

Strategic Improvement Plan 2021-2024

St Marys North Public School 4205



School vision and context

School vision statement

St Marys North Public School is a community with **expectations of achievement and success**. We believe students learn in a happy, safe, supported and **inclusive environment** where **active engagement** and cooperative **learning are valued**. We work together as a whole school community to develop a **strong sense of pride and belonging**. We are committed to ensuring **every student is known, valued and cared for** in our school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, music, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 30% of our school identifies as Aboriginal. All students participate in a cultural program taught by the school's Aboriginal Education Officer.

With over 28% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have Positive Behaviour for Learning, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North is a safe and respectful place of learning.

In developing the **Situational Analysis**, prior to the writing of the school plan and after community consultation, including parents of Aboriginal students, data indicated the following areas as **high-level areas for improvement and further development**:

- 1. Reading, Comprehension and Numeracy**
- 2. Collaboration, Evaluative Practices and Data Informed Teaching**
- 3. Attendance and Student Wellbeing**

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in Reading and Numeracy by ensuring the implementation of curriculum provision for every student is underpinned by effective classroom practices.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated lower bound target of 26.10%.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated lower bound target of 19.22%.

Target year: 2022

Improvement in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN reading to be above the system-negotiated lower bound target of 41.70%.

Target year: 2022

Improvement in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN numeracy to be above the system-negotiated lower bound target of 35.40%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated lower bound target of 58.40%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated lower bound target of 56.70%.

Initiatives

Explicit Reading and Numeracy Instruction

We will improve student learning outcomes by implementing an **explicit and systematic** approach to the teaching of **Reading and Numeracy K-6**.

This will be achieved by:

- targeted whole-school professional learning
- consistent whole-school evidenced based practices
- systematically planned lessons
- whole-school monitoring of student growth and attainment
- tiered intervention model of reading and numeracy

Effective Classroom Practice

We will ensure the implementation of curriculum provision for every student is underpinned by **effective classroom practices**.

This will be achieved by:

- evidence-based effective teaching strategies
- deep content knowledge of curriculum
- providing adjustments that support and challenge all students
- routinely providing explicit, specific and timely formative feedback
- using evidence of learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet learning needs of students
- school-wide approach to ensure optimum learning environments

Explicit Reading and Numeracy Instruction to support Aboriginal Students

We will improve **Aboriginal student** learning outcomes

Success criteria for this strategic direction

SEF: Professional Standards - Literacy and Numeracy Focus - Excelling

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

SEF: Assessment - Formative and Whole School Monitoring -Excelling

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

SEF: Effective Classroom Practice - Lesson Planning - Excelling

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

SEF: Effective Classroom Practice - Explicit Teaching - Excelling

A whole school approach ensures the most effective evidence-based teaching methods 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.

SEF: Effective Classroom Practice - Feedback - Excelling

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

At least 80% of students in Years 3-6 will demonstrate 1 stanine growth when comparing start and end of year scores in PAT Reading.

Target year: 2024

At least 80% of students in Years 3-6 will demonstrate 1 stanine growth when comparing start and end of year scores in PAT Mathematics.

Target year: 2024

A range of evidence supports our assessment of excelling in Effective Classroom Practice - Explicit Teaching and Feedback.

Initiatives

by implementing an **explicit and systematic** approach to the teaching of **Reading and Numeracy K-6**, underpinned by effective classroom practice.

This will be achieved by:

- personalised approaches for Aboriginal students as part of explicit instruction
- individual monitoring of reading and numeracy results of Aboriginal student cohorts

Success criteria for this strategic direction

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

We will evaluate to what extent we have achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy.

We will use a combination of data sources to regularly analyse the effectiveness of the initiatives. These will include:

- Internal assessment - PLAN 2, PAT (Reading and Mathematics)
- External assessment - NAPLAN, Check-in assessments, Phonics assessments, Best Start
- Scout - Value-added data
- Document analysis - Teaching and learning programs, student work samples
- Feedback - Evaluation of professional learning
- Staff reflections - Term by term and triangulation of data sources, including quantitative and qualitative, internal and external data to corroborate conclusions

Analysis will be embedded within the initiatives through progress and implementation monitoring. Following an analysis of the data a determination will be made as to future directions (Where to next?). Annual reporting on school progress measures will occur.

Strategic Direction 2: Highly Effective Practices

Purpose

To establish a culture of reflective and evaluative practices, based on current research, driven by collaborative analysis of quality, valid and reliable data. To develop effective systems and processes that are responsive to identified needs. To focus on distributed instructional leadership to provide pathways for everyday leaders to develop leadership attributes that sustains a culture of change and best practice.

Improvement measures

Target year: 2024

100% of teaching and learning programs and practices have identifiable whole school professional learning focuses embedded in daily practice. 100% of teaching and learning programs are written, implemented, evaluated, adjusted and uploaded digitally.

Target year: 2024

A range of evidence supports our assessment at excelling in Data Skills and Use - Data Literacy and Data Use in Teaching.

