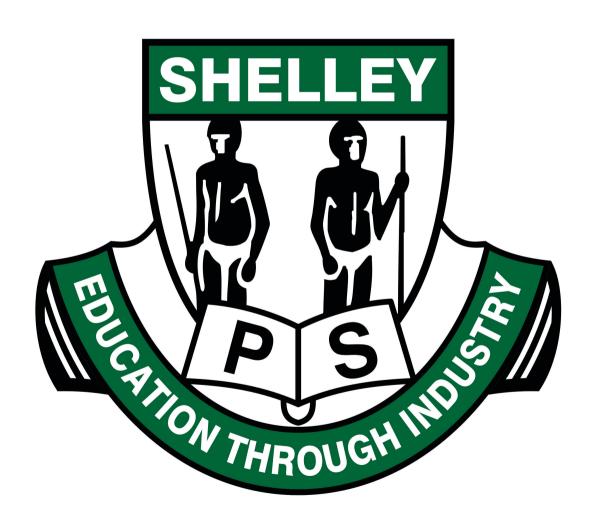# Strategic Improvement Plan 2021-2025

Shelley Public School 4381

School vision and context

School vision statement

At Shelley PS we believe our learners are capable, confident, creative and critical thinkers.

Through high impact teaching, we provide all students with opportunities to succeed, engaging them in meaningful and challenging experiences to develop as lifelong learners.

By working strategically and purposefully within and beyond our school, we create a collaborative, inclusive and student centred learning community which is empowered for the future.

School context

Shelley Public School is located in Western Sydney and has a student enrolment of 464, including 58% of students from a non-English speaking background. It is part of the Bungarribee network of schools.

Our school is a focal point of the community and caters for students in Kindergarten to Year 6. It is a mid-sized Primary School, supported by an interested parent community, with an experienced and dedicated staff who are committed to quality teaching and learning. In addition to mainstream classes in K-6, Shelley PS has a recently established Support Unit, with three Multi-categorical Support (MC) classes. The school aims to provide high quality futures focused learning via creative, dynamic, innovative and challenging programs with a strong emphasis on literacy, numeracy, and technology. Extra-curricula opportunities including Sport, Creative and Performing Arts, chess and gardening enable our students to develop as well-rounded learners.

The school has good relationships with a small but keen P&C consisting of parents, caregivers and the wider community. Shelley enjoys a proud sporting history, provides opportunities in the performing arts and promotes student responsibility, respect, and safety in lifelong learners.

Over recent years, the school has built strong ties with the wider community, particularly through the Blacktown Learning Community, a powerful partnership to provide support, share opportunities and expertise, and a structure to promote a collaborative culture across all areas of the community. The school is also part of the Nurringingy Local Aboriginal Education Consultative Group (AECG).

We support and promote excellence and equity and seek to provide an academic, creative and engaging curriculum focusing on continual improvement in student learning. Positive Behaviour for Learning is integral to our strong student welfare focus.

The whole school community, including students, staff and parents and the local AECG, was consulted through this situational analysis, followed by the development of the strategic improvement plan.

Three focus areas were identified. It is important to acknowledge that this School Improvement Plan builds on the work undertaken in the previous school planning cycle around visible learning (integrated learning and social emotional development), evidence based teaching (futures focused learning, technology and quality literacy and numeracy programs) and collaboration in leadership (performance and leadership development, wellbeing and community partnerships). We have identified a number of data-driven practices which will ensure all students have access to stage appropriate learning through purposefully planned and explicit teaching.

1. Student Growth and Attainment

Current continual monitoring of student performance data determines areas of need and support at a class and school level. The school has strong practices in place for the the

School vision and context

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collection, analysis and utilisation of data. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgements within and across schools. Whilst structures are in place to identify students who need intervention / not showing growth, with referrals to the Learning Support Team, work in learning interventions will look to embed tiered interventions into whole school planning and teaching, so that every student can achieve a year's growth for a year of learning.

2. Excellence in Teaching and Learning

In addition to professional learning and preparation for the implementation of new curriculum documents, work will continue around how teachers can successfully plan for and deliver quality differentiated instruction to all students, including those with additional needs.

