

# Strategic Improvement Plan 2021-2025

## Randwick Public School 4250



# School vision and context

## School vision statement

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners and informed citizens, to participate in and contribute to their community.

We believe that education should take place in a fully inclusive environment with equal opportunities for all, where the well being of students, staff and community are supported through a safe and nurturing environment in accord with the school values: Be respectful, Be Responsible and Be a Learner.

Quality learning programs are planned, implemented and evaluated to improve student outcomes. All educators access the latest research and evidence-based teaching and learning strategies through ongoing professional learning in order to stay at the forefront of best educational practice.

Relationships between the staff, students, parents and the wider community are respectful and positive. All members of the school community work collaboratively and with the knowledge of collective responsibility to improve student learning outcomes, well being and engagement.

## School context

Randwick Public School is located in the Eastern Suburbs, adjacent to Randwick Junction, Coogee Beach, Randwick Racecourse, the University of New South Wales and The Prince of Wales Hospital.

Randwick Public School (enrolment 970 students, including 41% from a non-English speaking background), provides a nurturing and welcoming environment for students from diverse cultural and socio-economic backgrounds.

Staff actively participate in the development and leadership of quality learning programs.

An active parent body provides a source of knowledge and expertise for stimulating programs as well as an excellent resource base for teaching and learning. Targeted fundraising supports specific school initiatives and equity through an annual P&C budget process and scholarships in instrumental music programs.

Strong academic results and a focus on continuous improvement, particularly in the areas of literacy, numeracy, technology, student welfare and leadership, support a broad, inclusive program. Differentiated class teaching programs, programs for gifted and talented students, learning support and EALD ensure individual student learning needs are met. There are high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs including two languages (Community language other than English-Mandarin, and Primary language other than English-Italian).

The school has completed a situational analysis from the collection of survey data, ongoing analysis of performance data and staff focus groups. The areas for the school plan from this process are:

1. **Student growth and attainment** is historically high and has improved overall since 2014. There was a slight drop in growth in 2019 with the school moving to the NAPLAN online testing program. Student growth and attainment remains above SSSG in both Reading and Numeracy in both Year 3 and Year 5. The average scaled growth is slightly higher than SSSG in Reading and Numeracy but is below the expected growth. Few students score in the bottom two bands in Year 3 and Year 5. Gap analysis reveals only comparatively weaker areas. The greatest impact on student achievement and growth is inconsistent and apparent negative growth for very high achieving students, however this maybe an artefact of the testing process which is stated to be unreliable for very high achieving students. TTFM data suggests that some students with high skill levels do not feel challenged and so the school will continue to look at ways in which differentiation of the curriculum beyond stage outcomes may provide more consistent growth in the top two bands. Focus groups: EALD students (43% of school population) demonstrate similar or superior outcomes and Indigenous students (9%) consistently meet the government target.
2. **Wellbeing and engagement** was identified as an area for focus from TTFM data, school data and observations. PBL commenced in 2020 and will be ongoing to build student cohesion across such a large complex and diverse school and ensure every student is known, valued and cared for. Student voice and leadership are important

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## School vision statement

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elements as well as increasing parent involvement as partners in their child's learning.

3. **Investing in our people** forms an integral part of achieving both the growth and development of our staff, the development of future leaders and to support achievement of SD1 and SD2 goals. A young and changing teaching team requires both curriculum, student management and emotional support if they are to continue to contribute at a high level to student and school improvement. Professional Learning will target key areas as identified in effective classroom management, effective student feedback, data skills and use, curriculum knowledge and visible learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes in reading and numeracy we will implement research based instructional design to meet the needs of all learners and develop whole school processes for sharing and analysing data to ensure all students make expected progress and learning programs are meeting student needs.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

All students in Years 1-6 demonstrate growth and achievement from Term 1 to 4, using Essential Assessment as a key data point.

### Reading growth

Achieve by year: 2023

An increase in the percentage of students per grade performing above the mean in Reading Check In Assessment for Year 4, 5 and 6 for 2023 in comparison to Year 3, 4 and 5 2022.

