

# Strategic Improvement Plan 2021-2024

## Riverwood Public School 3743

# RPS

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# RIVERWOOD PUBLIC SCHOOL

# School vision and context

## School vision statement

Riverwood Public School has a positive school culture underpinned by four shared values; trusting relationships, high expectations, growth and being student focussed. Building positive and trusting relationships between students, staff and the community is the key to our successful, collaborative and inclusive school environment. Our relationships are built through ongoing, respectful communication and support. Students are the central focus for our school community, guiding all decision making. We respond to the needs of our students and encourage them to be active, engaged, participants in their learning. Our school community has a shared understanding of the importance of quality education to future success. Every student at Riverwood Public School accesses an education that promotes excellence and equity. Our students are happy and want to come to school every day. Riverwood Public School is inspiring, nurturing, safe and a place of belonging for everyone.

## School context

Riverwood Public School is a small school in south western Sydney, that provides quality education programs for 150 students from Preschool to Year Six. The school has a strong focus on enhancing learning and wellbeing outcomes for our students. The school values and celebrates a diverse student population with 98% of students from a language background other than English. The school currently has a range of multi-stage classes K-6 and two preschool groups. We work in partnership with our parent community to support and develop a student centred culture of high expectations and growth. We offer a range of extra curricular opportunities to support the physical, emotional, social, spiritual, and cognitive wellbeing of our students. Our recent playground upgrades provide student with a rich and engaging environment. The school is committed to Explicit Direct Instruction as an instructional model and our literacy practices are aligned with the research from the Science of Reading. We have a strong learning culture and use instructional coaching as part of our collaborative approach towards professional growth.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in 2020 around explicit instruction and evidence-based reading practices.

Analysis of internal and external data indicate that expected growth in both reading and numeracy will be a continued focus in the new school plan. Internal data demonstrates positive student growth in some areas, however external data (NAPLAN, Check-in Assessment) indicates student achievement is significantly below Statistically Similar School Groups (SSSG), state and national measures. Reflecting on the research around high impact pedagogy, effective professional learning and instructional leadership, we have prioritised professional learning. The learning will address the Science of Reading, Explicit and Direct Instruction, assessment and data practices and EAL/D practices to enhance student growth in literacy and numeracy.

When conducting the analysis of wellbeing data it was evidence that students' sense of belonging is an area of ongoing focus. Evidence identified strong processes are currently in place to support student wellbeing. Reflecting on the research around wellbeing (CESE, 2015) it is considered that these processes could be enhanced through greater student voice, stronger parent engagement and the implementation of tier two intervention programs targeting social and emotional learning. Data also indicates a continued focus on trauma informed practices would enhance student wellbeing support in place at Riverwood Public School. Analysis of staff surveys and teacher feedback indicate there is a growing culture of collaboration, shared decision making, reflection and ongoing improvement. Staff wellbeing continues to be a priority in our 2021-2024 School Improvement Plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

Enhanced teacher knowledge and practice will ensure equity in growth, access and opportunity for all learners at Riverwood Public School. We will further develop and refine effective teaching and assessment practices to enhance literacy and numeracy outcomes for all students.

## Improvement measures

### Target year: 2022

Between 30.1% and 35.1% of students achieve the top 2 bands in NAPLAN reading.

### Target year: 2022

Between 28.3% and 33.3% of students achieve the top 2 bands in NAPLAN numeracy.

### Target year: 2024

100% of students achieving an effect size of 0.4 in reading (measured by WARP).

### Target year: 2024

Minimum of 85% of Year One students pass the Year 1 Phonics Check.

### Target year: 2024

Minimum of 85% of students (Yrs 2-6) pass the Phonics Screener.

### Target year: 2024

100% students achieve at or above school determined literacy and numeracy performance targets using PLAN 2 data

### Target year: 2024

SEF assessment of the elements 'Curriculum,' 'Assessment,' 'Effective Classroom Practice' and 'Data Skills and Use' indicates improvement from Sustaining and Growing to Excelling.

## Initiatives

### Effective Teaching and Learning Practices

- Professional learning in evidence informed literacy and numeracy instruction
- Professional learning in the use of Explicit Direct Instruction
- Embed the use of effective models of professional learning
- Enhance teacher capacity to support EAL/D learners
- Enhance family partnerships to connect learning at school with home.

### Effective Assessment and Data Processes

- To implement whole school assessment processes including an assessment schedule
- Professional learning in data literacy, data analysis and data use in teaching for all staff
- Embed formative assessment and EDI practices as an integral part of effective teaching and learning.

