

Strategic Improvement Plan 2021-2025

Russell Vale Public School 3973



School vision and context

School vision statement

Russell Vale Public School sets high expectations for all students to reach their potential and develop as confident and creative individuals, successful lifelong learners, and active and informed members of the community. Our goal is for every student, every teacher and every leader to improve every year.

School context

Russell Vale Public School is a personal, family-oriented, community-focussed primary school located within picturesque parklands in the northern suburbs of Wollongong. Established in 1954, it has a proud tradition of academic, cultural, creative and sporting programs and achievements. Enrolments are currently at 283 students structured into 11 classes with 21 EAL/D and 9 Aboriginal students.

The teaching staff are experienced and work collaboratively to set high expectations for all students. A focus on explicit and effective teaching practices, coupled with a differentiated curriculum that is research and evidence-based drives student improvement. Embedded reflection on practice and engagement in ongoing high impact professional learning is integral to our pursuit of quality teaching practices.

There is a strong involvement of our supportive parent community, including an active and interested Parents and Citizens' Association and the Fathers of Russell Vale Kids (FORKS). We proudly deliver quality public education for the children and families we serve.

The school completed External Validation in 2020, followed by a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

When analysis was conducted against the student outcome measures it was evident that expected growth in both Reading and Numeracy would be an area for explicit focus in the new Strategic Improvement Plan. Target areas in Reading and Numeracy have been identified using internal and external data and will be a focus for professional learning and in class support.

Reflecting on the *What Works Best* strategies, it became apparent that there are many inter-dependencies between the themes. Having reflected on our implementation of practices in the past, we have prioritised establishing sustainable structures and processes for leading continual improvement, innovation and change. These activities will focus on continuing to develop and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practices to improve student learning outcomes in Reading and Numeracy.

Strategic Directions:

1. Student growth and attainment
2. Quality Teaching - Effective Classroom Practice
3. High Expectations, High Potential, High Performance

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching and assessment practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

SEF Elements Learning:

- *Curriculum (Teaching and learning programs)* achieves Excelling
- *Assessment element* achieves Excelling
- *Student Performance Measures (NAPLAN, Internal and external measures against syllabus standards - themes)* achieves Excelling

SEF Elements Teaching:

- *Data Skills and Use* element achieves Excelling

Tell Them From Me Surveys

- Teacher results in *Data Informs Practice* excel beyond the NSW Govt Norm

Initiatives

Data to inform practice

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all. This will be achieved by:

- Connecting assessment to the curriculum, collaboratively developed by teachers and used to inform the next steps in teaching and learning
- Teacher's programming is differentiated and recognises the interrelationship between teaching, learning and assessment that informs future teaching and learning
- Systematic analysis and use of the Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth
- Professional learning designed to meet student needs, identified through the analysis of whole-school and classroom data about progress and achievement
- Ongoing communication about learning is in place to allow students, teachers and parents to monitor and support learning.

Success criteria for this strategic direction

Reliable and consistent assessment tasks are used flexibly and responsively as an integral part of daily classroom instruction to analyse student progress, evaluate growth over time and report student achievement.

Teaching and learning programs are dynamic, showing evidence of revisions to suit student needs, informed by formative assessment.

Targeted focus areas are tracked against the progressions on PLAN2 and adjustments are implemented through teaching programs that lead to measurable improvement.

Professional learning informed by student data that drives ongoing, school-wide improvement in teaching practice and student results.

Teachers directly and regularly engage with parents to improve understanding of student learning, share expected outcomes and strengthen student outcomes.

Evidence of enhanced teacher capacity in the use of data to inform teaching practice.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Check-in Assessments
- Scout
- Teaching Sprint data analysis
- PAT data
- Student work samples
- Literacy and numeracy PLAN2 data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student PLPs and PLaSPs
- Teaching programs
- Phonics data
- Interviews for reasoning
- TTFM data
- What Works Best toolkit

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflective sessions
- Review and triangulation of data sources, including quantitative and qualitative, internal and external data to support conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'where to next?'

Strategic Direction 2: Quality Teaching - Effective Classroom Practice

Purpose

Quality teaching and leadership is essential to schools that excel. Targeted and relevant professional learning will enable teachers and leaders to develop every year. Explicit systems for collaboration and feedback will sustain quality teaching practice, with a focus on the impact of professional learning on the quality of teaching and student learning outcomes.

Improvement measures

Achieve by year: 2025

High Impact Professional Learning School (HIPL) School self-assessment tool:

- *Professional learning is driven by identified student needs* achieves Excelling
- *School leadership teams enable professional learning* achieves Excelling
- *Collaborative and applied professional learning strengthens teaching practice* achieves Excelling
- *Professional learning is continuous and coherent* achieves Excelling
- *Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement* achieves Excelling

Achieve by year: 2025

SEF Elements Teaching:

- *Effective Classroom Practice* element achieves Excelling
- *Professional Standards* achieves Excelling
- *Learning and Development* element achieves Excelling

SEF Elements Leading:

- *Educational Leadership* achieves Excelling

Tell Them From Me Surveys

Initiatives

Explicit and Systematic Teaching

Explicit and systematic teaching that clearly outlines 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. Students will be given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of their performance. This will be achieved by:

- Developing a consistent whole-school Teaching and Learning Model (TLM). Engaging staff in contributing to the development and implementation of the TLM
- Providing professional learning in quality research and evidence based teaching practices that are aligned to student needs to improve growth and achievement for all students.

