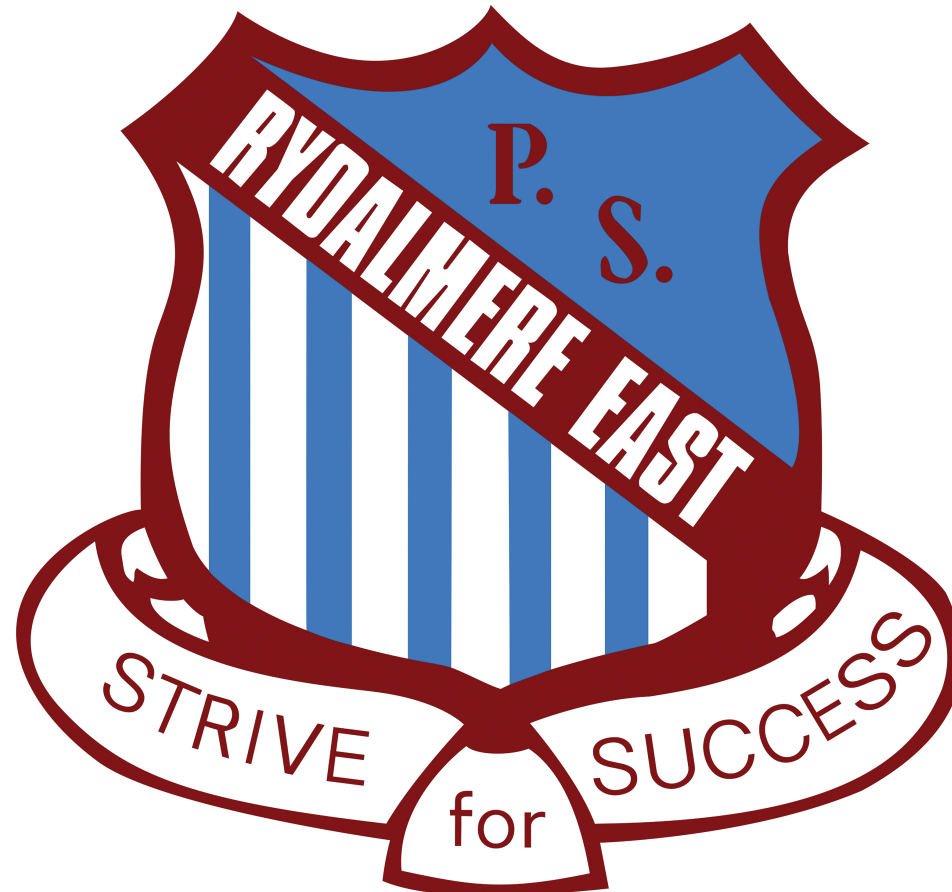


# Strategic Improvement Plan 2021-2024

## Rydalmere East Public School 4123



# School vision and context

## School vision statement

Rydalmere East Public School's aim is to empower all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. This will enable them to be life-long learners, to participate in and contribute to the global world and practise the core values of the school: respect, tolerance, inclusion and excellence.

## School context

Rydalmere East Public School is a school of approximately 200 students (this includes students enrolled in Pre-school). The school works hard to promote the values of honesty, empathy and respect for others. The school delivers programs to students in preschool, support classes and mainstream K-6 classes. The staff work collaboratively to provide the best learning experiences to all students. The school endeavours to address the complex needs of the school community. These needs are ; highly transient student population, defence families and the complex needs of indigenous students and those from low socio-economic groups within the community.

Through our situational analysis, we have identified the need to embed quality teaching practices in literacy, specifically reading and numeracy. This will be achieved through the use of high impact teaching strategies. Students will utilise effective self-directed learning opportunities to develop independent practice. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student proficiency and growth in all learning areas through the further development and refinement of data driven practices and the development of strong foundational skills in literacy and numeracy. We will implement high impact teaching strategies to ensure quality, consistency and evidence based pedagogical practice.

## Improvement measures

### Target year: 2022

#### NAPLAN Top 2 bands in Reading:

Improvement in the percentage of students achieving in the top two bands for Reading with an uplift of 7.0%.

### Target year: 2023

#### Expected Growth - Reading

Improvement in the percentage of the students making expected growth in reading with an uplift of 2.7%.

### Target year: 2022

#### • NAPLAN Top 2 bands in Numeracy:

Improvement in the percentage of students achieving in the top two bands for Numeracy with an uplift by 7.7%.

### Target year: 2023

#### Expected Growth - Numeracy

Improvement in the percentage of the students making expected growth in numeracy with an uplift of 10.1%.

### Target year: 2024

100% of student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future

## Initiatives

### Whole School Approach to Mathematics

Implement a whole school approach to mathematics that enables teachers to drive sustainable improvement.

### Teacher Professional Learning

- Development of Maths Leadership Team
- PL and provide specialist coaching.
- Instructional Leader focus on explicit teaching of numeracy concepts across K - 6

### Data Skills and Use

- Numeracy Learning Goals for students are informed by analysis of all data sets
- Ongoing ,systematic collection and analysis of data across all areas of the school to inform programming

### School wide Literacy Action Plan

Develop a data informed literacy action plan that will be actively used to guide ongoing decisions about instruction, programming, and resource allocation. The plan be measurable, coherent and concrete.

