Strategic Improvement Plan 2021-2025

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.

Our entire learning community is committed to 'preparing young people for rewarding lives as engaged citizens in a complex and dynamic society' by collectively and visibly enacting our school's moral purpose of being caring, supportive, innovative, inspiring, dedicated and flexible, with an unwavering focus on excellence and equity.

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 473 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 58% 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 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. The NAPLAN writing data indicates the need for a focus on writing improvement. 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 the What Works Best in Practice document.

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 Framework and the School Excellence Framework.

3. Collective Efficacy

School vision and context

School vision statement

School context

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.

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

Numeracy growth
Achieve by year: 2023

Check-in Assessment

An increase in Check-in Assessment mean scaled score for measurement and geometric reasoning for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

Creating Text Data Wall
Achieve by year: 2025

Progressions

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

Reading growth
Achieve by year: 2023

Check-in Assessment

An increase in Check-in Assessment mean scaled score for audience & purpose for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Personalised Learning in Reading & Numeracy

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

* PL on use of numeracy progressions (Measurement and Geometry Reasoning) 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 Reading and Numeracy

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)

Most students are achieving higher than expected growth in reading/numeracy on Check-in Assessment. (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)

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

Success criteria for this strategic direction

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.

This analysis will guide the school's future directions:

* External assessment data - NAPLAN / Check-in Assessment

Evaluation plan for this strategic direction

* 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

Attendance >90%
Achieve by year: 2023

- Increase percentage of students attending school more than 90% of the time by 5% or above.

Wellbeing
Achieve by year: 2023

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

Achieve by year: 2022

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

Aboriginal Education
Achieve by year: 2025

- An increase in Aboriginal students literacy and numeracy levels as a result of the integrated Aboriginal perspective to curriculum.

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 Parliament Constitution.
- Embed and use the second peer support module to empower students with 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.

- Support regular and positive school attendance to enhance a sense of belonging, maintain friendships, and increase engagement in school activities.
- Promote connectedness and cultural inclusion through authentic student voice through strengthened student-teacher relationships, embedded in culturally responsive pedagogical practices.
- Embed and use professional learning to provide all staff with an understanding and appreciation of the richness and diversity of Aboriginal cultures and histories.

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
- Attendance data

Evaluation plan for this strategic direction

- 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

Teaching Rounds
Achieve by year: 2025

- TRIAD teaching rounds as a professional mentoring program with an emphasis on the Quality Teaching Rounds model embedded into whole school practice.

Challenging Learning Tasks
Achieve by year: 2025

- All staff using the Differentiated Adjustment Tool from the High Potential Gifted Education hub to design challenging and engaging tasks for all students.

High Impact Professional Learning
Achieve by year: 2025

- All staff implementing the new K-2 and 3-6 English and Mathematics syllabi.
- High Potential Gifted Education is an embedded practice across the school.

Initiatives

High Impact Professional Learning

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

- Professional learning in High Potential Gifted Education (HPGE)
- K-2 and 3-6 English and Mathematics new curriculum modules
- Setting challenging learning tasks through differentiation

Collaborative Practices

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

- Strengthen teaching practice through TRIADS Teaching Rounds by embedding the Quality Teaching Framework and the QTR coding system.
- Reflect on and improve classroom practice to build purposeful, clearly defined, differentiated and challenging teaching and learning.
- 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

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