

# Strategic Improvement Plan 2021-2025

## St Marys South Public School 4279



# School vision and context

## School vision statement

To develop outstanding citizens who:

- \* are creative
- \* are innovative
- \* are critical thinkers
- \* can communicate and collaborate effectively.

## School context

St Marys South Public School is located west of Sydney, on the fringe of the Penrith Valley. Our school prides itself on effective and quality innovative, rich and authentic learning and teaching to develop outstanding students.

We provide every student with high-quality learning in all curriculum areas through evidence-based teaching practices implemented by our highly dedicated and compassionate teachers in a nurturing, inclusive and innovative learning environment.

Our school has a current enrolment of 355 students. Our school community celebrates its rich diversity of students deriving from cultural backgrounds such as Aboriginal and Torres Strait Islander, Samoan, Urdu, Tongan, Arabic, Tagalog, Hindi, Punjabi, Gujarat, Hungarian, Maori, Bengali, Filipino and Korean. More than 85% of our students were born in Australia.

Every student is provided with opportunities within and beyond the school to ensure they can progress and achieve high educational outcomes across academic, musical, creative, technological and sporting areas. St Marys South Public School initiatives are supported by our strong family, school, community and agency partnerships, and place a high priority on ensuring that our children receive the best possible education for their future.

Our school has extensive extra-curricula opportunities in academic, sporting and creative realms. An investment in staff enables in-class support for responsive teaching and learning, using data-driven and evidence-based practices. Inclusive programs nurture the diverse range of learning needs, including students with disability, English as an Additional Language or Dialect, and Aboriginal and Torres Strait Islander backgrounds.

Through our Situational Analysis, we identified a collective need to cement a whole school culture with Visible Learning at the core. At the heart of this, expanding our current mode of practices in Learning Intentions and Success Criteria, and student-centred, goal setting conferencing, a delivery of practice that has captured explicit teaching and feedback personalised to each students' performance levels against the NSW Syllabus and Literacy and Numeracy Learning Progressions. Student achievements are celebrated, and there is an ethos of lifelong learning and whole school continuous improvement touching every classroom. Our Strategic Improvement Plan amplifies this collective work to ensure every student achieves their learning potential.

Our Strategic Improvement Plan is ambitious, with the intent that every student establishes the foundations to succeed in their future endeavours, as critical, collaborative, creative, active and informed citizens.

# Strategic Direction 1: Student growth and attainment

## Purpose

We will develop outstanding citizens, who attain high educational performance in reading and numeracy learning outcomes by embedding a whole school approach focused on evidence-based pedagogy, data-informed practices and a culture of Visible Learning within every classroom.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Reading in years 3-6 for 2023 compared with years 3-6 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Numeracy in years 3-6 for 2023 compared with years 3-6 in 2022.

## Initiatives

### Quality Teaching

Achieving the best possible outcomes for every student is our collective goal. Evidence-based practices of Learning Intentions and Success Criteria (LISC) are the cornerstone of authentic, high-quality practice, to make student learning visible.

We will achieve this by:

- Implementing differentiated practices expertly
- Delivering purposeful feedback, explicit teaching and assessment
- Empowering students as self-regulated learners
- Expertly using student assessment data to inform learning, teaching and assessment

### High impact, evidence-based literacy and numeracy practices

A sustained focused on achieving high performance outcomes and increase in the number of student in the top two bands in literacy and numeracy will be achieved by:

- Building student competencies to be 'assessment ready'.
- Expert use of the NSW English and Mathematics Syllabus, and Learning Progressions, to plan and assess teaching and learning

## Success criteria for this strategic direction

### Internal reading assessment data will evidence

80% or more students reading at or above school-determined targets.

### Our internal and external data will evidence in our SEF S-aS that,

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers (SEF, Formative assessment, Excelling).
- 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, Whole school monitoring of student learning, Excelling).
- 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 (SEF, Feedback, Excelling).

