

# Strategic Improvement Plan 2021-2025

## Sylvania Heights Public School 4024



# School vision and context

## School vision statement

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Sylvania Heights Public School students and staff **strive to achieve**. Our united community empowers learners to **grow academically and socially**; ensuring that every individual is known, valued and cared for. **Collaborative professional development** and **quality teaching practices** support learners to be ready for tomorrow's world.

## School context

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Sylvania Heights Public School is located in the southern suburbs of Sydney with an enrolment of approximately 560 students. The school community is culturally diverse with 41% of students from families with English as an additional language or dialect and 3% of students who identify as Aboriginal and/or Torres Strait Islander.

Sylvania Heights Public School actively encourages students to be respectful, responsible learners through our Positive Behaviour for Learning (PBL) framework. The dedicated and inspirational staff have a range of teaching experience and skills, working collaboratively to plan and implement innovative learning programs. There is a strong emphasis on student growth in literacy and a major focus to achieve improvement in numeracy through instructional leadership and the PMST (Primary Mathematics Specialist Teacher) initiative.

The school views itself as a learning organisation, with a commitment to ongoing research-based professional development through Professional Learning Communities. Strong student wellbeing programs and technology integration engage students to be ready for tomorrow's world. Quality teaching programs cater for all students with programs for High Potential and Gifted Education, as well as those students who have additional learning needs. The community strongly supports the school's focus on extracurricular opportunities in the creative and performing arts and sport. Students from Years 3-6 participate in a Bring Your Own Device (BYOD) initiative to support future-focused learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students. Instructional Leadership and professional learning will support teachers to maximise their capacity to improve student outcomes.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increase the mean scaled score of students for reading in check in assessments from Years 3 and 5 in 2022 to the scores in Years 3 and 5 reading in 2023.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of students for numeracy in check in assessments from Years 3 and 5 in 2022 to the scores in Years 3 and 5 numeracy in 2023.

Achieve by year: 2025

To move towards excelling in assessment and data skills and use.

Achieve by year: 2025

To move towards excelling in Learning and Development-expertise and innovation.

Achieve by year: 2025

To increase the percentage of EALD (beginning to consolidating) and targeted support students meeting expected growth in literacy and equity gaps are closing through growth measures using EAL/D scales and IEP goals.

## Initiatives

### Targeted Support for Students

**EAL/D and Targeted student support** - Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

**Aboriginal student support** - School data will show that student progress and achievement for Aboriginal students is equal to, or greater than peers. Attitudes of connection to the school will be high for Aboriginal students, planned and developed through collaborative planning by all stakeholders.

### Instructional Leadership (Literacy and Numeracy) & Primary Mathematics Specialist Teacher Initiative Project

**Assessment** - teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Make student assessment a part of everyday practice. Use assessment to provide students with learning opportunities. Design and deliver high-quality formal assessment tasks.

**Data use and skills** - Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

**Explicit teaching and feedback** - Explicit teaching practices draw on research (Cognitive Load Theory, Retrieval Practice and principles of instructional practice) about how students effectively take in and retain information, and how they then use that knowledge and understanding to solve problems, pose questions, and synthesise and justify their reasoning.

## Success criteria for this strategic direction

**Assessment - Formative Assessment** - is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

**Whole School Monitoring of Assessment** - The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

**Data Use in teaching** - Teachers 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.

**Data Use in planning** - School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

**Learning and Development- Expertise and innovation** - All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

## Evaluation plan for this strategic direction

**Question:** How has the data generated from improved assessments resulted in improved outcomes in literacy and numeracy?

**Data:** NAPLAN expected growth, Progress Achievement Test, check in assessments, phonics screening, progression data, phonological awareness data.

**Analysis:** Analysis will be embedded within the project

## Evaluation plan for this strategic direction

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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.

**Question:** Are we increasing the percentage of EAL/D and targeted support students who are achieving growth against the ESL scales or individual learning goals?

**Data:** EAL/D scales (linked to progressions) and individual learning goals, expected growth.

**Analysis:** Analysis will be embedded within the project 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: Student Engagement and Differentiation

## Purpose

In order to maximise student learning outcomes, we will implement a strategic approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Teaching programs will address student need, ensuring that all students, including High Potential and Gifted Education (HPGE) learners are challenged through curriculum differentiation.