## Initiatives

### Whole school Systems and processes

Establish whole school, sequential, explicit and differentiated Literacy and numeracy programs to ensure student growth with an emphasis on systematic student feedback and engaging parents as partners in their child's learning.

- Instructional leaders develop systems to support teachers to differentiate for high potential and gifted students
- Learning support AP develops systems to support teachers and students requiring literacy and numeracy intervention
- Implement programs that support explicit teaching and formative assessment
- Develop processes whereby parents are partners in the learning, understanding and supporting a high expectations culture focused on teaching and learning
- Embed student feedback processes so they can self-regulate their learning in reading and numeracy

### Data informed teaching and learning

Implement explicit systems for data collection in Literacy and Numeracy to ensure data is visible and informs teacher planning and programs.

- School leaders embed evidence-informed practices in reading and numeracy across the school and ensure that effective methods are identified, promoted and modelled through quality curriculum provision
- Build staff capacity to analyse numeracy and literacy assessment data and interpret information collaboratively and inform teaching practice
- All students actively engage in the co-construction of individual literacy/mathematics learning and/or social/emotional goals. with the class teacher.

### Personalised Learning for High Needs students

## Success criteria for this strategic direction

A whole school system of quality teaching, curriculum planning and a learning culture shared by students, staff and parents that is responsive to student needs and promotes growth and excellence for all. (SEF Learning Culture, Curriculum, Educational Leadership)

Students articulate their progress through coconstructed learning goals and response to explicit teacher feedback, and meet expected targets in NAPLAN. (SEF Student performance)

Reporting provides parents with clear, timely and accurate information that engages students and supports their learning (SEF Reporting)

Systematic collection of data that is regularly discussed by all staff and with students and is evident in school planning and teaching programs. (SEF Data skills and use)

Data informs evidenced-based teaching programs and lessons and the most effective explicit teaching practice (SEF Effective classroom practice)

High potential and gifted students feel challenged (SEF student performance)

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. (SEF Feedback)

PLPs and ILPs support targeted students for EaLD, Integration and Low level additional needs and are review biannually with parents and caregivers

## Evaluation plan for this strategic direction

There will be school system wide use of data to track and improve learning and growth for all students. The effectiveness of the initiatives to improve teaching learning in Literacy and Numeracy and will include data sources such as:

# Strategic Direction 1: Student growth and attainment

## Initiatives

- Implement effective teaching strategies to support EALD students and ensure similar progress to the student cohort:
- Implement programs to support students with low level learning needs and disability
- Develop ILP's and PLP's for all targeted students and review biannually with carers
- Build teacher capacity through team teaching and PD to support student learning in the classroom
- Support students disadvantaged by COVID

## Evaluation plan for this strategic direction

- NAPLAN
- SCOUT Value added data
- Internal school data
- Student Work Samples
- Student ILP's
- TTFM -Skill/Challenge quadrants
- Student voice

The evaluation of the plan strategies will include:

- Comparison with SEF
- Regular grade review of data and work samples
- Observation
- Reflection by executive and grade coordinators
- Sharing of student learning goals and feedback

## Strategic Direction 2: Student Wellbeing and Engagement

### Purpose

Students develop social capabilities by establishing and sustaining positive relationships and making responsible decisions.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School as assessed by TTFM Wellbeing student data increases towards the system-negotiated target of 87%.

#### Attendance >90%

Achieve by year: 2023

Increased percentage of students attending school 90% or more of the time by 3%.

Achieve by year: 2022

At the External Validation the school is assessed as excelling in the Wellbeing domain.

### Initiatives

#### Scaffolding for Success

- New whole school award system is developed with a focus on emphasising student wellbeing and incorporating the school values.
- New house names are developed in collaboration and consultation with parents, staff and students.
- Students identify with a house group that they belong to and individual success is identified through the school values and celebrated with peers through house groups.

