

Strategic Improvement Plan 2021-2024

Sutherland North Public School 3822



School vision and context

School vision statement

At Sutherland North Public School, our vision is the ongoing growth and development of our students, leading by example in our school and community. We are committed to empowering students in a supportive, safe and inclusive environment which aims to build confidence, respectfulness and creativity.

School context

Sutherland North Public School is a small primary school located in the southern suburbs of Sydney. Students enjoy spacious, well cared for grounds including; large grass playing fields, a creative play nature area, play equipment, sandpits and spacious areas covered by shade structures.

Sutherland North Public School has an enrolment of 252 students. 1.2% of students identify as Aboriginal and Torres Strait Islander and 23% whose first language is a language or dialect other than English. We are committed to providing high quality education for students from Kindergarten to Year 6, where the dedicated staff are responsive to individual student needs.

Sutherland North Public has a combination of experienced and early career teachers. The school values the community, and is focused on maintaining and building strong partnerships with staff, parents and students.

The school motto, 'Grounds to Grow' supports our vision to inspire our students to become confident, creative and active, global citizens of the future. We nurture the whole child and actively promote student voice and the collective responsibility to create a safe, supportive and challenging teaching and learning environment.

The school core values, 'Responsible, Safe and Respectful Learner' are encouraged through a broad, balanced curriculum with a variety of extra-curricular programs and social opportunities. There is a continued focus to deliver quality teaching programs with emphasis on literacy and numeracy outcomes. The school embeds and integrates science, technology, engineering and mathematics (STEM) and creative and critical thinking opportunities into teaching and learning.

Sutherland North Public has a strong working partnership with the University of Technology (UTS) and Australia's Nuclear Science and Technology Organisation (ANSTO). Our recent partnership with UTS and ANSTO in pilot programs has supported our future focused learners to succeed in coding and robotics programs and competitions.

The school works closely to build on home, school and community partnerships. Our staff work in consultation with a supportive Parents and Citizens Committee who contribute significant funding to teaching and learning programs that operate within the school. The school community works collaboratively to promote a sense of belonging and a shared direction towards continual growth of student learning outcomes.

Future strategic directions and initiatives have been identified through our situational analysis process. We have identified a need to use data driven practices that ensures continual monitoring of student performance data to determine areas of need and successes at a class and school level. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in numeracy and reading.

A continued focus on building teacher capabilities through collaborative practices will be embedded throughout this process. The involvement of the whole school community will be

School vision and context

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essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Numeracy and maintain student growth in Literacy, we will develop and sustain current whole school systems for collecting and analysing authentic data to drive student learning.

Improvement measures

Target year: 2022

Increase the percentage of students in the top 2 bands in NAPLAN Numeracy.

Uplift required 10.4%

Target year: 2022

Maintain current percentage of students in Top 2 bands for Reading in NAPLAN.

Target year: 2023

In Literacy, increase student expected growth in Reading in NAPLAN.

Uplift required 6.9%

Target year: 2023

Increase in student expected growth in Numeracy.

Uplift required 7.05%

Target year: 2023

To move towards Excelling in Assessment.

Initiatives

Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

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

High Expectations

In the classroom teachers will promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

Assessment

A whole-school schedule of assessment will be established to promote a consistent ongoing approach to student assessment. Student assessment will contain a variety of methods that teachers can use to evaluate, measure and document the academic readiness, learning progress, skill acquisition, or educational needs of students. With effective assessment teachers can know if learning is taking place.

Success criteria for this strategic direction

Learning Culture

- 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.
- All staff have high expectations for learning, progress and achievement for all students, and are committed to the pursuit of excellence. Students are motivated to deliver their best and continually improve.

Assessment

- The school uses a range of systemic 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.

Student Performance Measures

- Students are aware of and are showing expected growth on internal school progress and achievement data.

Student Growth

- The school identifies growth targets for individual students in Numeracy, using internal progress and achievement data.

Evaluation plan for this strategic direction

Questions

- To what extent are our students improving in reading and numeracy?
- Are we demonstrating impact and improvement of student outcomes in reading and numeracy?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Data

- A range of data will be used; NAPLAN;
- Literacy and Numeracy progressions;
- PLAN2;
- MultiLit;
- Check-In assessments;
- Rainbow Reading;
- assessment schedule;
- teaching and learning programs;
- classroom observation notes; focus group;
- Phonics assessment;
- Best Start assessment;
- Phonological assessment;
- SCOUT data

Analysis

- Regular analysis will be embedded within the projects 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.

