

Strategic Improvement Plan 2021-2025

Sylvania Public School 3143



School vision and context

School vision statement

Our school motto is "Discover and Endeavour". At Sylvania Public School we will maintain an environment where students can discover and develop the skills, knowledge and understanding to actively engage in all endeavours and seize opportunities to become lifelong learners and successful global citizens. We will achieve this by setting high expectations across all learning endeavours with our focus for ongoing improvement based on the situational analysis to address student growth and the ongoing maintenance and enhancement of wellbeing in keeping with our aim to ensure that all students are 'known, cared for and valued'.

School context

Sylvania Public School is a small, multicultural school with a teaching principal, six classes K-6 and a total student population of around 140 in recent years. Sylvania Public School attracts enrolments because of quality teaching and learning programs which occur in a personalised learning environment. The size of the school allows us to build close relationships with families. The staff is united in its educational philosophy of child-centred learning and places great importance on the holistic development of the students. Facilities and resources are attractive and well maintained adding to the warm and welcoming atmosphere of the school.

Based on our situational analysis we will concentrate on student growth and attainment in reading and numeracy with a particular focus on student growth. We have also found that we need to concentrate on student wellbeing to sustain and enhance the effective programs during previous school plan cycles. We continue to provide extra-curricular opportunities in sport and creative arts. At Sylvania Public School we strive to provide the students and their families with the most conducive environment to successful learning.

The student population includes approximately 60% of students from EAL/D (English as an Additional Language or Dialect) backgrounds, 5% of Aboriginal or Torres Strait Islander students and approximately 25% of our students receive support from our Learning Support Centre. Recent increased enrolment patterns at this school have had a significant impact on student outcomes and in 2020 six classes were formed improving student teacher ratios in all classes K-6.

The dedicated staff includes experienced teachers with more than 20 years teaching service and 40% of the teaching staff are New Scheme Teachers.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure student growth and attainment through quality literacy and numeracy practices. Examination of our data shows that we need to focus on high potential gifted students to ensure that they are also growing in literacy and numeracy.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Student Growth in Reading and Numeracy

We will achieve this through:

Explicit teaching and feedback

Teachers will clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus.

Assessment

Teachers will use a variety of student assessment methods to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Data

Teachers will regularly dedicate time to using data effectively. They will collect meaningful data, and analyse the data to monitor student learning and progress. Teachers will make teaching decisions based on data analysis

High Potential & Gifted Education Policy Implementation

The school will promote engagement and challenge for every student, regardless of background, across intellectual, creative, social-emotional and physical domains. We will support every student 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

Effective Classroom Practice

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 in reading and numeracy.

Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Data Use and Skills

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Professional Standards - Expertise in Literacy and Numeracy

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.

Evaluation plan for this strategic direction

Question - Are our students growing and attaining in literacy and numeracy? What has been the impact of effective classroom practice, assessment and data use?

Data - Look at NAPLAN, PLAN 2, Sound Waves Assessment; Check-In Assessments; Teacher Programs; Observations and Classroom data

Analysis: Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

achieved.

Implication: 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: Wellbeing for Growth

Purpose

Our purpose is to sustain and build on enhanced Wellbeing programs across the school community so that students are thriving and developing capabilities as lifelong learners.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.10% in the attendance rate, from 92.02% in 2023 to 93.12% in 2027

Initiatives

Improving Student Wellbeing

Wellbeing

The school supports wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

Got it - program run by NSW Child and Mental Health Unit to enhance student wellbeing and engagement. This involves students and parent participation. .

Wellbeing Framework implementation and consolidation of practices.

Collaboration

Use external expertise to identify and implement best practice models.

Peer Support Program - Building engagement and leadership skills.

Emotion coaching for staff with clinicians from NSW Health .

Staff engagement with High Impact Professional Learning strategies with a focus on collaboration. This is a practice across all strategic directions and professional learning activities.

Success criteria for this strategic direction

Wellbeing

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Collaboration

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.

Evaluation plan for this strategic direction

Question - Are our students growing their positive sense of wellbeing and sense of belonging? What has been the impact of effective use of data from attendance reports and the focus on tracking individual student attendance?

What has been the effect of High Impact Professional Learning on the collaborative practices and development of staff?

Data - Look at Tell Them from Me Survey data; student, staff & parent - focus groups and student voice.

Analysis: Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication: 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