## Evaluation plan for this strategic direction

### Question:

To what extent was our impact of student, teacher and leader practices on improving student performance?

### Data:

To determine our impact, we will analyse evidence from the following data sources, such as:

- PLAN2
- Words Their Way Inventory
- Fountas and Pinnell Benchmarking System

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Phonics Screening
- Phonological Awareness Diagnostic Assessment
- IfSR AD (to confirm Professional judgements/CTJ)
- Syllabus Content Assessment Trackers
- Reflection and goal setting student journals
- Student responses and work samples
- Little Learners Love Literacy.

### Analysis:

Analysis will be embedded in our progress and implementation monitoring.

We will review progress towards the improvement measures annually, and at least once a term.

### Implications:

The findings of the analysis will inform future actions based on student improvement measures.

## Strategic Direction 2: Effective Student Wellbeing

### Purpose

We will develop outstanding citizens by ensuring every student connects, succeeds, thrives and learns through a planned whole school approach, in a high expectations culture, to enhance student wellbeing and attendance, with every student known, valued and cared for.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

#### Students with positive wellbeing:

The proportion of students reporting Expectations for Success, Advocacy, and a Sense of Belonging at school returned to pre-COVID levels. OR 86.6% - 91.6%

#### Attendance >90%

Achieve by year: 2023

#### Attendance:

Improvement in the proportion of students attending school more than 90% of the time is 75.3%

### Initiatives

#### Whole school approach to wellbeing

Our Positive Behaviour for Learning whole school approach contributes to ensuring every student has a strong sense of belonging, and positive wellbeing. We will achieve this through,

- Strengthening the schoolwide core expectations as an embedded practice and common language with all members of the school community.
- Embedding a whole school community approach to monitoring, evaluating and responding to student behaviour and attendance, to optimise student progress.
- Increasing student voice and agency in learning and school decision making, enhancing student sense of belonging, engagement and advocacy through a student-centred ethos.
- Embedding personalised learning systems of practice.

#### Aboriginal Education

Ensuring every Aboriginal student achieves their learning potential, and that their history, language, culture, identity and aspirations are valued is of a high priority. We will achieve this by:

- Engagement of Aboriginal Community Representatives, and family-school partnerships strengthened.
- Embedding of high-quality, evidence-based practices in every classroom.

### Success criteria for this strategic direction

#### Tell Them From Me Data will evidence:

Students feel a sense of belonging as a result of how they are connected, and contribute to, school life, with:

- At or above 75.3% of students indicating a positive sense of belonging.
- Student expectations for success at or above state average
- Advocacy at school at or above state average

#### SCOUT Data will evidence:

- Achieving or exceeding lower bound target of 70.3% of students attending school at or above a rate of 90%.
- Consistent attendance at school contributed to attaining improved student performance, meeting or exceeding the lower band target, in the top two bands reading (30.8%) and numeracy (21.5%).

#### Our internal and external data will evidence in our SEF Self-aS, that we are maintaining,

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF, Attendance, Excelling).
- 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, High expectations, Excelling).
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF, A planned approach to wellbeing, Excelling).
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is

## Strategic Direction 2: Effective Student Wellbeing

### Success criteria for this strategic direction

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informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEF, Individual Learning needs, Excelling).

### Evaluation plan for this strategic direction

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#### Question:

To what extent was our impact on student, teacher and leader practices in improving student sense of belonging through wellbeing and student voice initiatives, and raising of our student attendance rates?

#### Data:

To determine our impact, we will analyse evidence from the following data sources:

- Tell Them From Me Survey
- SCOUT Dashboard Data
- Compass Attendance Data
- Student Feedback

#### Analysis:

Analysis will be embedded in our progress and implementation monitoring.

We will review progress towards the improvement measures annually, and at least once a term.

#### Implications:

The findings of the analysis will inform future actions based on the effectiveness of student wellbeing initiatives and activation of student voice.