Target year: 2024

A range of evidence supports our assessment at excelling in Collaborative Practice and Feedback.

Initiatives

Evaluative Practice

We will establish a **culture of reflective and evaluative practices**, based on current research, driven by collaborative **analysis of quality, valid and reliable data**. We will develop effective systems and processes that are **responsive to identified needs**.

This will be achieved by:

- engaging with the 'What Works Best' documents
- analysing, interpreting and extrapolating data from internal and external sources
- implementing the principles of evaluative thinking
- evaluating and modifying school-based administrative systems and processes, to ensure greater effectiveness

Leadership

We will focus on **distributed instructional leadership** to provide pathways for **everyday leaders** to develop leadership attributes that sustains a **culture of change and best practice**.

This will be achieved by:

- engagement with the School Leadership Identification Framework (SLIF)
- providing leadership opportunities for all staff through coaching, mentoring and collaborative engagement in professional learning communities - internal and external
- ensuring individual accountability for improving professional practice
- providing opportunities for authentic student voice

Success criteria for this strategic direction

SEF: Data Skills and Use - Data Literacy - Excelling

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). 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 Use in Teaching - Excelling

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: Professional Standards - Improvement of Practice - Excelling

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

SEF: Learning and Development - Collaborative Practice and Feedback - Excelling

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.

SEF: Learning and Development - Coaching and Mentoring - Excelling

Whole school and/or inter-school relationships provide

Strategic Direction 2: Highly Effective Practices

Success criteria for this strategic direction

mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

Evaluation plan for this strategic direction

We will evaluate to what extent have we achieved our purpose and can demonstrate impact and improvement of evaluative practices and leadership.

We will use a combination of data sources to regularly analyse the effectiveness of the initiatives. These will include:

- Performance and Development Plans
- Tell Them From Me survey - staff and students
- SLIF pilot evaluations
- Professional learning feedback
- Meeting agendas and minutes
- Staff self-reflections and teaching and learning program reviews

Analysis will be embedded within the initiatives through progress and implementation monitoring. Following an analysis of the data a determination will be made as to future directions (Where to next?). Annual reporting on school progress measures will occur.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To ensure a strategic and planned approach to develop whole-school wellbeing processes that supports all students, so they can connect, succeed, thrive and learn. To work in partnership with families to promote high levels of consistent attendance. To strengthen productive networks for key stakeholders that enhance opportunities and collaboration.

Improvement measures

Target year: 2022

Improvement in the percentage of students identifying as having a positive sense of wellbeing to be above the system-negotiated lower bound target of 93.1%

Target year: 2022

Increase the percentage of students attending >90% of the time to be above the system-negotiated lower bound target of 69.4%

Target year: 2024

A range of evidence supports our assessment of excelling for 'Community Engagement' and 'Expertise and Innovation'.

Initiatives

Connect, Succeed and Thrive

We will ensure a strategic and planned approach to develop **whole-school wellbeing processes** that supports all students, so they can **connect, succeed, thrive and learn**.

This will be achieved by:

- implementing the Wellbeing Framework for Schools
- deepening staff understanding of trauma informed practices
- implementing consistent wellbeing practices
- strengthening P-K and 6-7 transitions

Connected School Community

We will strengthen **productive networks** for key stakeholders that enhance opportunities and **collaboration**.

This will be achieved by:

- valuing, respecting and promoting the diverse cultures within the school community
- building a cohesive school community that strives for continual improvement
- embracing the rich culture and strengthening the identity for our Aboriginal students
- staff connecting and engaging with professional learning communities

Attendance

We will work in partnership with families to promote **high levels of consistent attendance**.

This will be achieved by:

- monitoring attendance data and promptly addressing attendance concerns, utilising a proactive approach

Success criteria for this strategic direction

SEF: Wellbeing - Planned Approach - Excelling

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

SEF: Learning Culture - Attendance - Excelling

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

SEF: Educational Leadership - Community Engagement - Excelling

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: Learning and Development - Expertise and Innovation - Excelling

Teaching staff demonstrate and share their expertise within their school and with other schools. Teachers collaborate with staff in other schools to share and embed good practice.

Evaluation plan for this strategic direction

We will evaluate to what extent have we achieved our purpose and can demonstrate impact and improvement on student wellbeing, engagement and community connections.

We will use a combination of data sources to regularly analyse the effectiveness of the initiatives. These will include:

- Attendance data - full day and partial absences
- Sentral Wellbeing data
- Tell Them From Me survey data - student wellbeing

Strategic Direction 3: Wellbeing and Engagement

Initiatives

- implementing consistent wellbeing practices to ensure students are connected to school
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Evaluation plan for this strategic direction

and family satisfaction

- Positive Behaviour for Learning data
- Feedback from transition programs - students, staff, parents/carers
- LST data
- Individual Education Plans, Behaviour Support Plans, Personalised Learning Pathways
- Student Voice feedback

Analysis will be embedded within the initiatives through progress and implementation monitoring. Following an analysis of the data a determination will be made as to future directions (Where to next?). Annual reporting on school progress measures will occur.