- In Reading, we will focus of the "Big Six" of teaching reading and embed sustainable whole school processes for collecting and analysing data.
- Effectively use scope and sequences to plan learning experiences tailored to children's ages and developmental levels.
- Support teacher use of literacy strategies as developed in 2020 PL
- Teacher collaboration on student assessment and effective use of data walls. Systematic moderation of student work using CTJ.

## Success criteria for this strategic direction

- Teaching and learning programs across the school 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)
- 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. (Student Performance measures)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF Assessment)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF Learning Culture)

## Evaluation plan for this strategic direction

### Question:

To what extent have we seen the impact of the whole school approach to Mathematics and the Literacy Action Plan?

### Data:

- NAPLAN data
- Student progress checked and monitored against

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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directions.

## Evaluation plan for this strategic direction

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progressions and syllabus standards using PLAN 2,

- PAT test.
- Evidence of achievement of student goals as sent in class.
- IEP's

**Analysis:** Analysis of student growth and attainment will be monitored through stage data tracking and whole school progress monitoring at regular intervals. The school will review annual progress toward the improvement measures

### **Implication:**

The findings of the analysis will determine future actions and guide future planning to ensure student growth and attainment.

## Strategic Direction 2: SD 2 Community connection

### Purpose

Build a culture of high expectations and inclusion through authentic engagement with parents and the broader community to support students' academic, physical, social, and emotional growth.

### Improvement measures

#### Target year: 2024

- Positive trend data for Parent Participation at school is reflected in the in the Tell Them From Me survey.

#### Target year: 2024

- All parents are actively viewing SEESAW leading to an increased engagement in their children's activity at school.

#### Target year: 2024

- All students articulate their learning goals in consultation with teacher and parent twice a year.

#### Target year: 2024

Most parents or caregivers attend a school event each year.

### Initiatives

#### Positive Partnerships

- Provide opportunities for community to engage and participate in all aspects of school life
- Provide opportunities for community to connect with school utilising technology to increase knowledge of school programs and student learning
- Increase opportunities for communication and engagement for Defence Community, Aboriginal community, multicultural community and Cumberland Community of Schools network.

#### Personalised Learning

- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Professional Learning on visual learning strategies 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.

### 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. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.(SEF Learning Culture)
- Teaching staff demonstrate and share their expertise within their school and with other schools. 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. (SEF Learning and Development)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.(SEF Educational Leadership)
- 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)

### Evaluation plan for this strategic direction

#### Question

To what extent have the changes in practice increased engagement within the whole school community?

#### Data

## Strategic Direction 2: SD 2 Community connection

### Evaluation plan for this strategic direction

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Data sources will extend across

- Attendance data for social gatherings
- Data from class teachers on students setting and achieving learning goals
- Tell Them From Me Surveys
- Teaching staff program feedback and annotations displaying differentiation

#### Analysis

Ongoing analysis of the success of all initiatives and identify areas for improvement and or modification.

#### Implications

The findings of the analysis will inform future actions and where to next.

## Strategic Direction 3: SD 3 Wellbeing

### Purpose

To maximise student learning the school will implement a positive practical approach to wellbeing that increases engagement for all students including those with complex learning needs and develop students' self-regulation, growth and academic achievement.

### Improvement measures

#### Target year: 2022

- Increase the percentage of students regularly attending school with an uplift of 6.7 % attending.

#### Target year: 2024

- All students are able to articulate how they better regulate their physical well-being, identify and manage their emotions and cultivate resilience

#### Target year: 2024

- Teachers confidently implement student support strategies for learning and wellbeing across the school to mitigate potential barriers to learning and address risk factors.

#### Target year: 2024

- School monitoring demonstrates positive growth in student wellbeing and engagement.

### Initiatives

#### Wellbeing and engagement

Embed a school wide approach to student wellbeing and behaviour management so that a collective responsibility for students learning and behaviour is evident. This will be achieved through:

- Building teachers capacity to increase engagement with challenging students through ongoing professional learning in the Berry Street Program and Forge Wellbeing
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance and wellbeing.
- Reviewing current Learning and Support team structure to ensure monitoring, analysis and evaluation is evident.
- Support Unit staff to adjust practice and embed the ongoing improvement in independence, self-direction and self-regulation as measured through IEP goal setting data
- Introduce the concept of mindfulness and integrate mindfulness activities into the school day.
- Students progress tracked showing improvement in engagement and a decrease in negative incidents recorded as evidenced through data collected in SENTRAL

### Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.(SEF Wellbeing)

There is a 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 students wellbeing and learning needs in consultation with parents/carers. (SEF Wellbeing)

Positive , respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF Wellbeing)

### Evaluation plan for this strategic direction

#### Question:

How can the school determine that its systems and processes for supporting student wellbeing, behaviour and engagement have been successful?

#### Data:

The school will use data from SENTRAL ,Forge wellbeing and the Wellbeing Framework Self -assessment to analyse and address impact and effectiveness of program.

- Professional Development Plans.
- Individualised student plans
- SENTRAL Wellbeing Data

### Evaluation plan for this strategic direction

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- Incident reports.
- TTFM - Student wellbeing, family satisfaction.
- Use of Forge wellbeing data

### Analysis

- Analysis data to determine the effectiveness of the program and processes.
- Analysis of collaborative practices amongst staff

### Implications

- The findings of the analysis will inform future directions.
- Staff are well versed in wellbeing practices across the school