3. Connect, Succeed and Thrive

With mental health, resilience, empathy and positive engagement overwhelmingly identified as an imperative, particularly by staff, this strategic direction will build on the school's strong background in PBL and KidsMatter, to develop the concepts of inclusivity and resilience. There will need to be a collective responsibility for a whole school approach to well being, to support student success, teacher well being and community engagement.

Strategic Direction 1: Student growth and attainment

Purpose

Through a consistent school wide approach to integrated evidence-based teaching practice and assessment, we demonstrate our commitment to improvement and achievement for all learners.

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

Increase in percentage of students achieving minimum reading grade expectations school wide on internal measures to above 90%.

Achieve by year: 2025

Uplift in the percentage of students achieving minimum additive strategies grade expectations based on internal data collection to above 80%.

Achieve by year: 2025

Increase in percentage of students where their spelling age is equal to or greater than their chronological age is 80% or above.

Initiatives

Explicit, Data Driven Numeracy Practices

Embed sustainable whole school approach to numeracy, driven by the analysis of data and a visible high expectations culture.

- Deliver professional learning focused on explicit teaching and the development of working mathematically skills.

- Engage with National Numeracy Progressions to build teacher understanding and the ability to personalise learning.

- Ensure school resourcing is maintained and upgraded to support high quality programs.

- Review, evaluate and adapt assessment processes, developing a consistent approach to the monitoring of student progress and achievement focused on growth, supported through instructional leadership.

- Ensure data informed formative assessment practices are an integrated part of daily instruction in all classrooms.

Explicit, Data Driven Literacy Practices

Integrate ongoing formative assessment to drive the development of high impact teaching strategies in literacy.

- Develop whole school processes for the integration of formative assessment and implementation of explicit teaching in literacy.

- Engage with the National Literacy Progressions to enhance teacher knowledge and facilitate planning and implementation of personalised learning.

- Engage instructional leadership role to collaborate with teachers in using data to monitor and assess student progress, whilst planning for effective teaching.

- Ensure school resourcing is maintained and continues to be accessed to support high quality programs.

Intensive Learning Interventions

Success criteria for this strategic direction

Explicit, Data Driven Literacy Practices

- Assessment data is collected for reading on regular and planned intervals and utilised to create responsive classroom instruction and interventions. (SEF - Assessment - Excelling, Effective Classroom Practice - Excelling)

- Consistent and valid teacher judgement is evident across the school (SEF - Data Skills and Use - Sustaining and Growing).

- Data and feedback are used to inform teaching, resulting in all students being able to articulate, understand and achieve their literacy goals. (SEF - Reporting - Sustaining and Growing)

- Reduced number of students requiring intensive reading intervention, as identified from internal data collection.

- Valuing instructional leadership supports a culture of high expectations, where professional learning is differentiated and is evaluated through the lens of student impact (SEF - Professional Standards - Sustaining and Growing, Learning and Development - Sustaining and Growing).

Explicit, Data Driven Numeracy Practices

- Formative assessment data is collected at regular planned intervals and is used to guide student learning goals and differentiated instruction. (SEF - Assessment - Excelling, Reporting - Sustaining and Growing)

- An instructional leadership model is employed to facilitate explicit collaboration, professional learning and feedback structures that enhance and sustain quality teaching practice (SEF - Professional Standards - Sustaining and Growing, Learning and Development - Sustaining and Growing).

- Accurate and consistent teacher judgement is evident across the school (SEF - Data Skills and Use - Sustaining and Growing).

- Numeracy instruction is concrete and connected to learning beyond the classroom(SEF - Effective

Initiatives

Embed tiered interventions into whole school planning and teaching to enable each student to achieve a year's growth for one year of teaching.

- Expertly use student assessment data to identify and student learning needs and opportunities for targeted instruction.
- Embed and use professional learning to build teacher and support staff capabilities and collective pedagogical practice.

Success criteria for this strategic direction

Classroom Practice - Excelling).

