Strategic Improvement Plan 2021-2025

St Ives North Public School 4293

School vision and context

School vision statement

At St Ives North Public School, we believe in a relentless focus on continual improvement to enable and support every child to reach their potential. We aim to have our students develop into well rounded citizens who are respectful, inclusive and have high expectations. Our vision is to be partners in learning with our community through open and transparent communication so that our students are confident, resilient, self-directed and successful learners.

School context

St Ives North Public School is located on the north shore of Sydney. The school culture represents connectedness, inclusion and belonging, with students, staff, parents and the wider community working together to promote school excellence. Our school is supported by a strong multi-cultural community, with 65% of our students having a language background other than English.

The school promotes excellence in all areas of educational achievement. A nurturing and inclusive environment is created for all 900 students. Students are challenged to reach their full potential in a safe and supportive environment that values diverse and differentiated learning experiences. The staff are professional and collaborative when planning programs to improve student outcomes and wellbeing. The strategic directions for the school include a focus on literacy, numeracy, identification of student talent across key learning areas and student wellbeing. Instructional leadership and co-teaching are a focus across the school. Leaders work with teachers to meet the challenge of continual improvement through reflection and implementation of well researched practices, the analytical monitoring of student performance data and transform pedagogy into innovative practice.

Extra-curricular opportunities in sport, chess, Tournament of Minds, dance, choir, bands, string ensembles, debating, public speaking, drama, Dance Sport, Maths Olympiad, maths games and PSSA sport enables our students to excel through a range of diverse experiences.

Our school employs specialist science, art, music and sports teachers along with extension, support and English as an Additional Language/Dialect teachers to collaborate with classroom teachers. Our work with individual students is responsive and closely monitored. Individual and targeted support is provided to ensure students achieve expected growth and attainment in their learning. Pre and post assessments are delivered to assess the impact of this support. Structures are in place to identify students who need intervention and those who require additional extension through our regular termly check-in meetings with every class teacher.

Through our situational analysis, we have identified a need to sharpen the core vocabulary and comprehension programs and develop a rigorous program of rich tasks in mathematics. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will continue to build on strong foundations for literacy and numeracy success by developing and refining evidence based teaching practices that are responsive to our students' learning needs. We will sustain and grow whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provisions for every student.

Improvement measures

Reading growth
Achieve by year: 2023

A 2% increase of students achieving growth in reading

Achieve by year: 2025

Numeracy
Achieve by year: 2025

Numeracy growth
Achieve by year: 2023

A 2% increase of students achieving growth in numeracy.

Initiatives

Evidence based teaching of reading and numeracy

- **Literacy** - Professional learning for the whole staff in the 5 Elements of Reading and Comprehension Strategies. We will embed these elements and the comprehension strategies into whole school scope and sequences and units of work.

- **Numeracy** - Professional learning for the whole staff in numeracy across K-6. We will embed mathematical language, open ended task and working mathematically into whole school scope and sequences and units of work. The school will continue to use research based practices and evidence to improve student outcomes.

- **Embed Aboriginal perspectives -** Increased emphasis across all KLAs to increase knowledge and understanding of the histories and experiences of the Aboriginal and Torres Strait Islander People as the First people in Australia.

We will:

- create whole school units of work embedded with rich tasks

- whole school approach to sustainability through the environment, the curriculum and school culture

- Provide PL and opportunities for staff, and in the playground and classrooms, to build our knowledge in sustainability and care of our land.

- develop a positive mathematical mindset

- link reading and numeracy units of work, scope and sequences and core programs to the quality research and pedagogies

Collecting and analysing data in reading and numeracy

* School-led professional learning on data literacy, data analysis and data use in teaching for all staff

* Use data to monitor and assess student progress and design future learning on a whole class, group and

Success criteria for this strategic direction

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures

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.

Professional Learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted across the school.

Develop areas of the playground to enable sustainable practices to be demonstrated and linked back to the classroom learning.

