

Strategic Improvement Plan 2021-2024

Young Public School 3563



School vision and context

School vision statement

School vision statement

At Young Public School our vision is to grow successful learners, successful teachers, and productive citizens through opportunity, equity and a commitment to improvement and excellence.

School context

School context

Young Public School (YPS) is located in the south-west slopes of NSW, on Wiradjuri country, and has an enrolment of 500 students. Students come from a wide range of socio-economic backgrounds with 72% of students in the bottom two quartiles for socio-economic background. Aboriginal students comprise 11% of our total enrolments, with English as an Additional Language/Dialect (EAL/D) students comprising 8% of enrolments. There are three support classes - one multi-categorical class, one autism class, and one class for students with an intellectual disability.

Our students experience a wide range of extra-curricular opportunities. We have a junior and senior band program, choir, and a Year 2 and 3 music program, working in partnership with the Young Regional School of Music. Other programs include: debating and public speaking programs, extension classes, and Riding for the Disabled. YPS partners with Aurora College to support gifted learners through selection and participation in the virtual opportunity class and the virtual selective Year 7 class. We participate in many Primary Schools Sport Association (PSSA) sporting competitions. Our school sporting teams have enjoyed success at the highest levels and many of our students have competed individually at State level.

YPS has a systematic, evidence-based approach to support the learning and wellbeing of all students, with data-informed tiered (universal, small group, individual) intervention supports. The practices of Visible Learning support explicit teaching that is centred on the needs of all students.

The concept of continuous improvement is a guiding principle of our school culture, together with our core values of respect, responsibility, and integrity. Widespread engagement with our whole-school community, as well as the wider community, enables productive working partnerships that benefit our students.

The evaluation and reflection processes undertaken as part of the situational analysis, identified some key areas for improvement in this Strategic Improvement Plan (SIP). The previous strategic improvement plan has resulted in significantly improved student learning attainment. To continue this trend, our data identified effective classroom practice focusing on explicit teaching and effective feedback practices; as well as a curriculum focus on teaching and learning programs, and differentiation. Developing a high-expectations learning culture is targeted at improving attendance, educational aspiration, wellbeing and individual learning needs. Improving teacher practice and effectiveness through explicit systems for collaboration is another significant area of focus and will further develop data-informed practices already widely used.

The school will utilise staffing entitlements and flexible equity resourcing to ensure the additional employment of both teaching and support staff to ensure that we are meeting the individual learning needs of students through a range of tiered support and an evidence-based professional learning model.

Strategic Direction 1: Student growth and attainment

Purpose

To significantly improve student learning outcomes in reading and numeracy through an integrated whole-school approach to quality teaching, curriculum planning and delivery, and assessment.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 6.57% (system-negotiated target).

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 13.54% (system-negotiated target).

Target year: 2023

More than 68% of students achieve expected growth in NAPLAN reading (system-negotiated target).

Target year: 2023

More than 57.3% of students achieve expected growth in NAPLAN numeracy (system-negotiated target).

Target year: 2022

School self-assessment of the element Curriculum indicates improvement from Delivering to Sustaining and Growing.

Initiatives

Curriculum

Quality curriculum planning and delivery are used to promote learning excellence and responsiveness to meeting the needs of all students.

- Whole-school approach to developing high quality teaching and learning programs that meet the learning needs of all students.
- Develop high quality teaching programs that support explicit teaching and reflect on teacher effectiveness.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated learning that meets the individual needs of all students.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- **Development of consistent and collaborative school-wide practices to align, observe and evaluate the effectiveness of teaching, learning and assessment practices (e.g. Learning Walks, Quality Teaching Rounds). (CM)**

Success criteria for this strategic direction

All teacher programs show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment, and continuous tracking of student improvement.

Teachers expertly apply a range of formative and summative assessments to inform teaching and learning that result in measurable improvement.

All teacher programs show evidence that they are adjusted to address individual student needs leading to improved learning.

Explicit systems for collaboration and feedback; classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers are embedded (CM)

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we improved our delivery of the curriculum? And how has this impacted on student learning? Have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

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

* Internal assessment eg. PAT, Dalwood, YARC, WARP, WARL, PLAN2

* External assessment eg. NAPLAN, Assessment Check-In data, DoE online assessments (Literacy & Numeracy Hub)

* Teaching programs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- * Focus group
- * Student voice
- * Student learning samples
- * School excellence framework

Analysis:

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

Implications

The findings of the analysis will inform:

- * Future actions
- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter throughout the year).

