

# Strategic Improvement Plan 2021-2024

## Vardys Road Public School 4248



# School vision and context

## School vision statement

***Together we grow, together we belong.***

Vardys Road, staff, students and parents *grow* as individuals and as a community by being collaborative, supportive and responsive. We aspire to use deep knowledge, effective feedback and innovative evidence based practices to reach and expand our potential.

We value wellbeing for all and promote a strong sense of *belonging* that allows families to engage with the curriculum and students to achieve their learning goals.

*Together*, we focus on creating a welcoming environment with shared beliefs and productive informed partnerships across the school.

## School context

Vardys Road Public School is located in Western Sydney, between Kings Langley, Seven Hills and Lalor Park, with an enrolment of 501. The school culture is that of growth, well-being and partnership, with students, staff, parents, carers and the community aspiring to ensure that together we grow, together we belong.

Our school is supported by a diverse and engaged community. 24.3% of our student cohort have a language background other than English with 11.3% of our students needing a level of EALD support. 0.5% of our student population are indigenous and our students come from a wide range of socio-economic backgrounds.

Over many years, the school has developed a culture of participation and opportunity with the school offering many extra curricular programs in sport, creative and performing arts, High Potential and Gifted initiatives and Technology.

Over the last six months through an exhaustive external validation process and a consultative situation or analysis, all stakeholders, including our students, parents, carers, learning community and local AECG have been consulted and in turn have contributed to the development of the schools future directions. Through this process, we have identified a need to ensure that every child grows every year, through the provision of differentiated and explicit instruction and quality point in time feedback. Continual monitoring of student growth will ensure that our assessment practices will track student progress, flag skill deficits and inform our teaching practices with clear success criteria and agreed upon learning intentions.

To ensure that every child is known valued and cared for, the school will take a three tiered approach to learning and behavioural interventions and monitor students progress through a comprehensive case management approach. Together with parents and carers the teachers will identify areas of need and provide strategic and responsive support. A strengthening of our universal well-being practices and our systems of learning support and behaviour management will both support the students, accommodate their needs and build their capacity. These systems will be underpinned by systems of effective collaboration and strong partnership ensuring a culture of collective efficacy and distributed leadership. The school will strive to engage the community with the curriculum, to forge strong and productive partnerships with parents and to explore and enhance links with other schools to share and strengthen our collective work addressing the needs of a shared, proud and connected community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student growth and attainment of learning goals in all key learning areas. The school will foster academic rigor in a challenging yet supportive environment.

## Improvement measures

### Target year: 2022

Show an improvement of 6% of students achieving the top two bands in NAPLAN Numeracy.

### Target year: 2022

Show an improvement of 5% of students achieving the top two bands in NAPLAN Reading.

### Target year: 2023

Show an improvement of 10.3% of students achieving at or above expected growth in NAPLAN Reading.

### Target year: 2023

Show an improvement of 18% of students achieving at or above expected growth in NAPLAN Numeracy.

### Target year: 2024

There is a whole school approach to ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### Target year: 2024

All teachers will demonstrate an increase in their use of a range of assessment strategies, which are used flexibly and responsibly as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school has improved its use of systematic and reliable assessment information to evaluate student

## Initiatives

### Effective Classroom Practice

1. **Feedback that fits** - Teachers routinely review learning with students using daily reviews and learning walls, they provide descriptive point in time feedback on clear criteria and adjust learning goals to maximise student growth.
2. **Explicit teaching with intent** - Teachers use evidence based effective teaching strategies in literacy and numeracy, they use explicit direct instruction with scaffolds/frameworks to support learning. Teachers use a variety of engagement norms to ensure a challenging yet supportive environment.
3. **Differentiated Teaching and Learning** - Teachers undertake professional learning to achieve clarity of what they are teaching and why they are teaching it. Teachers collaborate and analyse data to plan how they will differentiate teaching to accommodate the needs of students in their class. Teachers will complete Aboriginal cultural awareness training and develop each students' understanding of the heritage and culture of the Aboriginal Peoples on whose land they live.

