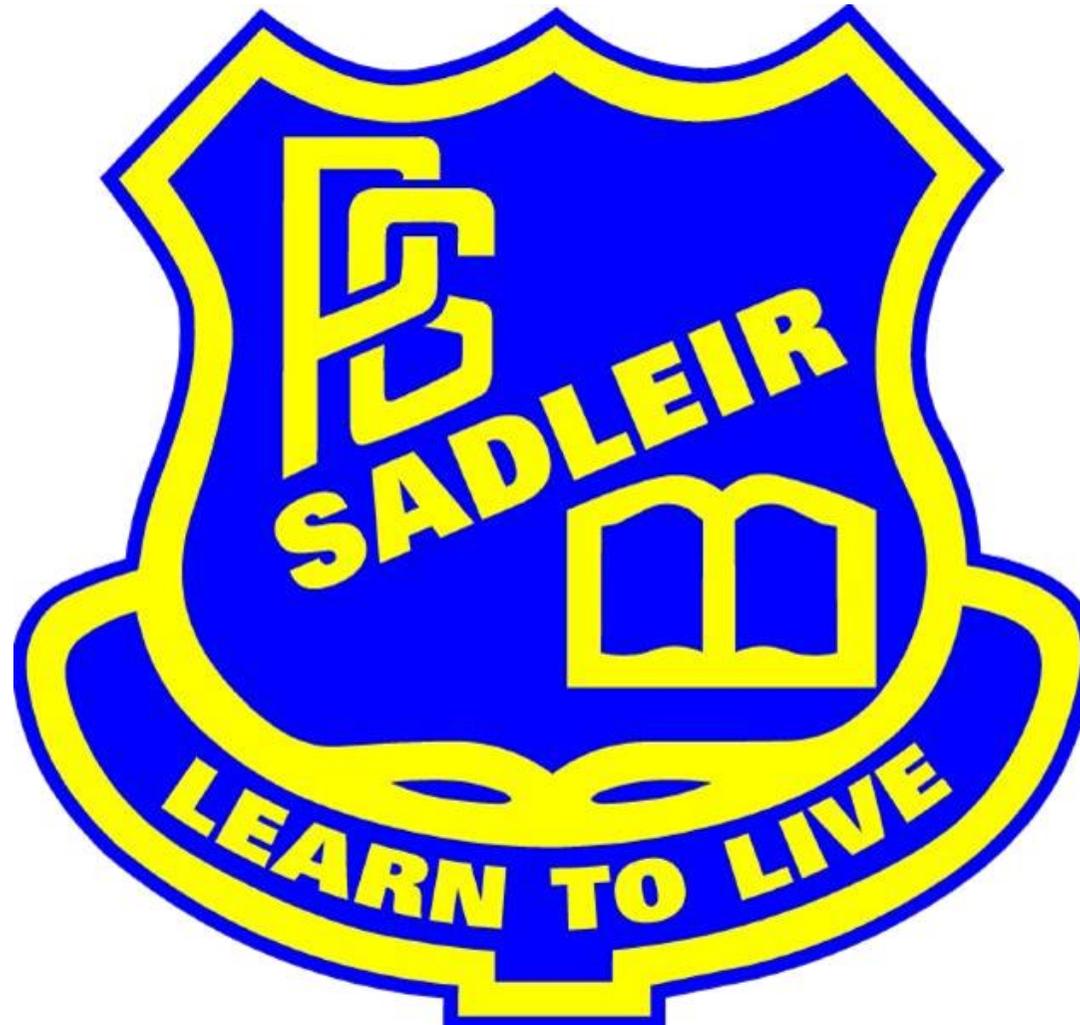


# Strategic Improvement Plan 2021-2024

## Sadleir Public School 4319



# School vision and context

## School vision statement

---

Sadleir Public School values the central role of education in developing successful citizens of the future and equips students with the knowledge, understanding, skills and values to thrive. Our school culture is one of inclusion that embraces Australia's values and promotes Indigenous cultures as a key part of the nation's history, present and future.

Our vision at Sadleir Public School is to build pathways to success for all students.

