Strategic Improvement Plan 2021-2024

Eastwood Heights Public School 4041

School vision and context

School vision statement

Eastwood Heights Public School has a proactive school community that empowers all students, staff and families to connect, succeed and thrive. Students receive a high quality, innovative and inclusive curriculum that fosters, engages, inspires and ensures all students are known, valued and cared for academically, socially and emotionally.

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 490 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 55% of the school population with over 36 cultural groups represented and the main language groups being Mandarin, Cantonese, Korean and Arabic. The school has a reputation in the community for being a welcoming school which provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on having students be safe and responsible learners. Eastwood Heights Public School actively promotes education as a collaborative process and partners closely with parents and carers, students and the wider school community. Parents and carers participate in the school through the Parents' and Citizens' Association and its subcommittees.

The school has completed a situational analysis that has identified three areas of focus for this school improvement plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

The three areas of focus for Eastwood Heights Public School are:

1. Student growth and attainment

Analysis of data indicated that we need an increase in student achieving expected growth in numeracy and literacy through data use and explicit teaching. NAPLAN data indicates that the top two bands have continued an upward trend in both numeracy and reading. However, the percentage of students achieving expected growth in both numeracy and reading has continued to decline since 2018. Through analysis of NAPLAN data the area of focus for Numeracy was the measurement and geometry strand, patterns and algebra and fractions and decimals. The area of focus for Reading is connecting ideas, inferential comprehension, interpreting vocabulary and finding the main ideas. We have also recognised that writing is an area of weakness fro the Yr 3 & Yr 5 NAPLAN data. Our school will focus on data use in teaching and data use in planning to ensure teachers clearly understand and develop a full range of assessment strategies and use them to determine teaching directions, assess progress and reflect on teaching practice. Our focus to improve student growth and attainment in reading and numeracy is underpinned by the evidence base provided by What works best in practice.

2. Engagement

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging and student interest and motivation were areas of ongoing focus. Using this data, it is evident that the collaborative relationships that are required to improve and support student wellbeing needs a collective and school-wide sense of responsibility to assist students in their learning and success. EHPS will establish activities to promote student voice and a stronger sense of self and involvement. We will establish a peer support program, restructure the Student Representative Council and revise the You Can Do It whole-school wellbeing program. Our focus to increase student engagement through greater student voice and an increased sense of belonging is underpinned by the Wellbeing

School vision and context

School vision statement

School context

Framework and the School Excellence Framework.

3. Collective Efficacy

Developing collective teacher efficacy through more effective school and network schools collaborative practices incorporating high impact professional learning is an area of focus based on data analysed from the *What Works Best* survey and focus groups. Using this data it is evident to improve collective teacher efficacy embedded systems will be reviewed to include the restructure of *Quality Teaching Rounds*, utilising a connective approach with a neighbouring school to share and embed effective teaching practices. A whole school approach to strengthening relationships with Aboriginal and Indigenous peoples and improve educational outcomes for Aboriginal students is also a focus for building collaboration and collective efficacy.

Eastwood Heights Public School (4041) -2021-2024

Strategic Direction 1: Student growth and attainment

Purpose

In order to increase the number of students achieving expected growth in numeracy and literacy, we will further develop and refine data driven and explicit teaching practices.

Improvement measures

Target year: 2022

NAPLAN

- Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 73.1%.

Target year: 2022

NAPLAN

- Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 66.2%.

Target year: 2023

NAPLAN

- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 73.4%

Target year: 2023

NAPLAN

- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 65.6%

Target year: 2024

Progressions

Initiatives

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

* PL on use of literacy and numeracy progressions to personalise learning and understanding.

* Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

* Embed and use professional learning models to build teacher capabilities and collective pedagogical practice

* 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.

Data Driven Practices

In Literacy and 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

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum - Teaching and Learning Programs)

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. (SEF - Curriculum - Differentiation)

The school achieves excellent value-added results, significantly above the value added by the average school. (SEF - Student Performance Measures - Value-add)

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF - Student Performance Measures - NAPLAN)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Student Performance Measures - Student Growth)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF - Internal and external measures against syllabus standards)

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use - Data Literacy)

Strategic Direction 1: Student growth and attainment

Improvement measures

- School-determined growth targets based on the specific sub-elements of the Literacy and Numeracy Progressions are identified for all students and more than 75% are showing expected growth.

Success criteria for this strategic direction

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF - Data Skills and Use - Data Analysis)

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. (SEF - Data Skills and Use - Data Use in Teaching)

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. (SEF - Data Skills and Use - Data Use in Planning)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

To what extent have we achieved our purpose and can demonstrate improvement in student progress tracking and personalised learning?

Data:

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.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

This analysis will guide the school's future directions:

* External assessment data - NAPLAN / Check-in Assessment

* Scout - Value added data

* Student work samples

* Literacy and numeracy progressions

* Student ILP's and PLPs

* School based/internal assessment data

Analysis:

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.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

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: Engagement

Purpose

Increase student voice so that students have genuine opportunity to shape their learning and decision making in the school and further increase their sense of belonging through whole school well-being programs that enhance positive relations, ensure valued learning and promote engagement with the school community so that they can connect, succeed and thrive.

Improvement measures

Target year: 2022

- Increased (uplift) percentage of students attending school more than 90% of the time by 5% or above.

