

Strategic Improvement Plan 2021-2024

Yagoona Public School 3869



School vision and context

School vision statement

At Yagoona Public School we believe that every child **can** and **will succeed** within a school community that embeds high expectations. We foster the development of students with a focus on wellbeing and academic growth. Our vision is to enable shared educational outcomes for learning with strong connections between home and school.

School context

Yagoona Public School is K-6 with a multicultural and socially diverse student population. Our current enrolment is 532 in mainstream and 49 support students. We currently have 23 mainstream K-6 classes and 8 support classes [5 x autism and 3 x multi-categorical]. There has been growth in student enrolment numbers from 2015 from 513 to 576 in 2021.

The school's current FOEI is 117 and there has been little variance in FOEI from last year. Yagoona Public School is 97% EALD with our major cultural group being 242 students whose home language is Arabic.

We provide equal opportunity for all students in academic, cultural, sporting and enrichment activities. Extra-curricular opportunities in sport, science, technology, and creative and performing arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and to upskill in the effective collection and use of data. Additionally we have identified the need to develop a robust process for student feedback to inform teaching and the relationship between collaboration and feedback to sustain quality teaching practice. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Yagoona PS currently receives substantial equity funding and we will use these funds to meet the diverse learning and wellbeing needs of our students. Additionally we will ensure that structures will be further developed to identify and support students who need intervention and students not showing expected growth.

Yagoona Public School fosters an inclusive environment that supports learning, teaching and friendship. We value our relationships with Canterbury Bankstown Council, Settlement Services International and Community Hubs Australia.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Reading and Numeracy to build strong foundations for academic success, we will develop and define whole school practices through engaging and meaningful curriculum.

Improvement measures

Achievement of system negotiated targets- top two bands NAPLAN:

- Top 2 bands NAPLAN Reading increase [uplift from baseline] of 7.9%
- Top 2 bands NAPLAN Numeracy increase [uplift from baseline] of 7%

Achievement of system negotiated targets -expected growth NAPLAN:

- Reading increase of 5% [uplift from baseline]
- Numeracy increase of 2.5% [uplift from baseline]

Achievement of school-determined targets:

PAT- Reading

- Year 2 12.03% uplift in the top 3 bands
- Year 3 8.1% uplift in the top 3 bands
- Year 4 18.8% uplift in the top 3 bands
- Year 5 17.4% uplift in the top 3 bands
- Year 6 33.3% uplift in the top 3 bands

Achievement of school-determined targets:

PAT- Mathematics

- Year 2 18% uplift in the top 3 bands
- Year 3 13.5% uplift in the top 3 bands

Initiatives

Developing Effective Reading Instruction

- PL on use of literacy progressions to deepen understanding by providing teachers with a holistic view of **literacy** capability .
- Embed and use professional learning models to build teacher understanding of effective reading strategies K-2 and 3-8
- Strategic resourcing [including COVID ILSP] to support student learning needs

In Reading, we will embed a learning culture that has:

- developed whole school processes
- data
- explicit teaching &
- high expectations

Developing Effective Numeracy strategies

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data.

* PL on use of numeracy progressions to deepen understanding by providing teachers with ability to support students to successfully engage with the numeracy demands of the curriculum.

* Embed and use professional learning models to build teacher understanding of effective numeracy strategies K-2 and 3-6

* Strategic resourcing [including COVID ILSP]to support student learning needs

In Numeracy, we will embed a learning culture that has:

- developed whole school processes
- data
- explicit teaching &

Success criteria for this strategic direction

- A whole school system and integrated approach to quality teaching, curriculum planning, delivery and **assessment** promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)
- 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. (SEF - Effective classroom practice)
- Professional learning is **differentiated** and its impact on the quality of teaching and student learning outcomes is evaluated. There are **explicit** systems for **collaboration** and **feedback** to sustain quality teaching practice. (SEF - Learning and Development)
- Student **assessment data** [system negotiated & school determined] is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and **inform future school directions**. (SEF - Data skills and use)(SEF- Student Performance Measures)
- The principal and school leadership team model instructional leadership and support a **culture of high expectations**, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)
- **Explicit teaching**- effective methods are identified, promoted and modelled and students' learning improvement is monitored, demonstrating growth

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

- Year 4 22.75% uplift in the top 3 bands
- Year 5 20.1% uplift in the top 3 bands
- Year 6 20.1% uplift in the top 3 bands

Achievement of school-determined targets:

Year 1 Phonics Screening Check

- 80% of students in Year 1 "on track

Initiatives

- high expectations

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose by demonstrating impact and improvement in reading and numeracy?

Data:

A combination of data sources will be used as evidence. These will include:

- NAPLAN
- Internal assessments [ALAN, Year 1 Phonics Screening Check, whole school moderated writing assessment, pre/post learning sprint data]
- PAT- Reading and Mathematics
- Observations
- Resource allocation analysis
- Document analysis

Analysis:

Analysis of data will be scheduled annually and embedded through implementation, progress and monitoring.

Implications:

Analysis of progress measures will be identified annually and used to inform the school's future actions.

Strategic Direction 2: Powerful feedback

Purpose

To analyse and utilise feedback from all stakeholders to drive learning. Feedback will be relevant, constructive and authentic. This will refine practice, maximise engagement, build knowledge and increase success.

Improvement measures

Achievement of school determined targets

To increase the number of students receiving timely and effective feedback.