## School context

---

Sadleir Public School is a member of the Liverpool Network of schools in South Western Sydney. The school has a student population of 340. An additional 38 students attend the preschool two and half days each week. Sadleir Public School has 4 support unit classes for students with intellectual disabilities and/or Autism.

Aboriginal and Torres Strait Islander students make up 7% of the student population. 82% of students have a language background other than English with Arabic, Samoan and Vietnamese making up the largest language groups. The school has an Arabic Community Language program.

A significant number of students come from low socio-economic backgrounds. The school's Family Occupation Employment Index (FOEI) is 171 with 64% of students been identified in the lowest socio-economic quarter.

Home school community partnerships are fostered and highly valued. The school P&C is active and very supportive providing significant financial support via fundraising and successful grant applications.

To support community partnerships, the school employs a Community Liaison Officer who runs parent workshops, a well resourced community room, breakfast club and a weekly playgroup. Parent feedback has indicated that they feel welcome in the school and that school leaders and teachers are approachable and caring.

The school has been included in the Early Action for Success Literacy and Numeracy initiative since 2017 with 1.2 Instructional leaders driving professional learning and the quality teaching of literacy and numeracy in the early years.

The school's learning support systems have been and continue to be enhanced. There are strong and productive partnerships with a significant number of agencies for the purpose of providing additional support for students with complex needs.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading, Numeracy and attendance.. External and internal data indicates that while reading strategies and resourcing have significantly improved, additional focus is required on the explicit teaching of writing and mathematics. Through our situational analysis, we have identified a need to use data driven practices that ensure that curriculum delivery is engaging, stage appropriate and inspires curiosity and deep understanding. The curriculum implementation is currently supported by the effective integration of a broad range of technology.

In continuation from our previous plan additional focus is required in relation to inquiry learning embracing the key learning dispositions. Further work will need to occur around how teachers successfully utilise formative and summative assessment to drive teaching and learning programs and evaluate the impact of their teaching.

Parent feedback has indicated that individualised targeted support for students not

# School vision and context

## School vision statement

---

## School context

---

achieving at stage expectations is valued however providing students with high potential with the appropriate level of challenge and extension requires further refinement.

The wellbeing team has analysed the Tell Them From Me student survey data. Although overall wellbeing rating is high (92.92%) there is notable variation in the element 'sense of belonging'. The situational analysis also concluded that student voice and authentic leadership is an area for development for students K-6.

Informed by the situational analysis, the role of the Community Liaison Officer will be refined to focus on community learning partnerships, the educational directions of the school and the continuous cycle of improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning in Literacy and Numeracy by employing evidence based teaching strategies in a data driven whole school approach.

## Improvement measures

### Target year: 2022

An uplift of 8.1% of students in the top 2 bands in NAPLAN Reading.

### Target year: 2022

An uplift of 6.8% of students in the top two band of NAPLAN Numeracy.

### Target year: 2023

An uplift of 8.2% of students achieving expected growth in NAPLAN Reading.

### Target year: 2023

An uplift of 3.8% of students achieving expected growth in NAPLAN Numeracy.

### Target year: 2024

Increased proportion of students achieving at grade C or above in reading.

### Target year: 2024

Increased proportion of students achieving at or above grade C in writing

### Target year: 2024

Increased proportion of students achieving at or above grade C in mathematics.

### Target year: 2024

Aboriginal and Torres Strait Islander students achieve or exceed expected growth in reading and numeracy.

## Initiatives

### Data Skills and Use

Student literacy and numeracy assessment data is used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

- Ensure that systematic data driven practices and conversations are embedded school wide.
- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Use Instructional Leadership model to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

### Effective Classroom Practice

All teachers are committed to implementing evidence based teaching strategies to maximise student achievement and growth.

#### Literacy

- Explicit teaching of reading and writing through quality texts utilising the shared, modelled, guided and independent structure including differentiation.
- Textual Concepts used to increase teachers' knowledge and the quality of learning experiences.
- Implement evidence based procedures, programs and practices that meet the learning needs of all high potential and gifted students.