Intensive Learning Interventions

- Evidence based teaching strategies and interventions are adopted to meet emerging student needs based on data analysis. (SEF - Wellbeing - Excelling)
- High quality professional learning is utilised to ensure the sustainability and consistency in the implementation of interventions (SEF - Professional Standards - Sustaining and Growing, Learning and Development - Sustaining and Growing).
- Staffing decisions utilise the expertise of professionals to ensure positive learning outcomes for students (Educational Leadership - Excelling).

Evidence measured against the School Excellence Framework in the element of student performance measures reflects sustaining and growing.

Evaluation plan for this strategic direction

Data sources will be regularly analysed to determine the effectiveness of the initiative in achieving the purpose and improvement measures of this strategic direction.

The data sources will include;

- Internal assessment data, e.g. reading levels, WARL, WARP, as well as comprehension and additive strategies plotting against the progressions (5 weekly collection).
- External assessment data, e.g. Check In assessment.
- Student work samples (5 weekly collection).
- Teacher and student feedback (Ongoing).
- Analysis of staffing and utilisation of expertise, including instructional leadership roles (Annually).

Data will be analysed and evidence against achievement will be monitored through school progress measures in

Evaluation plan for this strategic direction

consultation with the School Excellence Framework and National Professional Standards for Teachers. This analysis will consider the implications of actions taken and determine future directions in line with improvement measures.

Strategic Direction 2: Excellence in Teaching and Learning

Purpose

By knowing students and how they learn, we create dynamic and responsive quality teaching programs, aligned to the evolving curriculum while promoting excellence.

Improvement measures

Achieve by year: 2025

Continued uplift of at least 80% of students being able to identify and explain their personal learning goals.

Achieve by year: 2025

100% of teachers have embedded learning intentions, success criteria and feedback practices within programs and teaching (appropriate to duration of their service at Shelley Public School).

Initiatives

Curriculum Implementation

Curriculum documents drive the creation of dynamic and engaging teaching and learning programs.

- Professional learning is integral to developing teaching knowledge and understanding of evolving curriculum.
- 'What Works Best' themes guide the implementation of high quality teaching and learning programs.
- Engagement with the National Literacy and Numeracy Progressions enhance teacher knowledge and facilitate effective differentiated teaching.
- Futures focused learning models and incorporation of technology capabilities enhance the quality of learning experiences for students.

Assessment and Personalised Learning

Each student's learning journey is individual, therefore planning and teaching must be individualised with students developing ownership of their goals.

- Formative Assessment, Learning Intentions and Success Criteria, as well as Feedback play a key role in supporting student achievement.
- Expertly use student assessment data to identify student learning needs and opportunities for targeted instruction.
- Engage with National Literacy and Numeracy Progressions to implement individualised goals.
- Instructional leadership model is used to foster effective planning and implementation of differentiated teaching in classrooms.
- Learning support and enrichment opportunities are identified for students using triangulated data sources.

Success criteria for this strategic direction

Curriculum Implementation

- Scope and Sequences meet the requirements of NESA and are monitored and reviewed annually in relation to evolving curriculum.
- Teaching and Learning programs reflect the knowledge, understanding and skills students are expected to acquire, and are measured by assessments.
- All teaching and learning programs reflect continuous revisions and individual adjustments to address student learning needs.
- Futures Focused Learning modes can be identified in learning experiences.
- Technology capabilities and application of skills are embedded in programs.
- Evidence measured against the school excellence framework element of curriculum reflects excelling.

Assessment and Personalised Learning

- Formative Assessment, Learning Intentions, Success Criteria and Feedback are embedded practice in all learning spaces.
- Student learning goals can be mapped against assessment data.
- Students are able to articulate, understand and achieve their learning goals.
- Families are engaged in goal setting and personalised learning plan procedures.
- Evidence measured against the school excellence framework element of assessment reflects excelling, whilst data use and skills demonstrates sustaining and growing.

Evaluation plan for this strategic direction

Evaluation will be conducted through reflection on progress measures each term by triangulating internal and external quantitative data and qualitative information

Strategic Direction 2: Excellence in Teaching and Learning

Evaluation plan for this strategic direction

to draw conclusions about initiative achievement.

