

Strategic Improvement Plan 2021-2024

Erskineville Public School 4147



ERSKINEVILLE PUBLIC SCHOOL

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School vision and context

School vision statement

At Erskineville Public School we implement teaching and learning which ensures all students reach their academic, creative, social-emotional and physical potential. Students, teachers, parents and the wider community work in collaboration to ensure high expectations are embedded within a supportive environment in which every student is known, valued and cared for. We strive to continuously reflect on our practices to promote a culture of continuous improvement of teaching and learning.

School context

Erskineville Public School is a high performing school with a very strong creative presence on the fringe of Sydney's inner west. It has a student enrolment of 383, with a significant number of students (50%) who are NESB and includes a small cohort of Aboriginal students. The school has a very supportive community and strong relationships with a highly-involved and supportive P&C.

Erskineville Public School is focused on achievable and sustainable environmental practices and has recently installed solar as evidence of this ethos. It has a Student Sustainable Representative Council to enhance student voice and an entire school community committed to embedding sustainable environmental practices.

The school has significant extra curricular activities to enhance student experiences across all domains of potential. Opportunities exist in the creative and performing arts, sport, academic competitions, and public speaking and debating.

The school, based on the School Excellence Framework, internal and external data and external validation, has a focus on improving student results in literacy and numeracy, implementing evidence-based teaching and learning practices and developing distributive and instructional leadership across the school.

The schools funding comes from departmental funding (SBAR), a strong P & C and the leasing of facilities to a range of community users. Our strategic directions are:

1. Student growth and attainment
2. Exemplary class practice
3. Educational leadership

Strategic Direction 1: Student growth and attainment

Purpose

To use evidence based practices to support the achievement of the individual learning goals of all students, particularly in foundational literacy and numeracy skills, strong content knowledge and the ability to learn adapt and be responsible citizens.

Improvement measures

Target year: 2022

77.4% of year 3 and 5 students to reach **top 2 bands of reading**

Target year: 2022

67.6% of year 3 and 5 students to reach **top 2 bands in numeracy**.

Target year: 2023

68.8% of year 3 and 5 students to reach **expected growth reading**.

Target year: 2023

68.1% of year 3 and 5 students to reach **expected growth in numeracy**.

Target year: 2022

Increase the proportion of students attending greater than 90% of the time to be trending upwards towards the system negotiated upper bound target of 96.2%

Target year: 2024

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

- Curriculum, Teaching and Learning Programs - Excelling
- Curriculum, Differentiation- Excelling

Initiatives

Literacy and Learning

In literacy, we will embed sustainable whole school processes in the teaching and learning of reading and writing. Ongoing evaluation of practices will regularly be used to inform:

- differentiated learning
- school-wide assessment practices
- use of data to inform teaching and learning
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Mathematical Pedagogy

In numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- differentiated practices
- school-wide assessment practices
- 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 follow the school's scope and sequence, showing evidence of revisions based on feedback of teaching and learning practices.
- Teaching and learning programs are adjusted to meet the diverse range of learner needs, including high potential and gifted students.
- New learning in literacy and numeracy is explicitly taught across all classrooms and progress of student gains is monitored to ensure continuous improvement.
- The school uses systematic and reliable assessment information, including use of the literacy and numeracy progressions, to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- Teachers are continuously engaging in professional learning and collaborative practices to further enhance their knowledge of effective pedagogical practices in literacy and numeracy.

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 reading and numeracy?

Data:

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

- Internal assessment (PLAN2, PAT, Soundwaves, Phonological Awareness via ALAN)
- External assessment (NAPLAN)
- Survey (Staff)
- Observation (QTR)
- Student voice (TTFM)

Strategic Direction 1: Student growth and attainment

Improvement measures

Teaching:

- Assessment, Whole school monitoring of student learning- Excelling

Target year: 2024

60% of students achieving expected growth in writing.

Evaluation plan for this strategic direction

- Document analysis (Programs)
- Interview

Analysis:

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

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures(published in the Annual School Report each year and in the newsletter and on the School Website throughout the year)

Strategic Direction 2: Exemplary class practice

Purpose

To provide pedagogical practices that are evidence based and resources to assist staff in moving towards exemplary class practice and high quality teaching. Processes that support staff work effectively, collaboratively and consistently across the school for the benefit of all students are implemented, embedded and sustained with learning opportunities being engaging and evidence based.