#### Numeracy

- Promote high expectations, that enable opportunities for extension, through the explicit teaching of stage based content with logically sequenced teaching and learning programs.
- Collaborative learning culture of shared best practice using the launch, explore, summarise structure to drive the explicit teaching of key mathematics

## Success criteria for this strategic direction

- Teachers apply a deep understanding of assessment and use this data to inform planning, modify teaching practice and implement tiered interventions.
- Individualised student learning goals, including Personalised Learning Pathways (PLPs) and Personalised Learning and Support Plans (PLaSPs), are implemented school wide and regularly monitored in the areas of literacy and numeracy.
- Teachers reflect on the impact of their own practice through the use of a full range of assessment strategies and data.
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Teachers employ evidence-based effective teaching strategies, including the What Works Best Update 2020.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- Teachers model and share a flexible repertoire of strategies to promote an engaging and productive learning environment where students demonstrate 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:

- Scout data
- Student work samples

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

### Target year: 2024

School self assessment of the elements 'Effective Classroom Practice' and 'Data skills and Use' indicates improvement from Sustaining and Growing to Excelling.

## Initiatives

---

- concepts.
- School utilises internal and external expertise and resources to further develop collective capabilities.

## Evaluation plan for this strategic direction

---

- Teaching and learning programs
- Literacy and numeracy PLAN2 data
- NAPLAN data
- Check In Assessment data
- School based student assessment
- Student Personalised Learning Pathway plans
- Student Personalised Learning and Support Plans
- Student focus groups
- SEF SaS
- PAT

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.
- Executive team and whole staff reflective sessions.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 2: Rich Curriculum and Assessment for Learning

## Purpose

To improve teacher capabilities by developing a professional learning culture of deep understanding, high levels of engagement and cycles of reflective and evaluative practice to maximise student learning outcomes through rich connections to the real world.

## Improvement measures

### Target year: 2023

Alignment of student assessment, work samples and teaching and learning programs demonstrate the expectations of the syllabus.

### Target year: 2024

At sustaining and growing or higher for the seven focus elements of the High Potential Gifted Education Evaluation and Planning Tool.

### Target year: 2024

All teachers participate in the coding of lessons based on the Quality Teaching Framework.

### Target year: 2024

Annual Tell Them From Me student survey data improves in: 'Explicit teaching practices and feedback' from 8.2 to 8.7.

## Initiatives

### Rich Curriculum

An integrated approach to quality teaching, curriculum planning and delivery ensures all students are guided, inspired and challenged to develop their individual potential. A joy of learning is supported by the development of core skills and deep understandings to make sense of the world.

- Teachers demonstrate a deep understanding of the curriculum including stage expectations and rationale.
- Quality Teaching Framework drives pedagogical practice.
- Learning experiences foster the 6 C's (character, citizenship, collaboration, communication, creativity, critical thinking).
- Flexible use of learning spaces to cater for the needs of students and the curriculum.
- School wide practices improve growth and achievement for all high potential and gifted students.
- School wide processes are in place to ensure that all staff are equipped with the knowledge and understandings to effectively embed Aboriginal perspectives and histories across the curriculum.
- Development of Reconciliation Action Plan (RAP) that demonstrates the school's commitment to an inclusive workplace that celebrates the rich, diverse and resilient cultures of our country.

### Authentic Assessment and Meaningful Feedback

Assessment is a core and essential component of teaching and learning programs. School wide systems and practices use valid, reliable, objective and adaptive assessment to track, monitor, plan and report on student learning across the curriculum.

- Whole school focus on the use of questioning to increase deep understanding.

## Success criteria for this strategic direction

- Curriculum provision is monitored longitudinally and supports high expectations for students to maximise learning.
- Teaching and learning programs reflect feedback on teaching practices and consistent, reliable student assessment.
- Teaching and learning programs across the school show evidence of adjustment to optimise growth and achievement.
- Teaching and learning programs include the authentic embedding of Aboriginal perspectives and histories.
- Innovative practices are trialled and processes are in place to evaluate, refine and scale success.
- High potential students are identified and fostered through targeted programs to enable them to reach their full potential.
- Learning Support Team have processes in place for the longitudinal monitoring of high potential and gifted students school wide.
- Teachers use formative assessment as an integral part of their teaching and learning practices.
- Teachers use reliable summative assessment to capture information about student learning.
- School wide assessment processes are in place to evaluate student learning, drive progress over time and support teachers' consistent, evidence based judgement and moderation of assessments.
- The school uses embedded and explicit systems that facilitate professional dialogue, feedback and collaboration.
- Student self assessment, peer assessment and feedback are embedded practices.
- Students identified as high potential have aspirational goals based on formative assessment and feedback.

