attending >90% of the time to be at or above the system-negotiated lower bound target of 93.1%.

Target year: 2024

100% of teachers using a differentiated approach to quality teaching, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the learning needs of all students. Measured by:

- *Analysis of teaching and learning programs, work samples and other items listed in the evaluation plan column*
- *Moving from Sustaining and Growing to Excelling in SEF Learning domain - Curriculum - Differentiation.*

Target year: 2024

- Increase in the % of EAL/d students achieving at or above expected growth in NAPLAN Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

Target year: 2024

Initiatives

Differentiation

Improve effective classroom practice that includes a focus on the High Potential and Gifted Education Policy, explicit teaching practice, formative assessment and EAL/D strategies. This will be achieved by:

- Professional learning about how to differentiate lessons and assessments
- Development of accessible teaching resources that include templates for how to differentiate lessons and assessments (including for high performing and gifted students and students developing English language proficiency)
- Professional learning focussed on The High Potential and Gifted Education Policy
- Professional learning focussed on education of students with English as an additional language or dialect, including 'The EAL/D enhanced teaching and learning cycle'.

Known, valued and cared for

Create and sustain an environment that promotes learning and high levels of student engagement. This will be achieved by:

- Teachers providing quality instruction, including rigorous and relevant teaching strategies (including for high potential and gifted students and students developing English language proficiency)
- Making classroom learning relevant to students' lives so they are intellectually engaged, interested, motivated and challenged in their subjects.

Teachers and leaders develop positive relationships with students and provide activities where students can be socially engaged in a positive learning environment.

Success criteria for this strategic direction

Effective partnerships in learning with parents and students where students are motivated to deliver their best. *School Excellence Framework | Learning Domain | Learning Culture | High Expectations.*

The school has implemented evidence-based change to whole school practices, which has resulted in measurable improvements in wellbeing and engagement to support learning. *School Excellence Framework | Learning Domain | Wellbeing | Whole School Monitoring of Student Learning.*

Teaching and learning programs across the school show evidence that they are adjusted to support learning or increase challenge (including for high potential and gifted students and students developing English language proficiency), and adjustments lead to improved learning. *School Excellence Framework | Learning Domain | Curriculum | Differentiation.*

Assessment is used flexibly and responsively in daily classroom practice; formative assessment is practised expertly by teachers. *School Excellence Framework | Learning Domain | Assessment | Formative Assessment.*

Evaluation plan for this strategic direction

Evaluation plan

Question

The school will use the following data sources to regularly analyse the effectiveness (impact) of the initiatives in achieving the purpose and improvement measures of *Strategic Direction 3 Rich learning experiences and student engagement*. This analysis will guide the school's future directions.

Data

- Tell Them From Me (TTFM) survey data
- Scout - value added data
- Student work samples

Strategic Direction 3: Rich learning experiences

Improvement measures

- Results for EAL/d students are equivalent to / or exceeding the progress and achievement of all students in the school.

Target year: 2024

- 100% of students achieve their Personal Learning and Support Plan (PLaSP) goals in wellbeing, attendance and behaviour.

Target year: 2024

Whole school wellbeing processes support the well-being of students. Measured by:

- *TTFM student survey*
- *TTFM parent survey*
- *Moving from Delivering to Excelling in School Excellence Framework Learning Domain - Wellbeing Element*

Evaluation plan for this strategic direction

- Student Personalised Learning and Support Plans
- Internal pre and post assessment data
- External pre- and post-data, including National Assessment Program - Literacy and Numeracy (NAPLAN)
- Document analysis - teaching and learning programs
- Observations

Analysis

The school leadership team will analyse the data to determine the extent to which *Strategic Direction 3 Rich learning experiences and student engagement* has been achieved; whether student behaviour and wellbeing programs are enabling students to maximise their learning potential and assisting them to become independent, responsible and self-regulatory, by:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

After analysing the data, a determination will be made as to the future of the four years' work.

- Where do we go from here?
- What are our future directions and next steps?
- What targets do we set next for *SD 3 Rich learning experiences and student engagement*?