Strategic Direction 2: Quality Teaching

Purpose

To improve quality teaching practices through collaborative practice, effective feedback and professional learning.

Improvement measures

Target year: 2022

A structured and scheduled approach to teacher professional learning so all staff are provided with opportunities to collaborate to meet the needs of student learning outcomes.

Target year: 2023

All teachers identify and program for the needs of high potential and gifted education students across all domains of potential: intellectual, creative, social-emotional and physical.

Target year: 2024

Use of learning intentions and success criteria are embedded and evident in all classrooms to cater for individual needs through differentiation.

Initiatives

Collaborative Practice

Staff are timetabled to participate in teacher collaboration which will involve teachers working together to achieve a common goal through the frequent and ongoing sharing of evidence-informed practices, knowledge and problem solving. Scheduled grade meetings and mentor opportunities provided through Professional Development Plans and teacher accreditation.

Explicit Teaching

Teachers undertake professional learning, do readings on current and evidence based practice and complete online learning that enables them to understand, demonstrate and use explicit teaching skills and success criteria.

High Potential and Gifted Education

Professional learning opportunities provided to enable responsive programming to ensure differentiation. Assessments will be developed and sourced to be used systematically across all stages and subject areas. Whole school meetings scheduled to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skills gaps for improvement and areas for extension.

Success criteria for this strategic direction

Collaborative practice

- 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.
- Strong collaboration within the school is enhanced by structuring Professional Learning Communities within and across stages with a focus on continuous improvement of teaching and learning.

Explicit teaching

- 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.
- Teachers 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.

High Potential and Gifted Education

- Teachers use assessment and data in an ongoing manner to inform teaching and learning across all domains of potential: intellectual, creative, social-emotional and physical.

Evaluation plan for this strategic direction

QUESTIONS

- Have scheduled observations and meetings been implemented? Re the processes embedded as best practice?
- Are explicit teaching and learning programs adjusted

Strategic Direction 2: Quality Teaching

Evaluation plan for this strategic direction

to address individual student needs?

- Are assessments used across the whole school to help promote consistent and comparable judgement of student learning?

DATA

- SCOUT
- classroom programs
- Lesson Observation checklists in Professional Development Plans
- External validation (2022)
- Learning and Support Team and stage/executive meeting minutes

Analysis

- Regular analysis will be embedded within the projects through progress and implementation monitoring.
- Annually the school will review progress towards the improvement measures.

Implication

- The findings of the analysis will inform the future directions and actions within each improvement measure.

Strategic Direction 3: Wellbeing

Purpose

Align whole-school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Increase the percentage of student's attending over 90% of the time.

Uplift required 2.35%

Target year: 2022

Consistency of behaviour management, Positive Behaviour for Learning practices and data collections.

Target year: 2023

All teachers are using a planned and scheduled approach to identify and guide student learning and wellbeing needs.

Target year: 2024

Maintain results in the School Excellence Framework element of Wellbeing at Excelling.

Initiatives

Attendance

Review school administrative practices and through scheduled meetings and professional learning build teacher capabilities to effectively recognise and respond to student attendance concerns in a timely manner.

Mindfulness

Form a committee that supports and trains staff to promote student wellbeing through whole school practices (both formal and informal). Committee will regularly run meetings and review and promote mindfulness to foster positive relationships.

Wellbeing

Collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Sutherland North Public School to design and implement a new school wellbeing document to support students and staff to improve Positive Behaviour for Learning practices.

Success criteria for this strategic direction

A Planned Approach to Wellbeing

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Behaviour

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

Questions

- Have students at risk of poor attendance been identified?
- Do teachers demonstrate an understanding of the Student Attendance Policy?
- Are students demonstrating appropriate self regulation behaviours?
- Has student engagement increased? How do we know?
- Is student behaviour improving across the school, are there less incident reports?

Data

- Sentral
- Procedures and processes are embedded.
- SCOUT
- Suspension Data.
- Wellbeing Books.
- Wellbeing Framework.
- Personal Attendance Plans.

Evaluation plan for this strategic direction

- Meeting minutes.
- Tell Them From Me - Student Wellbeing,
- Parent Satisfaction Survey
- Positive Behavior for Learning staff survey.

Analysis

- Regular analysis will be embedded within the projects 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.