# Strategic Direction 2: Rich Curriculum and Assessment for Learning

## Initiatives

---

- Quality assessment is used to drive teaching and learning programs.
- Teachers communicate their expectations through clear success criteria and high quality feedback.
- Students actively engage in setting and working towards high expectation learning goals based on formative assessment and feedback.

## 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:

- Student work samples
- Teaching and learning programs
- Scope and sequences
- Assessment tasks
- Assessment task moderation system
- Tracking systems utilising existing technology
- Student Personalised Learning Pathway plans
- Student Personalised Learning and Support Plans
- School Excellence Framework- SaS
- High Potential Gifted Education Evaluation and Planning Tool

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.
- Executive team and whole staff reflective sessions.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 3: Wellbeing for Success

## Purpose

To create a student centred culture of voice and citizenship by implementing and embedding a whole school strengths based approach that capitalises on current community values initiatives and wellbeing practices focussing on preventative, protective and early interventions for the whole child.

## Improvement measures

### Target year: 2022

Achieve excelling of the SEF element Wellbeing with reliable evidence of impact.

### Target year: 2022

At least a 5% increase in the proportion of students with attendance at or above 90%.

### Target year: 2024

Achieve 'Building' or higher across all seven dimensions of the School Assessment Tool.

### Target year: 2022

At least a 4.5% increase in the proportion of students who report a positive sense of wellbeing in the Tell Them From Me survey.

### Target year: 2024

A 15% increase in students reporting leadership and student voice opportunities.

## Initiatives

### Citizenship and Student Voice

Embedding a school wide culture of positive citizenship and community values where students can effectively participate in society and become responsible, informed and active citizens.

- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Learning environments which support the social-emotional development and wellbeing of all students, including high potential and gifted students and students with a disability, that enable them to connect, succeed and thrive.
- Student voice and leadership opportunities empower students and build school pride.
- Cultural enrichment initiatives for all Aboriginal and Torres Strait Islander students are provided and enhanced.

### Wellbeing and Engagement

Embed a whole school, strengths based approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

#### Wellbeing

- Improve and embed wellbeing systems and practices to support students with complex needs. A wrap around support for the whole child guides our whole school planning.
- Enhance the social-emotional development and wellbeing of all students, including high potential and gifted students and students with a disability, through effective programs, practices and learning environments that enable them to connect, succeed and thrive.

#### Community Partnerships

- Strong home school community partnerships support

## Success criteria for this strategic direction

- 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 diverse equity needs of the school.
- Inclusive environments prioritise intercultural understanding and the valuing of Aboriginal cultural identities.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (i.e. trauma informed practices, disability adjustments, equity, health)
- The school works in partnership with the community to promote attendance and to support processes that ensure student absences are minimised with the community understanding the impact of low attendance.
- Implement and embed evidence based processes that result in measurable improvements in wellbeing and engagement to support learning.
- Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing.
- A strategic and planned approach to student voice supports the wellbeing of all students so they can connect, succeed and thrive.
- Opportunities for student voice are planned, implemented and reviewed.

## 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

# Strategic Direction 3: Wellbeing for Success

## Initiatives

---

a culture of continuous improvement, high expectations and wellbeing.

### Attendance

- Systems in place for regular attendance monitoring and improvement.
  - The school is proactive in promoting high attendance and building strong home/school/community partnerships.
- 

## Evaluation plan for this strategic direction

---

- Wellbeing for School Excellence - Evaluation Support Tool
- School Assessment Tool- Reflection Matrix
- LST tracking systems
- Student Personalised Learning Pathways
- Student Personalised Learning and Support Plans
- School Excellence Framework- SaS
- High Potential Gifted Education Evaluation and Planning Tool
- Student focus groups and surveys
- Student voice evaluation matrix

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.
- Executive team and whole staff reflective sessions.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.