Improvement measures

Target year: 2022

SEF- Teaching- Effective classroom practice- Explicit Teaching- Excelling

SEF- Teaching- Learning and development- Collaborative practice and feedback - Sustaining and growing

SEF- Teaching- Effective classroom practice- Feedback- Sustaining and Growing

Target year: 2024

SEF- Teaching- Effective classroom practice- Feedback- Excelling

SEF- Teaching- Learning and development- Collaborative practice and feedback - Excelling

Initiatives

Collaborative Practice

We will increase collective teacher efficacy by implementing processes to ensure effective collaboration which explicitly aims to improve teacher practices and student outcomes. This will be achieved through:

- Introducing Quality Teaching Rounds
- Increased classroom observations and feedback on teaching
- Increased co-teaching practices
- Developing embedded systems for staff PL and stage meetings to explicitly include collaborative practices

Evidence-based practices

We will implement evidence-based practices across all learning areas to meet the needs of all learners. Evidence-based practices from the What works best: 2020 update which will be at the core of our focus will be:

- Explicit teaching using learning intentions and quality success criteria
- Effective feedback
- High expectations for all learners
- Use of data to inform practice
- High quality assessment practices

Success criteria for this strategic direction

- Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
- Visible learning strategies clearly evident within classrooms and LISC evident in all teaching and learning programs.
- The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
- There is a whole school approach in the implementation of evidence-based effective teaching strategies which meets the needs of all students across the full range of abilities.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

Question: What class based practices have been implemented and what is our evidence to support this?

Data: The school will use the following data sources to regularly analyse the effectiveness of this initiatives

- Classroom observations
- Data collated from learning walks and talks
- Learning sprint data analysis
- Professional discussion around QTF and WWB elements
- QTR lesson feedback and teacher evaluations

Analysis: analytic strategies and approaches have been

Strategic Direction 2: Exemplary class practice

Evaluation plan for this strategic direction

embedded in progress / improvement measures and activities. these will be reviewed annually.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures(published in the Annual School Report each year and in the newsletter and on the School Website throughout the year)

Strategic Direction 3: Educational leadership

Purpose

To develop the leadership capabilities for all staff to lead in identified targeted and systematic improvement processes that support improvement in student learning. Improving staff efficacy and autonomy to foster ownership and engagement with school wide practices that improve student engagement, learning, development and success.

Improvement measures

Target year: 2022

SEF - Leading - Educational Leadership - Instructional Leadership - Excelling

Target year: 2024

SEF - Leading - Educational Leadership - Instructional Leadership - maintenance of excelling

SEF - Leading - Educational Leadership -Performance management and development- excelling

Initiatives

Instructional Leadership

The school will ensure distributive instructional leadership to create a culture of effective, evidence-based teaching and ongoing improvement. The focus areas will be:

- Creating an Instructional Leader role within the school to lead evidence-based curriculum across the school
- Development of essential teams to drive school goals in wellbeing, high potential and gifted education, literacy and numeracy

Performance management and Development

We will demonstrate a culture of high performance which focuses on delivering a high quality education to ensure student progress and achievement. Our goals in this area include:

- Supporting teachers to attain higher levels of accreditation
- Providing mentoring opportunities for Early Career Teachers, new staff to the school and to support staff in the achievement of professional goals via the PDP.
- Professional learning for both staff and executive.

Success criteria for this strategic direction

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process
- The executive team and instructional leaders are continuously engaging in professional discussions and reading to improve teaching and learning.

Evaluation plan for this strategic direction

Question: Has the leadership capacity of teachers been developed and supported to improve teaching and learning in accordance with the school's goals? What evidence is there to support this?

Data: The school will use the following data sources to regularly analyse the effectiveness of these initiatives:

- Teacher PDP's
- PD spreadsheet
- Discussions with stage supervisors
- Review of staff progress with QTSS teams / Instructional Leader (IL)
- Review of accreditation targets for staff

Analysis: Analysis will be embedded through out the process in progress and improvement measures and when reviewing / evaluating activities.

Implications: The findings of the analysis will inform:

Strategic Direction 3: Educational leadership

Evaluation plan for this strategic direction

- Future directions
- annual reporting on progress measures (published in the ASR) and where applicable, school newsletter and website.