#### Whole school Wellbeing Initiatives

- Implementation across K-6 of whole school wellbeing initiatives to support students to connect, succeed and thrive in all aspects of learning.
- Whole school wellbeing initiatives support students' cognitive, emotional, social, physical and spiritual wellbeing.
- The Randwick's Garden Program is implemented across Years 2-6 and is incorporated into the PDHPE Scope and Sequences.
- PBL is implemented in every classroom throughout the school via explicit lessons developed by the Learning Support Team

#### Learning Support Systems

- Clear systems are set up for the referral of students to the Learning Support Team.
- Learning Support Team implement programs which result in improvements in wellbeing and engagement to further support learning such as workshops led by the school Youth Worker and Counsellor.
- Teachers construct semester Individual Learning Plans and Personalised Learning Plans for students requiring support and extension in collaboration with the Learning Support Team and parents.
- The allocation of SLSOs is reviewed and modified to target small groups of students attaining to achieve

### Success criteria for this strategic direction

Teachers demonstrate consideration of how they cater for every student.

Students participating in ongoing intervention programs show positive growth in literacy/ and or numeracy which enhances their self-esteem and confidence.

Students feel a sense of belonging and connectedness that is underpinned by positive, respectful relationships among students and staff.

Teachers demonstrate increased expertise in teaching students with complex needs.

Case management meetings track identified students to improve wellbeing and engagement via the Learning Support Team.

Attendance rate trends to be 93.5%.

### Evaluation plan for this strategic direction

How do we as a school determine that the systems and processes for enhancing student wellbeing and engagement have been successful?

How is the new reward system recognising that all students are individually celebrated?

How has the Kitchen Garden Program impacted on students' social capabilities and decision making skills?

Wellbeing Framework Self-assessment pre and post data comparisons.

A review of the TTFM Student Wellbeing trend data.

What are the implications for our work?

Future directions and next steps.

## Strategic Direction 2: Student Wellbeing and Engagement

### Initiatives

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- similar learning goals resulting in high impact.
  - The learning support team work closely with parents to plan ways to improve attendance.
  - Teachers engage in ongoing professional learning to support student learning and wellbeing in the classroom.
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## Strategic Direction 3: Investing in our people

### Purpose

To create a professional learning community focused on continuous improvement through effective leadership, high expectations, collaboration, feedback, evidence-based teaching and positive staff wellbeing, resulting in whole school improvement.

### Improvement measures

Achieve by year: 2025

Achieve by year: 2025

Achieve by year: 2025

Achieve by year: 2025

### Initiatives

#### High impact professional learning

Utilise high impact professional learning to support teachers to continuously and collaboratively enhance teaching expertise. in reading, writing, numeracy, differentiation and creative and critical thinking.

- Professional learning is driven by identified student needs
- Collaborative and applied professional learning strengthens teaching practice
- Professional learning is continuous and coherent
- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement

#### Professional growth culture

Establish a professional growth culture that supports meaningful collaboration, opportunities for observation and feedback and distributed leadership through mentoring and coaching to improve teacher practices and student outcomes.

- Ensure the continuity of a culture of collaboration and teamwork across cohorts of teachers
- Highly able teachers take an active leadership role beyond the classroom
- Teachers are open to constructive feedback and provide feedback to colleagues
- Promote and maintain an environment reflective of its high expectations that all students will learn successfully

#### Positive school environment

Support leaders and teachers to establish a positive environment with high levels of staff wellbeing.

- Promote a culture of innovation, where creative exploration and independent learning are valued
- Staff report high levels of job satisfaction

### Success criteria for this strategic direction

The leadership team has participated in capacity development programs, implements principals of evaluative thinking, continually monitor the impact of programs and approaches used by all teachers, and improves practice. (SEF Improvement of practice)

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. (SEF Collaborative practice and feedback)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers. (SEF Coaching and mentoring)

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF Professional Learning)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF Instructional leadership)

### Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact?

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:

- High Impact Professional Learning survey
- What works best reflection
- TPL feedback



## Strategic Direction 3: Investing in our people

### Initiatives

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- Create an attractive and stimulating physical environment that supports and encourages learning
  - Work to build mutually respectful relationships
  - Business Manager coordinates school administrative programs
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### Evaluation plan for this strategic direction

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- Tell Them From Me
- People Matter survey
- Focus groups and whole staff reflective
- Teacher feedback