

# Strategic Improvement Plan 2021-2025

## Richmond Public School 3999



# School vision and context

## School vision statement

*Richmond Public School is committed to delivering high quality teaching and learning programmes which provides all learners the opportunity to reach their full potential. Our school culture promotes student engagement, active citizenship, resilience, self-esteem and students who are supported in their strive for excellence.*

## School context

*Richmond Public School is a semi-rural environment with students representing a wide range of social-economic backgrounds. Richmond is a school with approximately 325 students. The school has 14 classes which includes two Opportunity Classes. (OC) The school caters for a wide range of needs and learning abilities. Most classes are formed into Stage groups to maximise student learning.*

*Richmond Public School is a Positive Behaviour for Learning (PBL) 'School of Excellence' promoting strong wellbeing programmes that highlight the positive behaviour of students within the school.*

*Our school promotes Safety, Respect, Good Learners and Environmentally Friendly members of the school community. The school opens its doors to the community through regular events and ceremonies that highlight and encourage the positive and outstanding achievements of the students and the wider community.*

*The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis, we have identified a need to focus on the learning culture within the school with a clear emphasis on high expectations. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for continued success. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.*

*Students at Richmond Public School are encouraged to participate in extra curricula programmes covering the areas of: academia, the arts, social, sporting and student leadership to equip them with the knowledge and skills to meet the challenges of a modern and technological society.*

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further refine data driven strategies in both Reading and Numeracy that will drive explicit teaching practices.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

- **Numeracy** - An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared to Year 3 and 5 in 2022 will be from 62.4% in 2022 to 64.4% in 2023

### Reading growth

Achieve by year: 2023

- **Reading** - 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 will be from 61.4% in 2022 to 63.4% in 2023

## Initiatives

### High Expectations Learning Culture

- Professional learning sessions will be delivered to ensure all lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- All program supervision and systems will be in place to ensure accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- Communication with all stakeholders will unite effective partnerships in learning with parents and students resulting in students being motivated to deliver their best and continually improve.
- Professional development sessions will be delivered to improve teacher practice so that they clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- The leadership team will establish a professional learning community through the development of an extensive Professional Learning Plan which is focused on continuous improvement of teaching and learning.

### Personalised Learning

- The Executive staff will develop a school-wide, collective responsibility for student learning and success, which is shared by parents and students through consultation and communication.
- Executive staff will ensure through professional development that all planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

## Success criteria for this strategic direction

- The school achieves, at minimum, the lower bound expected growth in Year 3 and Year 5 in Numeracy;
- The school achieves, at minimum, the lower bound expected growth in Year 3 and Year 5 in Reading;
- The school achieves, at minimum, the lower bound percentage of students in Year 3 and Year 5 in the Top Two bands in Numeracy;
- The school achieves, at minimum, the lower bound percentage of students in Year 3 and Year 5 in the Top Two bands in Reading;
- Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy. All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.

## 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
- Scout data
- Student work samples Literacy and numeracy
- PLAN2 data
- Student PLPs
- Student focus groups.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Teaching and learning programs will be dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. This will be achieved through thorough collaboration and research based action.
- All teaching and learning practices will meet the individual needs of each students with a clear focus on improvement.

## Evaluation plan for this strategic direction

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- SEF SaS

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.

## Strategic Direction 2: Quality Teaching and High Expectations

### Purpose

To ensure the academic, social and emotional needs of our students are at the core of our work. Data collection procedures will be strengthened to ensure each individual students' needs are met. There will be a clear focus on developing a culture of high expectations with a pursuit for excellence.

The professional development of staff is current, effective and focuses on improved teaching practices being embraced and embedded into the school's culture.

### Improvement measures

Achieve by year: 2022

- A systematic process is established to ensure collaboration between teachers when planning teaching and assessment cycles;

Achieve by year: 2023

- All teachers are implementing Spirals of Inquiry with a clear focus on high expectations and explicit teaching

Achieve by year: 2025

- 80% of ES1 and Stage 1 students reach the expected benchmark in reading by the end of 2024
- Every student has their own personalised learning and well being plan and this is regularly reviewed with the student and parent/carer and appropriate adjustment made.

### Initiatives

#### Effective Classroom Practice

- Teachers will develop lessons which are systematically planned as part of a coherent program that has been collaboratively designed.
- Teachers will ensure that accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- Through professional development sessions, QTSS and Spirals of Inquiry, teachers will focus on a whole school approach with the development of effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities.
- Explicit teaching practices will be employed which will involve teachers clearly explaining 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.

