

Strategic Improvement Plan 2021-2025

St Ives Public School 4331



School vision and context

School vision statement

St Ives Public School has a strong and supportive community with high expectations. Students, teachers and parents work collaboratively to build a positive culture where continuous improvement is evident. Our core expectations of respect, responsibility and personal best encourage our students to develop as confident, resilient and capable community members.

School context

St Ives Public School is situated on the North Shore of Sydney and strives for excellence in all areas. We encourage students to achieve their personal best, understanding that "best" will vary with each individual. With strong academic achievement, high sporting attainment and many opportunities to be involved in cultural pursuits such as dance, choir and band, our school is proud of its supportive community spirit. With an enrolment of 532 students in 2023, including 42% of students with a language background other than English, our school is committed to enhancing the learning of our students.

The school has completed a situational analysis, using information from students, parents and staff, and has identified areas of focus. Our focus areas build on work done in the previous planning cycle where progress was evident in learning, teaching and leading. The School Improvement Plan reflects the findings of the situational analysis.

The three areas of focus for this plan are:

Student growth and attainment

High expectations and continuous improvement

Well being and engagement

The involvement of the whole school community in this process will be essential for the success of our school.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Reading and Numeracy we will further develop and refine data driven teaching practices that are responsive to the learning needs of our students.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

Visible Learning

All classroom programs demonstrate evidence of learning intentions and success criteria in reference to student literacy and numeracy goals.

Initiatives

Numeracy

Using the evidence base of CESE document What Works Best and the work of Dr Lyn Sharratt, staff will focus on the curriculum areas of Reading and Numeracy.

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- Implementation of New K-2 Maths Syllabus

Reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Visible Learning

Through Visible Learning, we will embed a learning culture that enables students to create and achieve their learning goals through explicit feedback. This will be achieved through:

- teacher professional learning in effective feedback
- student learning goals in Reading, Writing and Numeracy
- learning intentions and success criteria evident in teaching programs.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students (SEF Curriculum, Assessment).

Assessment is a tool that supports learning across the school. Formative and summative assessments create opportunities for students to receive feedback on their learning. Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. (SEF - Assessment)

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. (SEF - Effective classroom practice)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Reading and Numeracy?

Data

We will use a combination of data sources. These will include:

- Internal assessment, eg Plan 2.
- External assessment, eg NAPLAN and Check in Assessment Data.
- Survey

Evaluation plan for this strategic direction

- Observation
- Student voice and learning goals

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures on a regular basis.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: High expectations and continuous improvement

Purpose

In order to ensure best teaching practice, including ongoing monitoring of success, school-wide systems will be refined and embedded.

Improvement measures

Achieve by year: 2025

Systematic processes are evident, allowing teachers to collaborate and receive feedback on professional practice, leading to improved student outcomes.

Achieve by year: 2025

All teaching programs include curriculum requirements along with evidence of planning and delivery of differentiated learning for all students.

Initiatives

Professional Learning

Guided by the Professional Learning policy, we will embed explicit systems for collaboration, classroom observation, modelling of effective practice and feedback to:

- Drive and sustain ongoing improvement.
- Target regular professional sharing and learning sessions to improve whole-school practice.
- Continue school-wide processes to support teacher improvement, such as Quality Teaching Rounds, observations and learning walks.

Teaching and Learning

The school's curriculum provision supports high expectations for student learning:

- Refine consistent processes for recording, reviewing and monitoring teaching and learning programs.
 - Embed a streamlined, whole-school approach to programming, assessment and reporting.
 - Ensure teaching programs show differentiated teaching and learning to meet the needs of all students and best teaching practice.
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Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit, evidence-based teaching methods and systematic programming.

(SEF: Curriculum, Effective Classroom Practice)

Teacher professional development is supported by a coordinated whole-school approach to developing professional practice, informed by research, observation and feedback including evaluative thinking and monitoring the impact of programs and approaches to improve practice.

(SEF: Professional Standards, Learning and Development)

High performing teaching staff build their capacity to ensure every student experiences high quality teaching.

(SEF: Professional Standards)

Evaluation plan for this strategic direction

Question:

Is professional learning leading to explicit systems for effective collaboration and enhanced classroom practice?

To what extent have we achieved our purpose and can demonstrate impact in evidence-based teaching using school-wide practices?

Data:

- Staff exit slips/ surveys
- Evidence of observations and Learning Walks
- Teaching programs
- Student achievement data

Analysis:

Analysis will be embedded within the initiatives through

Strategic Direction 2: High expectations and continuous improvement

Evaluation plan for this strategic direction

progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.

Strategic Direction 3: Wellbeing and engagement

Purpose

In order for our students to connect, succeed, thrive and learn, a planned approach to whole school wellbeing processes will support high levels of wellbeing and engagement.

Improvement measures

Achieve by year: 2025

All community stakeholders (students, staff and parents) demonstrate an increased understanding of school systems and processes that contribute to student learning.

Achieve by year: 2025

All targeted student wellbeing needs are supported as a part of embedded wellbeing, behaviour and attendance systems.

Attendance >90%
Achieve by year: 2023

Uplift the percentage of students attending > 90% of the time by 4.8%.

Initiatives

Wellbeing and engagement

Wellbeing and engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

* Reviewing current wellbeing processes and their levels of alignment with data from the Wellbeing Framework self-assessment findings to establish focus areas for whole-school wellbeing.

* Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced.

* Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies used to adjust and improve practice.

Communication

* Communication strategies for students, staff and parents are reviewed, developed and refined to enhance wellbeing.

* Work in partnership with parents and carers to build knowledge and skills in how best to support the cognitive, emotional, social and physical wellbeing of students.

Attendance

* Embed whole-school approach to attendance processes to ensure monitoring, analysis and evaluation of student attendance data is evidenced.

Success criteria for this strategic direction

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

(SEF Wellbeing)

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students including those at risk.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

(SEF Learning Culture)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate positive impact of our wellbeing programs, systems and processes?

Data:

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 actions.

- Wellbeing Framework self assessment tool data
- Internal data, eg, Awards, use of card system, PLSPs
- External data, eg, Tell Them from me
- Student Representative Council feedback
- Attendance data and communication records
- Document Analysis - class programs, assessments and work samples

Evaluation plan for this strategic direction

- Parent surveys/ staff surveys/ student surveys

Analysis:

Analysis will be embedded within our processes through progress and implementation monitoring. Progress will be reviewed and adjustments made as necessary each semester.

Implications:

Findings of the analysis will inform:

Future actions

Annual reporting on school progress