### Assessment Informed Instruction

1. **Assessment for and as learning (Formative)** - Teachers use formative assessment strategies to inform differentiation, monitor progress and develop assessment literate learners.
2. **Success criteria for backward and forward mapping** - Teachers collaboratively plan differentiated success criteria at the beginning of a unit of work which is then used for forward/backward mapping. This criteria is linked to worked samples used to inform feedback, programming, differentiation and monitor student progress.
3. **Consistent teacher judgement of performance tasks** - Stage teams are focused on developing assessment informed instruction, achieving clarity of the expectations of student output for performance tasks and how this information is used to make a

## Success criteria for this strategic direction

**Effective Classroom Practice - Feedback:** Teachers routinely review learning with each student, 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.

**Explicit teaching:** All teachers employ evidence-based effective teaching strategies as agreed through shared beliefs and understandings. Effective methods are promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

**Data skills and use - Data use in teaching:** Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

**Assessment:** Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

**Professional Standards - Literacy and numeracy focus:** 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.

**AECG Partnership Agreement 2020-2030:** All students demonstrate an understanding of Aboriginal heritage and culture and the history of the interaction between Indigenous and non-Indigenous Peoples.

## Evaluation plan for this strategic direction

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

# Strategic Direction 1: Student growth and attainment

## Improvement measures

learning over time and has implemented 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.

## Initiatives

summative achievement decision when reporting to parents.

## Evaluation plan for this strategic direction

direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- Student work samples
- Observations from 'walk throughs'
- Literacy and Numeracy PLAN 2 data

**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.

# Strategic Direction 2: Wellbeing

## Purpose

To improve student wellbeing systems to ensure all students have a sense of belonging and are known, valued and cared for. The school aims to provide students with a variety of skills and strategies to allow for successful engagement in their learning.

## Improvement measures

### Target year: 2022

Tell Them From Me Survey data will show improvements in student wellbeing by 5% overall. There will be an increase in the sense of belonging indicated by students and relevance.

### Target year: 2024

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

### Target year: 2024

Evaluation of school wide systems for personalised learning and support indicate there is a collective responsibility for student learning success. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

### Target year: 2024

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.

### Target year: 2022

Improve student attendance rates to show an increase of 4% of the number of students who are attending school greater than 90% of the time.

## Initiatives

### Personalised Learning

1. **Individual Learning Needs** - The LST uses targeted assessments to support the identification of individual learning needs and drives Tier 2 and 3 Interventions. Teachers take ownership of the writing of PLSPs in consultation with the LST and parents, with regular reviews and adjustments made to learning goals.
2. **Caring for Students** - The LST applies a case management approach and works collaboratively with stage teams to monitor student growth and support targeted differentiation. Innovative approaches such as LST Hub/sensory room provide support for students as needed.
3. **Partnerships** - Teachers work with parents to identify areas of need and apply appropriate support. Parents are engaged in all aspects of their child's learning to strengthen student outcomes.

### Wellbeing Practices

1. **A Planned Approach to Wellbeing** - School wellbeing programs such as UR Strong, Circle Time, Lifeskills and Smiling Minds teach social skills and emotional regulation and provide students with the understanding of what it means to belong. Wellbeing is linked to instruction with the collection of data and feedback used to monitor and refine the whole school approach to ensure students are known, valued and cared for.
2. **Positive Behaviour for Learning** - Tier 1 Universal explicit teaching of behaviour expectations in conjunction with Tier 2 and 3 support systems such as structured play, check in check out, student mentors and functional behaviour assessments increase student engagement with learning.
3. **The Learning Environment** - Teachers create a learning environment that prioritises student wellbeing ensuring all students are ready to learn. Behavioural success criteria is co-created with clear expectations and appropriate accommodations in

## Success criteria for this strategic direction

**Wellbeing - A planned approach to wellbeing:** The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

**Individual learning needs:** 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 student's wellbeing and learning needs in consultation with parents/carers.