- 75% of students in Years 4-6 identify on the TTFM survey, that feedback received gives a clear understanding of how to improve [uplift of 7.3% from baseline]

Achievement of school determined targets

Increase teachers providing timely and effective feedback to students and parents.

- Utilising 2023 Tell Them From Me [TTFM] data to reach or exceed the NSW Government norm in Quality Feedback.
- Increase parent's understanding of student learning through explicit feedback [measure used by face to face meetings and parent/teacher/student conferences] by 20%

Initiatives

Embed a school-wide learning culture that enables students, staff and parents to create and receive **timely feedback** [given while there is still time to act, monitor and adjust learning]

- Professional Learning on use of Learning Intentions/Success Criteria [LISC]
- Establish and use Instructional Leader [IL] position to work with teachers to provide timely feedback to monitor student and parent understanding to plan future learning goals.

This initiative will be achieved via the use of Visible Learning- exit slips, two stars and a wish, TAG and professional learning by Corwin Australia. Communication to parents using social media platforms such as Class Dojo and Facebook.

Develop a school-wide learning culture that promotes students, staff and parents to create and receive **effective feedback** [receiving goal-related feedback to achieve learning goals]

- PL on providing effective feedback.
- Establish and use Instructional Leader [IL] position to work with teachers to provide effective feedback to monitor student and parent understanding to plan future learning goals.

This initiative will be achieved through the use of staff attending planning and collaboration days [PLaCO], students accessing "Bump it Up" walls, student reflections in semester reports, marking rubrics and the introduction of three way [student/parent/teacher] conferences.

Success criteria for this strategic direction

- A school wide system and approach to providing **powerful feedback** that promotes learning excellence and responsiveness in meeting the needs of all students [SEF - Curriculum, Assessment]
- A school wide approach to student feedback is **elicited** by teachers and this **informs** their teaching [SEF-Effective Classroom Practice, Feedback]
- Teachers provide **explicit, specific and timely formative** feedback related to **defined success criteria**. Teachers' feedback supports improved student learning.[SEF- Effective Classroom Practice, Feedback]

Evaluation plan for this strategic direction

Question:

To what extent are we analysing and utilising feedback to drive learning and improve practice?

Data:

A combination of data sources will be used as evidence. These will include:

- Tell Them From Me surveys [TTFM]
- Interviews [students, staff and parent]
- Focus groups [staff & leadership team]
- Statistical reports from social media platforms [Class Dojo and Facebook]
- School interviews [bookings, class phone logs etc]
- Observations
- Photographs
- Teacher anecdotal notes
- PL reflections [Corwin Australia]

Analysis:

Strategic Direction 2: Powerful feedback

Evaluation plan for this strategic direction

Analysis of data will be scheduled annually and embedded through implementation, progress and monitoring.

Implications:

Analysis of progress measures will be identified annually and used to inform the school's future actions.

Strategic Direction 3: Monitor and movement

Purpose

To create a culture of high expectations using data consistently and effectively to refine practices and enable improvement for all.

Improvement measures

System negotiated target- Attendance

- Percentage of students attending school > 90% of the time [uplift from baseline] by 4.7%

System negotiated targets- Wellbeing

The proportion of students reporting:

- Expectations for success**- continue to remain above the NSW Government "Norm" of 8.7 [TTFM-2020]
- Advocacy** - continue to remain above the NSW Government "Norm" of 7.7 [TTFM -2020]
- Sense of belonging at school**- to reach and exceed the NSW Government "Norm" of 81% [TTFM- 2020]

[School has historically not utilised the Tell Them From Me surveys prior to 2021]

Achievement of school determined targets

Improvement as measured by the School Excellence Framework:

Teaching

Element : Data Skills and Use

- Focus theme: Data literacy [S & G -> E]
- Focus theme: Data analysis[S & G -> E]
- Focus theme: Data use in teaching [S & G -> E]
- Focus theme: Data use in planning [S & G ->E]

Initiatives

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- Establish and utilise DPIL position to work with teachers using data to monitor, assess student progress and drive future learning.
- PL in data analysis and use in teaching for all staff. This is linked to Strategic Direction 1- Student growth and attainment.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

- Teachers **clearly understand, develop and apply a full range of assessment** strategies [for learning, of learning and as learning] to determine teaching directions, monitoring and assessing, student progress and achievement and **reflecting on teaching effectiveness**. [SEF-Data Skills and Use, Data use in teaching]
- Learning goals for students are **informed by analysis of internal and external student progress and achievement data**. [SEF- Data Skills and Use, Data analysis]
- The school **promotes and demonstrates** professional learning in data concepts, analysis and use of student assessment data and related tools. [SEF- Data Skills and Use, Data literacy]
- Teachers **collaboratively analyse and use data effectively** to evaluate student understanding of **lesson content, identify** interventions and **modify teaching practices**. [SEF- Data Skills and Use, Data literacy]

Evaluation plan for this strategic direction

Question:

To what extent have we used assessment and data to improve student outcomes?

Data:

A combination of data sources will be used as evidence. These will include:

- NAPLAN
- Tell Them From Me [TTFM]
- SCOUT- value added data
- Learning sprint data analysis
- Student work samples
- Literacy and numeracy PLAN2 data

Strategic Direction 3: Monitor and movement

Evaluation plan for this strategic direction

- Student focus groups
- Observations
- Annotated analysis of data

Analysis:

Analysis of data will be scheduled annually and embedded through implementation, progress and monitoring.

Implications: Analysis of progress measures will be identified annually and used to inform the school's future actions.