## Success criteria for this strategic direction

All students benefit from differentiated and personalised learning.

All classroom programs and instruction reflects the evidence of how students learn.

All teachers actively engage in ongoing professional learning (including instructional coaching).

There is a shared understanding of the Science of Reading and the science of learning and its application. Teachers consistently reflect on their practice using evidence of student learning to drive continuous improvement .

All teachers have a shared understanding of formative assessment within the EDI framework. This data is frequently used to inform differentiated learning. Explicit Direct Instruction is an embedded practice in all learning spaces across the school.

Families are actively engaged in their child's learning, working in close partnership with the school.

There is a schoolwide EAL/D strategy.

All teachers have a shared understanding around EAL/D pedagogy and use this to meet the needs of their learners.

There is an implemented schoolwide assessment schedule and the analysis of this data is used to inform differentiated teaching, identify interventions and ongoing evaluation.

## 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?

### Data

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

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Target year: 2024

100% of preschool children achieve or exceed their learning goals.

### Target year: 2024

School 'Value Add' data for years K-3, 3-5 & 5-7 indicates improvement.

## Evaluation plan for this strategic direction

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- NAPLAN/Check In Assessments
- SEF SaS
- Value Add Data (SCOUT)
- PLAN 2 data Internal measures e.g. phonics screener, effect size, WARP, preschool learning goals

### Analysis

Analysis processes are embedded through progress and implementation monitoring - Strategic Direction Team Meetings monthly, Executive Meetings fortnightly.

### Implications

The findings will inform iterative decision making and future actions.

# Strategic Direction 2: Belonging

## Purpose

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A planned and strategic approach to whole school wellbeing will ensure that students, staff and families are connected and engaged, to support high levels of belonging. Strengthening our leadership capabilities will help to support whole school improvement.

## Improvement measures

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### Target year: 2022

Minimum of 87.8% of students report a positive sense of wellbeing (TTFM data).

### Target year: 2024

100% of students meet their personalised learning and support goals.

### Target year: 2022

An increased percentage of students attending - 90% of students reaching a minimum of 83.5% attendance.

### Target year: 2024

Increased % of staff report a positive sense of wellbeing (TTFM)

### Target year: 2024

Uplift in staff perception of leadership effectiveness (TTFM).

### Target year: 2024

Self assessment against the National Quality Standard for Early Childhood Education and Care is 'Exceeding' across all 7 Quality Areas.

### Target year: 2024

Uplift in preschool and K-6 enrolments.

## Initiatives

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### Student Wellbeing and Community Connections

- To enhance opportunities for student and community voice and engagement across the school
- Professional learning for all staff in trauma informed practices.

### Staff Success and Support

To develop and implement an aspiring leadership program

To develop and implement a planned approach to enhance staff support and development.

### Preschool

- To enhance the positive profile and visibility of preschool within the community
- To build authentic and purposeful partnerships between preschool and K-6
- To embed strategic processes of continuous improvement into preschool practice.

## Success criteria for this strategic direction

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Student voice in decision making is used to shape their educational experiences.

Students are actively engaged in their own learning, showing awareness of their growth against internal progress monitoring.

All students benefit from personalised support and social and emotional learning.

All staff have a shared understanding of trauma informed practice, which is used to engage all students, including those with complex needs, for enhanced self regulation, growth and academic achievement.

Aspiring leaders are developed through an evidence informed and action orientated development program.

The leadership capabilities of the school help to drive improved student learning outcomes.

There is a planned approach to supporting staff wellbeing.

Staff feel supported through collaborative practices.

Enhanced individual and collective wellbeing at RPS.

There is greater collaboration across the school site and enhanced school readiness for preschool children.

The preschool is recognised within and beyond our local community, for its provision of high quality early childhood education.

Ongoing self assessment against EYLF and evaluation of progress made towards QIP goals.

## Evaluation plan for this strategic direction

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### Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of wellbeing and

## Evaluation plan for this strategic direction

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engagement outcomes for students, staff and the community.

### Data

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

- Tell Them From Me data
- SEF SaS
- SCOUT including Wellbeing Target, Attendance Target, Value Add Data and enrolments
- Internal measures eg PLaSP evaluations, staff wellbeing measure, self assessment National Quality Framework.

### Analysis

Analysis processes are embedded through progress and implementation monitoring - Strategic Direction Team Meetings monthly, Executive Meetings fortnightly.

### Implications

The findings will inform iterative decision making and future actions.