The data sources will include;

- Internal assessment data, e.g. reading levels, comprehension and additive strategies plotting against the progressions (5 weekly)
- Student work samples (Ongoing)
- Teacher and student feedback (Ongoing)
- Teaching and Learning Programs (Quarterly).

Implications from data analysis will be considered to inform changes to the school improvement plan activities in order to maximise impact against improvement measures. The School Excellence Framework and Curriculum documents will be utilised to support analysis and evaluation.

Shelley Public School (4381) -2021-2025

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

Our supportive and aspirational school culture is enriched by ongoing strategic planning for the wellbeing of all members within the learning community.

Improvement measures

Wellbeing
Achieve by year: 2023

TTFM Wellbeing data (advocacy, belonging expectations) improves to be at or above the lower bound system negotiated target.

Attendance (>90%)
Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time by 6%.

Achieve by year: 2025

Increased staff confidence and skills in effectively managing inappropriate behaviours, resulting in less referral of low level behaviour incidents to be executive managed.

Achieve by year: 2025

Sustained or reduced number of students requiring access to intensive interventions to address learning support team referral needs.

Achieve by year: 2025

Improvement Measures as measured by the School Excellence Framework:

Learning

- Learning Culture - Excelling
- Wellbeing - Excelling

Initiatives

The Resilience Project

Develop students' wellbeing through fostering a positive approach to mental health and engagement with others.

- Provide professional learning for staff to enhance their understanding of mental health and its role in maximising student potential.
- Access and develop high quality resources to support the explicit teaching of social and emotional skills.
- Build in students the strategies to engage with others with empathy and resilience.
- Promote positive relationships within and beyond the community.

Inclusive Environments and Creating Connections

Cultivate positive partnerships and ensure collective responsibility for a whole school approach to wellbeing and engagement which supports success learners.

- Embed the Wellbeing Framework into the school culture.
- Enhance respectful relationships with families and the community to support student learning.
- Review learning support team procedures to ensure effective monitoring and intervention of student learning and wellbeing.
- Utilise regular and ongoing monitoring of attendance, wellbeing and learning to plan holistically for student needs.
- Establish and sustain opportunities for staff to engage with professional learning, build their capacity and take on leadership roles.
- Further learning partnerships across and beyond the school network.

Success criteria for this strategic direction

The Resilience Project

- Increased expertise in the teaching and support of students with complex backgrounds.
- All students have an identifiable staff member who they can seek out for advice, support or assistance.

Inclusive Environments and Creating Connections

- School culture embeds aspirational expectations for student attendance and behaviour.
- School values and expectations form the basis of respectful relationships with students, staff, families and the community.
- Frequent and ongoing monitoring is used to identify evidence-based practices to improve wellbeing.
- High functioning learning support team systems are regularly reviewed and adapted to actively support student learning and engagement.
- Systems are established, refined and enhanced to support learning continuity at key transition points.
- Collaborative mentoring relationships are established to develop the capacity of staff members.
- Partnerships are fostered within a community of schools to enhance the learning outcomes and opportunities for all students.

Evaluation plan for this strategic direction

The school leadership team will guide staff through the analysis of data to determine the effectiveness of initiatives in building and enhancing a culture where students can connect, succeed and thrive.

Data sources will include;

- Attendance records (Fortnightly)
- Positive Behaviour for Learning Referrals and Suspension data (Weekly)
- Super Star Registers (Quarterly)

Strategic Direction 3: Connect, Succeed and Thrive

Evaluation plan for this strategic direction

- Learning Support team referrals and monitoring processes (Weekly)
- Personalised Learning Plans (Quarterly)
- Tell Them from Me student, staff and parent surveys (Bi-annually)
- Student, Staff and Parent feedback surveys (Annually and as required)
- Professional Development Plans (Quarterly).

Data will be analysed through the lens of the Wellbeing Framework self-assessment to determine future directions and amendments to school improvement planning activities.