Target year: 2024

- An increase of 5% of student wellbeing to be trending towards the upper bound system-negotiated target.

Target year: 2024

- TTFM student data to increase by 4% above Statistically Similar School Group (SSSG) baseline in sense of belonging.

Target year: 2022

- 100% of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Initiatives

Student voice and leadership

Embed a culture that promotes student voice and enhances student leadership opportunities across the school.

- Develop and implement a new Eastwood Heights Public School Student Representative policy.
- Embed and use the Peer Support model to empower students with practical skills and strategies to positively improve practical skills and strategies to increase relationships and self-confidence.

Sense of belonging

Ensure students experience a positive sense of belonging at school to improve overall wellbeing, mental health and long-term academic success.

- ACARA national curriculum's Personal and Social Capabilities is embeded into the school wellbeing You Can Do It program.
- Support regular and positive school attendance to enhance a sense of belonging, maintain friendships, and increase engagement in school activities.
- Integrate implementation of PAX GBG proven behavioural and instructional strategies into daily whole school classroom practice to build self-regulation in students, strengthen peer networks, reduce impulsivity and teach prosocial decision-making.
- Promote connectedness and cultural inclusion through authentic student voice through strengthened student-teacher relationships, embedded in culturally responsive pedagogical practices.

Success criteria for this strategic direction

Whole school evidence based change to practises, resulting in the measureable improvements in wellbeing and engagement to support learning. (SEF Wellbeing - A planned approach to wellbeing SEF Data Skills and Use - data analysis)

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 parent carers. (SEF Wellbeing - Individual learning needs)

Evident positive, respectful relationships among students and staff to promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF Wellbeing - Behaviour)

Evaluation plan for this strategic direction

Question:

- To what extent have we achieved our purpose and can demonstrate impact and improvement to increase student voice through leadership opportunities and enhance student sense of belonging?

Data:

We will use a combination of data sources. These will include:

- Tell Them From Me survey
- Additional parent survey
- Additional student survey
- Leadership observation
- SRC Policy
- Peer feedback
- Peer Support evaluation
- PAX behaviour data

Strategic Direction 2: Engagement

Evaluation plan for this strategic direction

- Attendance data
- YCDI data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of analysis will inform:

- future directions
- annual reporting on school progress measures

Strategic Direction 3: Collective Efficacy

Purpose

Develop collective teacher efficacy through building more effective collaborative practices within our school and network schools through high impact professional learning.

Improvement measures

Target year: 2024

- All staff members trained in Quality Teaching Rounds and six staff members collaborating in Quality Teaching Rounds with a network school.

Target year: 2024

- All staff using cross stage Consistent Teacher Judgement for writing, ensuring authentic Aboriginal perspectives are embedded in stage programs.

Target year: 2024

- All staff trained in inquiry based learning and involved in differentiated professional learning hubs.

Initiatives

High Impact Professional Learning

Embed high impact professional learning to support student progress and achievement focusing on deepening teacher practice.

- Establish professional learning hubs that are underpinned by the 5 elements of the High Impact Professional learning model.
- Professional learning in critical & creative thinking and design thinking to assist students with skills, strategies & dispositions to solve complex problems.
- Embed and use professional learning to provide all staff with an understanding and appreciation of the richness and diversity of Aboriginal cultures and histories.

Collaborative Practices

Embed evidence-informed and practical strategies for building a positive collaborative culture for improved student outcomes.

- Strengthen Quality Teaching Rounds by expanding the program from school-based to include a local network school.
- Reflect on and improve classroom practice to build greater teaching expertise and understanding of The Australian Professional Standards for Teachers.
- Review consistent teacher judgement to strengthen student assessment of learning and implement cross stage CTJ to ensure consistency across all stages.

Success criteria for this strategic direction

Whole school processes are in place to support teachers consistent, evidence-based judgement and moderation of assessments. (SEF Assessment - Whole school monitoring of student learning)

Whole school uses embedded and explicit systems that facilitate collaborative teaching practices and the provision of timely and specific feedback between teachers. (SEF Learning and Development - collaborative practice and feedback)

All teachers are provided mentoring and coaching to support and ensure the ongoing development and improvement of classroom practice. (SEF Learning and Development - coaching and mentoring)

Staff evaluate professional learning activities to identify, promote and implement the most effective teaching strategies to improve teaching and learning. (SEF Learning and Development - professional learning)

Teaching staff are committed to share their expertise within the school and with neighbouring schools to deploy contemporary knowledge and innovative practices. (SEF Learning and Development - expertise and innovation)

The leadership team establishes and builds a professional learning community which is focused on continuous improvement of teaching and learning. (SEF Educational Leadership - High expectations culture)

Evaluation plan for this strategic direction

Question:

To what extent have we improved our collective teacher efficacy to build more effective collaborative practices?

Data:

We will use a combination of data sources. These will include:

- program evaluations

Strategic Direction 3: Collective Efficacy

Evaluation plan for this strategic direction

- TPL reflection sheets/exit slips
- QTR coding sheets and lesson observations
- grade semester report data
- writing and reading rubrics
- high impact professional learning evaluations, based on the 5 elements
- focus groups

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future directions
- Annual reporting on school progress measures