## Improvement measures

Achieve by year: 2025

To move towards excelling in curriculum - differentiation

Achieve by year: 2025

To move towards excelling in wellbeing

Achieve by year: 2025

To move towards excelling in learning culture - high expectations

Achieve by year: 2025

### Attendance (>90%)

Achieve by year: 2023

Increased percentage of students with attendance greater than 90% of the time from Uplift = 14%

Achieve by year: 2025

To increase the percentage of high potential students engaging in successful development projects. (intellectual, creative, social emotional and physical)

### Wellbeing

Achieve by year: 2023

Increased percentage of students expressing positive sense of wellbeing. Uplift = 4%

## Initiatives

### High Potential and Gifted Education (HPGE) and classroom differentiation

**We will achieve this through differentiation** - Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

**High Potential and Gifted Education (HPGE) Policy implementation** - The policy promotes engagement and challenge for every student in our school across intellectual, creative, social-emotional and physical domains of potential, while explicitly identifying and addressing the learning needs of high potential and gifted students.

**High Expectations** - Teachers will promote high expectations of their students by differentiating instruction, providing individualised feedback and engagement in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

### Student Wellbeing and Engagement

**Wellbeing** - We will select and develop strategies to proactively teach healthy coping strategies, resilience, perseverance and self-regulation so that students are advocates for their own learning. We will initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student.

- Developing a comprehensive wellbeing program for students and mapping plans and progress each term.
- Our PBL mantra is; "We are Respectful Responsible Learners" Under this banner, we will identify the specific skills that our students need to develop. I.e resilience, anxiety, owning their behaviour, respectful behaviour, responsible learners.

## Success criteria for this strategic direction

**Curriculum - Differentiation** - 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. outcomes.

**Wellbeing** - There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

**Wellbeing** - 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.

**Learning Culture** - High expectations - we aim to develop students who are motivated to deliver their best and continually improve.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of our differentiation practices on student learning? What has been the impact of our High Potential and Gifted Education (HPGE) implementation on student achievement?

**Data:** Student achievement data, class programs showing differentiation, student voice and teacher surveys

**Analysis:** Analysis will be embedded within the project 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: Student Engagement and Differentiation

### Initiatives

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- Staff Survey identify student areas for improvement. The "I am RR Learner Team" will meet to prioritise essential skills our students need to
  - The Team will develop a series of short sharp online learning lessons to address these needs that teachers can easily use in the classroom. These will include practical ideas for students to think about the skill or behaviour.
  - There will be an intense focus on a particular skill at assemblies, newsletter, etc; until we see improvement in the skill or behaviour. ie 'We listen and follow instructions' or 'We own our behaviour.'
  - Our school PBL reward system will be built into the program.
  - 2023 "Got it" Program Implemented in Stage One.
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# Strategic Direction 3: Collaborative Practice

## Purpose

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In order to maximise student learning outcomes, we will use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. Teachers will be skilled to implement changing curriculum that meets students' need and assessment practices and evidence-based judgements are consistent across teams.

## Improvement measures

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Achieve by year: 2025

To move towards excelling in educational leadership.

Achieve by year: 2025

To move towards excelling in learning and development.

Achieve by year: 2025

To move towards excelling in curriculum with an emphasis on new curriculum.

Achieve by year: 2025

To move along the high impact professional learning continuum towards excelling.

## Initiatives

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### Curriculum Implementation

We will do this through **High Impact Professional Learning (HIPL)**. The HIPL model focuses on deepening teaching practice for ongoing growth in student learning. Professional Learning Communities (PLCs) that focus on collaborative professionalism will engage teachers with the new curriculum.

### Professional Learning Communities

**Collaboration** - Collaboration is most successful when it is frequent and ongoing, 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. The school uses teacher collaboration to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality.

**Learning and Development:** 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. This drives ongoing, school-wide improvement in teaching practice and student results.

**Effective Classroom Practice:** A whole school approach ensures effective, evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

## Success criteria for this strategic direction

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**Educational Leadership** - High Expectations- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

**Learning and Development** - 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. This drives ongoing, school wide improvement in teaching practice and student results.

**Coaching and Mentoring** - Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

**Curriculum - Curriculum provision** - The school's curriculum provision in the new curriculum supports high expectations for student learning.

## Evaluation plan for this strategic direction

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**Questions** - What has been the impact of our professional learning communities on our professional learning delivery?

What has been the impact of collaboration in strengthening teaching practice?

What has been the impact of professional learning communities on student learning?

**Data** - Teacher surveys, professional learning evaluations (exit slips). Tell Them From Me (TTFM) results, High Impact Professional Learning (HIPL) assessment tool, observation of teacher practice, data tracking of student growth

**Analysis:** Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the

## Evaluation plan for this strategic direction

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improvement measures.

**Implication:** The findings of the analysis will inform future actions.