The school achieves excellent value-added results, significantly above the value added by the average school.

Evaluation plan for this strategic direction

Q: How will the school measure growth and performance and ensure the targets are met?

D: 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:

Initiatives

individual level

* Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement

* Embed data informed formative assessment practices as an integral part of daily instruction in every classroom

* Professional Learning on use of literacy and numeracy progressions to personalise learning and understanding

* Review pre and post testing for each grade and the assessments used to ensure they assess what has been learnt

* Provide professional learning for the whole staff in analyzing student errors

Curriculum Provisions in reading and numeracy

Create collaboration opportunities between staff and school community to implement a plan for continuous development in reading and numeracy.

Reading

Create a reading scope and sequence across K-6 that is broken into the:

- 5 Elements of Reading
- 6 Comprehension Strategies

Refine, redevelop and write units of work in reading across K-6 that embed quality rich literature.

Numeracy

Revise numeracy scope and sequences and programs across K-6.

Create rigorous differentiated assessment tasks or tasks that are sourced from the Department of Education for numeracy.

Evaluation plan for this strategic direction

* NAPLAN data

* PAT-R assessment data and PAT maths data

* Department of Education check in assessment

* Literacy PLAN2 data

* Scout - value added data

* Student work samples

* Observation

* Community, staff and student focus groups

* Data analysis with supervisors based on Sentral Markbook data entered by teachers

* Whole school learning walks

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

* Regular professional discussion around the School Excellence Framework elements and themes with all staff

* Executive team and whole staff reflective sessions

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 1: Student growth and attainment

Initiatives

Refine, redevelop and write units of work in mathematics across K-6 that embed quality rich tasks and investigations.

Strategic Direction 2: SD 2 -Talent Identification and Collaborative Practice

Purpose

To maximise student learning outcomes in all key learning areas by finding their talent, developing the talent and making a difference. We will focus on early intervention to improve the results in all students and build capabilities for the rest of their lives. We will embed a culture of collaborative practice to ensure we maximize student learning opportunities. We will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. This will be underpinned by evidence informed strategies and embedded evaluative practice.

Improvement measures

Achieve by year: 2025

Student achievement through the use of intervention group programs and identification checklists in years K -6 demonstrate growth and improved performance. the intervention program is evaluated to ensure it is having a positive impact and resources are being maximized.

Achieve by year: 2025

Teacher collaboration for whole grade/ stage planning in curriculum, assessment and reporting. is shared across the network as examples of best practice .and students are being catered for across the 4 domains.

Initiatives

Evidence based teaching

We will:

* Continue to provide professional learning for the whole staff in the High Potential and Gifted Policy (HPGP),

* Use the school's HPGE Identification checklist to identify talent across the four domains (intellectual, physical, creative, social/emotional) of the HPGE department policy.

* Deliver whole school professional learning on Critical and Creative Thinking.

* Develop a culture of whole school focus on critical and creative thinking based on the capabilities and embed these aspects into all KLAs, identifying and adding CCT sub elements (ACARA CCT learning continuum) across all units of work in all KLAs.

- Develop a whole school plan to share best practice through team teaching, learning walks, demonstration lessons and analysis of team lessons.

Collecting and analysing data across all KLAs

We will:

* School led professional learning on using the storage system such as SENTRAL, data literacy, data analysis and data use in teaching for all staff

* Build on a culture of instructional leadership through mentoring, team teaching, learning walks and ensuring teachers are using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

* Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements 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.

Progress and achievement of equity groups within our school is equivalent to the progress and achievement of all students in the school.

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

All lessons have been collaboratively designed and align with whole school Scope and Sequences across the full range of abilities. Teachers have a thorough understanding of effective strategies that impact on student learning.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning..

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

Evaluation plan for this strategic direction

Q - Are all staff trained in using our centralised mark book and identification checklist? How do we know? Are staff across the data analysis process? Are intervention groups getting the results we need?