**Behaviour:** Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for students learning across the whole school.

**Effective Classroom Practice - Classroom Management:** All classrooms are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

## Evaluation plan for this strategic direction

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:

- Tell them from Me bi-annually
- School based surveys to evaluate programs
- PBL Data monthly
- PLSP review data each term
- UR Strong/Forge Wellbeing surveys each term
- Observations of PLSPs and behaviour plans

# Strategic Direction 2: Wellbeing

## Initiatives

place for students with specific needs.

## Evaluation plan for this strategic direction

- Teacher programs and registrations

**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.



## Strategic Direction 3: Partnerships

### Purpose

To enhance school systems to allow for effective collaboration, shared vision and strong partnerships within the school community. The school aims to increase parent engagement with the learning process to improve educational outcomes for all students.

### Improvement measures

#### Target year: 2024

Staff Tell Them from Me and Peoples Matter Surveys show improvements in cross team collaboration and leadership transparency.

#### Target year: 2024

School systems are enhanced and effective collaboration and shared vision is demonstrated through the collective efficacy of the staff teams.

#### Target year: 2024

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Effective partnerships in learning with parents and students show that students are motivated to deliver their best and continually improve.

#### Target year: 2024

Partnerships across the school and between schools has increased to demonstrate the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement.

### Initiatives

#### Staff Collaboration

1. **Shared vision and accountability** - The school leadership team will collaborate with staff to create a shared vision for our school and set the expectations for accountability with regard to teaching practice, Team Meets, programming and assessment.
2. **Distributed and empowered leadership** - VRPS staff will flourish through the expertise of knowledgeable others within our school and local community. Opportunities are provided for staff to develop their capacity through their Professional Development Plan (PDP) and take on leadership roles within the school.
3. **Professional Inquiries** - The school encourages professional collaborative inquiries through whole school and classroom approaches. For example, Team Meets and Practice Changing Practice. This facilitates improvement in teacher capacity and focuses on alignment of K-6 Scope and Sequences, pedagogical practices and consistent teacher judgement.

#### Community Collaboration

1. **Connecting with Curriculum** - The school will work to improve parent understanding of the K-6 curriculum and expectations for student achievement. This will include providing curriculum guides, parent workshops and information booklets to enhance community engagement with curriculum. Parents will be informed of student learning goals and included in the planning of goals for students with additional needs.
2. **Partnerships with parents** - We will strengthen partnerships with parents through interviews, the Parent Portal and using communication apps like Seesaw. This will allow parents to develop a strong partnership with the school to improve student attendance, collaboration on learning and events, and provide opportunities for parents to be actively involved in groups such as the Aboriginal group, Playgroup, Dad's and Father Figures group and

### Success criteria for this strategic direction

**Learning Culture- High Expectations:** 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.

**Reporting - Parent Engagement:** Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

**Data Skills and Use - Data use in planning:** 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.

**Educational Leadership - Community Engagement:** The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader community.

**Management Practices and Processes - Community Satisfaction & Service Delivery:** The leadership team analyses responses to school community satisfaction measures to facilitate school improvement. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

### Evaluation plan for this strategic direction

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:

- Tell them from Me surveys bi-annually

## Strategic Direction 3: Partnerships

### Initiatives

- other community groups in the area.
3. **Learning community** - The school promotes a positive learning community across the Blacktown Area. We will continue to explore and enhance links with other schools to both share our school's experiences and learn from others. This will provide support for school practices and processes and improve the educational opportunities for all students.

### Evaluation plan for this strategic direction

- School surveys/feedback from parents after each event
- Parent participation in workshops and forums
- Annual formal staff evaluation of school practices and processes
- Engagement data from partnership apps such as Seesaw, Parent portal and school interviews as required.

**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.