## Strategic Direction 3: Effective Professional Growth

### Purpose

To develop outstanding citizens, we will sustain a strong focus on building teacher quality through authentic, research-based teacher professional learning and development, building teacher capacity to lead improvements in reading and numeracy for every student, every day.

### Improvement measures

#### Feedback

Achieve by year: 2025

Tell Them From Me data indicates an increase from the baseline of 75% to be at or above the NSW Government Norm for "Teachers have given me helpful feedback about my teaching".

#### Professional Growth Culture

Achieve by year: 2025

100% of teachers demonstrate increasing knowledge and application of innovative practices gained from professional learning and/or peer observations in reading and numeracy.

#### Reading and Numeracy Professional Development focus:

Achieve by year: 2025

100% of teachers evaluate their practice against student performance data.

### Initiatives

#### Professional Learning Community

In building teacher and leader capacity, we will use an embedded and explicit system that facilitates professional dialogue, collaboration, classroom observation, the modelling of effective practice and teacher-teacher feedback, driving improvement in teaching practice and student reading and numeracy outcomes. Will achieve this by,

- Focusing on building teacher capabilities in research-informed reading and numeracy strategies, underpinned by What Works Best 2020 update.
- Building teacher capacity in data-skills and use

#### Collaborative Practices

Teacher professional learning, through distributed leadership, supports the building of teacher quality at all career stages, to improve student literacy and numeracy performance. This will be achieved by,

- Collaborative teacher planning to develop evidence-based teaching, learning, assessment and reporting
- Tailored professional learning responsive to student and teacher needs
- Collaborative Teacher Professional Learning aligned to student, teacher and school need
- Building parent/carer confidence to support student improvement
- Building leadership capacity

### Success criteria for this strategic direction

**Our internal and external data will evidence in our SEF SaS, that,**

- 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, schoolwide improvement in teaching practice and student results (SEF, Collaborative practice and feedback, Excelling).
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practices. (SEF, Professional Learning, Excelling).
- 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, Expertise and Innovation, 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, 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, Literacy and Numeracy focus, Excelling).

**Tell Them From Me Data will evidence that,**

- 90% (from a baseline of 83%) of teachers will discuss learning goals with other teachers
- 80% (from a baseline of 75%) of students are interested and motivated in their learning
- 80% (from a baseline of 59%) of parents indicate teachers take account of their child's needs, abilities,

## Strategic Direction 3: Effective Professional Growth

### Success criteria for this strategic direction

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and interests.

- Within the range of 86.6% - 91.6% of students reporting positive Expectations for Success, Advocacy at School and a Sense of Belonging.

### Evaluation plan for this strategic direction

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#### Question:

To what extent was our impact on student, teacher and leader practices to enhance teacher professional learning and development?

#### Data:

To determine our impact, we will analyse evidence from the following data sources, such as:

- Tell Them From Me (Student, Teacher and Parent Satisfaction)
- Professional Learning evaluations
- PLAN2
- SCOUT Dashboard Data
- Teacher and student feedback and self- and peer-evaluation of impact (Peer Observation - Collaborative Time)
- Teaching and Learning programs evidence innovative practices
- Performance and Development Plan
- MyPL and NESA online accounts evidence course completions (as applicable)
- Australian Professional Standards for Teachers
- Staff Capability Survey and/or What Works Best Reflection Guide

#### Analysis:

The analysis will be embedded in our progress and implementation monitoring.



## Strategic Direction 3: Effective Professional Growth

### Evaluation plan for this strategic direction

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We will review progress towards the improvement measures annually and at least once a term.

#### **Implications:**

The findings of the analysis will inform future actions based on the effectiveness of improved teacher quality and capacity, as measured in student assessment data (impact on teaching).

Striving to ensure high-performing staff are in front of every student every day.

Increase in the number of teachers attaining Proficient or higher levels of accreditation.

Annual reporting on school progress measures will be published on the school website throughout the year.