#### Collaborative Practices

- Using Spirals of Inquiry and utilising the QTSS funding, staff will participate in professional learning to embed explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. This will ensure the provision of specific and timely feedback between teachers.
- Teachers and school leaders will draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes.
- School leaders will create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that

### Success criteria for this strategic direction

- The development of effective classroom practice and high expectations results in all students learning being ahead by 3-6 months.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Accommodations and adjustments are made to suit needs of all students as they arise.
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback.
- All Teaching and Learning Programs provide continuous improvement for all students, across the full range of abilities.
- The school has embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice.
- There is the provision of specific and timely feedback between teachers, which drives ongoing, schoolwide improvement in teaching practice and student results.
- There is a strong culture of collaboration between all stakeholders.

### Evaluation plan for this strategic direction

There will be professional dialogue and data analysis throughout this Strategic Direction by using the following sources:

- Annotated teacher lesson plans
- NAPLAN data in Year 3 and Year 5
- Scout data
- Student work samples in Literacy and numeracy
- PLAN2 data
- Student PLPs Student focus groups. SEF SaS
- Check-in data in Year 4 and Year 6

# Strategic Direction 2: Quality Teaching and High Expectations

## Initiatives

teachers are supported, and support one another, to continuously develop their skills and knowledge.

## Evaluation plan for this strategic direction

## Strategic Direction 3: Community Engagement and Participation

### Purpose

To create stronger links with the school's community and outside agencies in the pursuit of effective and meaningful collaboration and consultation with all stakeholders.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

- Percentage of students attendance at >90% is at 85.9%

Achieve by year: 2022

- There is a clear engagement by the school with external agencies to support families
- There is transparent, continuous collaboration with the community, with the school being responsive in creating a culture of high expectations.
- The school further engages with the Tell Them From Me surveys and students in Year 3-Year 6 have completed the survey.
- The school is responsive to data from the Tell Them From Me surveys, analyses patterns in responses from the data and makes appropriate adjustments in relation to the data.

Achieve by year: 2023

- Additional on-line tutorials for parents/carers are created to assist parents/carers at home.

Achieve by year: 2025

- The Smiling Minds Program is embedded into school practice.

### Initiatives

#### Strategic Partnerships

- The school will be recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations.
- The school will effectively cater for the range of equity issues in the school. This will be achieved through collaboration with students, parents/carers, teachers and support staff.
- The school will collaborate with the local community where appropriate on decisions about &minus; and access to &minus; school assets and resources. This will deliver benefits to both the school and the community.
- The school will engage with the Tell Them From Me surveys to gauge parent/carer, student, community satisfaction.
- There will be clear links with outside agencies and external support agencies to meet the individual and collective needs of the community.
- The school will further develop the Parent/Carer Forums to ensure there is detailed consultation with all stakeholders.
- Stronger links with the community will be created through the development of on-line tutorial by the school which directly relates to Richmond Public School.

#### Wellbeing

- The school will be organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- Students will be provided support in understanding and developing skills in resilience to ensure their ongoing wellbeing. Teachers can provide opportunities to develop coping strategies in the classroom, such as engaging in positive self-talk, discussing issues as they arise, asking for help, and managing time effectively.

### Success criteria for this strategic direction

- There is a culture of high expectations within the school and by the community.
- There is strong collaboration with all stakeholders in the aim of meeting the individual needs of each learner.
- There is systemic processes in place where collaboration leads the direction of the school.
- The school has engaged in the Tell Them From Me surveys and through data analysis and collaboration the future directions of the school will be decided.
- There are Parent/Carer On-line tutorials available in relation to programs and initiatives that are implemented at Richmond Public School.

### Evaluation plan for this strategic direction

This Strategic Direction will be evaluated using a number of processes. They include:

- Tell Them From Me data
- Survey Monkey data
- Parent/Carer Forums
- External Agency links with the school data
- Skoolbag access data by the community
- Parent/Carer
- Evaluation of lesson plans / implementation / assessment procedures of Smiling Minds lessons/program.

## Strategic Direction 3: Community Engagement and Participation

### Initiatives

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- Smiling Minds will be embedded into the school's wellbeing culture.
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