Collaborative Practice

Frequent and ongoing collaboration, either through formalised communities of practice or as part of a school culture that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways. Effective collaboration requires teachers to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others. This will be achieved by:

- Providing the conditions for teaching teams (time, structures, support, partnership with knowledgeable other/s) that enable staff to work together to analyse and monitor student progress and attainment data, evaluate teaching effectiveness and modify teaching programs to match student needs
- Amplifying the use of teaching sprints to target explicit teaching, improve teacher judgement and align whole-school teaching practices
- Embedding the culture, climate, processes and protocols of classroom observation, feedback and coaching to support professional development and encourage reflective practice

Success criteria for this strategic direction

- A shared agreement of practice has been developed to ensure consistency in pedagogy. Teachers employ evidence-based effective teaching strategies, understand and explicitly teach literacy and numeracy to students at all levels of achievement.
- Teacher capabilities are continually built to develop effective classroom practice to ensure every student experiences high quality teaching. All teachers have expert contemporary content knowledge and deploy effective teaching strategies.
- Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- The authentic transference of the teaching sprint model from writing to reading and numeracy, ensuring the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- The use of embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.
- Teachers respond to trends in student achievement and individual, group and whole class levels and reflect on teaching practice. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Check-in Assessments
- Scout

Strategic Direction 2: Quality Teaching - Effective Classroom Practice

Improvement measures

- Student results in *Explicit Teaching Practices* and Feedback excel beyond the NSW Govt Norm
- Teacher results in *Collaboration* excel beyond the NSW Govt Norm
- Teacher results in *Learning Culture* excel beyond the NSW Govt Norm
- Teacher results in *Teaching Strategies* excel beyond the NSW Govt Norm

Initiatives

- Teachers and leaders evaluating how adjustments in their teaching practice following professional learning impact on progress and achievement, regularly recalibrating and refining to ensure ongoing progress and achievement for all students.

Evaluation plan for this strategic direction

- Teaching Sprint data analysis
- PAT data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs and PLaSPs
- Teaching programs
- Phonics data
- Interviews for reasoning
- TTFM Data
- What Works Best toolkit

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflective sessions
- Review and triangulation of data sources, including quantitative and qualitative, internal and external data to support conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'where to next?'

Strategic Direction 3: High Expectations, High Potential, High Performance

Purpose

All students will be challenged and engaged in curriculum experiences in order to develop their potential. A culture of high expectations that informs differentiation will be supported by strategies that both challenge and support all students' learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

- 4.72% uplift in the percentage of students attending >90% of the time

Achieve by year: 2025

SEF Elements Teaching:

- Curriculum (Curriculum provision - theme) achieves excellent

SEF Elements Learning:

- *Learning Culture (High expectations - theme)* achieves excellent
- *Student Performance Measures (Student growth - theme)* achieves excellent

Tell Them From Me Surveys

- Student results in *Expectations for Success* excel beyond the NSW Govt Norm
- Teacher results in *Parent Involvement* excel beyond the NSW Govt Norm
- Teacher results in *Challenging and Visible Goals* excel beyond the NSW Govt Norm
- Teacher results in *Quality Feedback* excel beyond the NSW Govt Norm

Wellbeing

Initiatives

Personalised Learning

Every student has their own aspirations, learning needs, strengths and interests. Teachers and leaders will respond to every student, and their unique characteristics, with high expectations for achievement. Teachers will provide personalised learning and targeted support. This will be achieved by:

- Creating a teaching and learning environment is inclusive, promotes the intellectual engagement of all students, including high potential, and reflects individual student strengths, needs and learning directions
- Embedding a learning culture that enables students to create goals, receive feedback and achieve their learning growth
- Providing high impact professional learning aligned to system, school and individual performance and development goals
- Implementing the High Potential and Gifted Education policy across all four domains - intellectual, creative, social-emotional and physical.

Curriculum Implementation

The implementation of quality curriculum to boost student success. This will be achieved by:

- Delivering quality curriculum and evidenced-based teaching practices, within which all students effectively develop their knowledge, understanding and skills
- Providing high-quality curriculum materials that are aligned with high standards, are academically rigorous and knowledge rich
- Monitoring and reviewing the curriculum provision to meet the changing requirements of the students.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Planning for learning is informed by sound holistic information about each student's learning needs in consultation with parents. The learning goals for students are informed by analysis of internal and external student progress and achievement data.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.

Feedback from students on their learning derived from assessments informs further teaching.

Lesson planning references student information including progress and achievement data.

Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve.

An integrated approach to quality teaching, curriculum planning and delivery that supports high expectations for student learning.

Quality teaching and curriculum delivery has a positive impact on student learning.

Teachers use the differentiation adjustment tool to support the specific learning needs of high potential and gifted students.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Strategic Direction 3: High Expectations, High Potential, High Performance

Improvement measures

Achieve by year: 2023

Wellbeing

- 5.4% uplift in the percentage of students reporting *Advocacy, Expectations for Success and Sense of Belonging* in the Tell Them From Me surveys

Evaluation plan for this strategic direction

- NAPLAN data
- Check-in Assessments
- Scout
- Teaching Sprint data analysis
- PAT data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs and PLaSPs
- Teaching programs
- Phonics data
- Interviews for reasoning
- TTFM data
- What Works Best toolkit
- Quality Teaching Framework

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflective sessions
- Review and triangulation of data sources, including quantitative and qualitative, internal and external data to support conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'where to next?'