The school will use the following data sources to regularly

Strategic Direction 2: SD 2 -Talent Identification and Collaborative Practice

Initiatives

* Embed data informed formative assessment practices as an integral part of daily instruction in every classroom

* Use specialist teachers to support and extend targeted students

* Collaborative review meetings for data analysis conducted every semester to determine correct talent identification and groupings.

* Establish whole school identification register across the 4 domains

Curriculum provisions

* Create a critical and creative thinking scope and sequence across K-6

* Refine, redevelop and write units of work in reading and numeracy across K-6 that embed quality rich tasks and critical and creative thinking

* Develop a portfolio through learning walks and shared practice of effective strategies that will enrich student learning

* Create rigorous differentiated assessment tasks or tasks that are sourced from the Department of Education

* Collaboration between staff and school community to implement a plan for continuous development in reading, for example the school newsletter, Sentral Parent Portal and social media

* Identify through data equity and excellence gaps and put processes in place to address these areas of need.

Evaluation plan for this strategic direction

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:

* NAPLAN data

* PAT-R assessment data and PAT maths data

* Department of Education check in assessment

* Literacy PLAN2 data

* Scout - value added data

* Student work samples

* Observation

* Community, staff and student focus groups

* Data analysis with supervisors based on Sentral Markbook data entered by teachers

* Whole school learning walks

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.

* Regular professional discussion around the School Excellence Framework elements and themes with all staff

* Executive team and whole staff reflective sessions.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: SD 3 - A Planned Approach to Wellbeing

Purpose

Our students will be connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school community. There will be a planned approach to whole school wellbeing processes that empower, support and encourage students to succeed and thrive..

Improvement measures

Wellbeing
Achieve by year: 2023

Increase student Sense of Belonging in the TTFM survey to 85.5%. (lower bound target)

Attendance (>90%)
Achieve by year: 2023

Increase the percentage of students attending 90% of the time to 94.6%..

Initiatives

Enhancing Student Belonging and Attendance

Embed a whole school approach and collective responsibility towards student wellbeing by:

- enhancing a sense of student belonging K - 6
- build capacity through a planned approach to well being
- ensure individual learning needs are being met.by providing professional learning in whole school behaviour management, reward system, attendance, roll marking, Wellbeing team procedures and Wellbeing Check-in meetings
- continue to analyse and evaluate student behaviour, attendance, wellbeing and engagement
- implement systematic programs for enhancing student voice across K-6
- provide opportunities for parents to access attendance overviews and student absences
- students take ownership of their attendance through rewards for best class attendance each term

Building Staff Capacity

Embed a whole school approach and collective responsibility towards student wellbeing by:

- Providing professional learning in the use of effective wellbeing strategies and the new PDHPE syllabus.
- Implementing PDHPE scope and sequence with a focus on Wellbeing programs
- Reviewing student wellbeing data and analyse the data every semester

Success criteria for this strategic direction

The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

All student's learning needs are known, monitored and being responded to..

School community s demonstrate shared understanding , commitment and increased confidence in wellbeing across all KLAs.

Planning and provision for learning is informed by wholistic information about each students' wellbeing and learning needs in consultation with families.

Respectful and positive relationships are evident between students, teachers and the wider community to enhance sense of belonging

Evaluation plan for this strategic direction

Q - How well are we communicating with parents? Where is this communication captured? Are we using a range of data sources to capture a sense of belonging among our students and families?

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:

- Sentral data and information - types, and frequency of incidents including behaviour, wellbeing, medical concerns.
- Student assessment results
- TTFM survey results - sense of belonging data
- PDP staff wellbeing goals
- School developed staff wellbeing surveys
- SEF SaS

Strategic Direction 3: SD 3 - A Planned Approach to Wellbeing

Evaluation plan for this strategic direction

- Photos, videos, - showing student engagement, showing students participating in wellbeing practices, school signage
- Student work samples
- Community, staff and student focus groups