Strategic Direction 2: High expectations learning culture

Purpose

Develop and sustain a learning culture of high expectations to improve attendance, educational aspiration, as well as meeting individual learning needs.

Improvement measures

Target year: 2022

Increased percentage of students attending school more than 90% of the time by 9%.

Target year: 2022

Increased percentage of students reporting positive wellbeing in the Tell Them From Me (TTFM) survey by 5.19%.

Target year: 2022

School self-assessment of the element 'Learning Culture' indicates improvement from Delivering to Sustaining and Growing.

Target year: 2022

School self-assessment of the element 'Wellbeing' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

High Expectations

Embed a learning culture where high expectations support a strong whole-school community focus on learning, building of educational aspiration, and responsiveness to the learning needs of individual students.

- Develop a culture of educational aspiration through engagement with parents and carers to encourage them to hold high expectations of their children.
- Establish student goal setting processes that consistently challenge all students to learn new things.
- Embed whole-school systemic processes that ensure that student absences do not impact on learning outcomes.
- Embed a school culture of positive and respectful relationships that are evident and widespread among students and staff.
- **Use regular formative assessment to understand students strengths and areas of improvement and to inform student goal setting and feedback. (CM)**
- **A positive classroom environment is characterised by supportive and collaborative classroom relationships. (CM)**

Success criteria for this strategic direction

Families are provided with advice, tools and information about how students learn.

Families are consulted and contribute to planning for student learning.

The metalanguage of learning is used across the school and students can articulate their learning goals.

Student voice provides insightful and interesting observations into student learning and collaborative relationships (CM)

All staff utilise systemic processes to support consistent attendance.

There is universal use of classroom management and wellbeing processes.

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we developed a high expectations learning culture? Can we demonstrate impact and improvement in attendance, student and staff wellbeing, and individualised learning?

Data:

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

* Internal data - PBL reflection data, suspension data, attendance data

* External data - Tell Them From Me student survey, People Matter staff survey

* Survey

Strategic Direction 2: High expectations learning culture

Evaluation plan for this strategic direction

- * Observation
- * Focus group
- * Student voice
- * Individual Learning Plans
- * School Excellence Framework

Analysis:

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

Implications

The findings of the analysis will inform:

- * Future actions
- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter throughout the year).

Strategic Direction 3: Effective collaboration

Purpose

Improve teacher practice and effectiveness through explicit systems for collaboration, and coaching and mentoring, resulting in improved growth in reading and numeracy outcomes.

Improvement measures

Target year: 2023

More than 68% of students achieve expected growth in NAPLAN reading (system-negotiated target).

Target year: 2023

More than 57.3% of students achieve expected growth in NAPLAN numeracy (system-negotiated target).

Target year: 2022

School self-assessment of the element 'Learning and Development' indicates improvement from Delivering to Sustaining and Growing.

Target year: 2022

School self-assessment of the element 'Effective Classroom Practice' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Effective Collaboration

Establish, develop, and embed highly effective teaching strategies that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and provision of specific and timely feedback between teachers.

- Embed high impact professional learning models to build teacher capability and collective pedagogical practice.
- Utilise the collective expertise of teachers through regular discussion and peer review of programs, assessment and interpretation of data.
- Embed feedback processes ensuring relevant, explicit, ongoing, constructive and actionable performance against syllabus outcomes.
- Instructional leadership practices continue to be developed through ongoing high impact professional learning.
- Review and adapt coaching and mentoring practices to support continuous improvement.
- Embed school resourcing and staff deployment practices to ensure that resources are used strategically to achieve improved student outcomes.

Success criteria for this strategic direction

Collaborative professional learning to embed evidence-based explicit teaching strategies so that student learning improvement is monitored, demonstrating growth.

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.

Student assessment data is used by all teachers to identify student achievement and progress, and responsive programming.

All staff engage in regular coaching and mentoring to support improvement.

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent has teacher practice improved and can we ascertain whether collaborative practice has driven this improvement? Can we demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

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

* Internal assessment eg. PAT, Dalwood, YARC, WARP, WARL, PLAN2, Criterion-based Marking for Writing

* External assessment eg. NAPLAN, Assessment Check-In data

* Surveys

* Collaborative practice teams PL evidence

Strategic Direction 3: Effective collaboration

Evaluation plan for this strategic direction

- * Teacher observation and feedback samples
- * Focus group
- * Student voice
- * Student learning samples

Analysis:

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

Implications

The findings of the analysis will inform:

- * Future actions
- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter throughout the year).