

Strategic Improvement Plan 2021-2024

Metella Road Public School 4444



School vision and context

School vision statement

Metella Road Public School recognises that education has the power to transform lives.

Teachers, students and our community work in partnership to cultivate life-long learners who realise their potential.

We are dedicated to amplifying student voice and collectively improving educational outcomes by developing creative, flexible, and resilient learners.

We are driven to provide all students with high quality education to develop strong literacy and numeracy skills and acquire deep knowledge across all curriculum areas in a culture of high expectations.

School context

Metella Road Public School is a vibrant learning community in the Bungarribee network, and is located approximately 30 kilometres from Sydney. With an enrolment of 706 students, including approximately 73% of students from a non-English speaking background and 1% of students from an Aboriginal and Torres Strait Islander background. The school consists of 29 mainstream classes. A high-quality learning environment is provided by a highly qualified and dedicated staff comprising of a dynamic mix of highly experienced and early career teachers. The staff and school community take pride in the breadth of educational opportunities provided which include extensive academic programs, provision for high potential and gifted students and extracurricular programs. Our staff is committed to delivering quality teaching in a nurturing environment to meet the diverse needs of our students. Metella Road Public School is a futures driven school, supporting teaching philosophies that mirror current and emerging technologies and educational practices. The school and broader community are both supportive and proud of ensuring students fulfil the school motto, "Aim High." A strong partnership exists between the school and the wider community, including the Blacktown Learning Community, Western Sydney University, Nurrunginy Aboriginal Education Consultative Group and local cultural groups.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data and feedback to differentiate the curriculum.

Student growth and attainment

When analysis was conducted against student outcome measures it was evident that data literacy needs to be a priority to inform curriculum provision for reading and numeracy, which will be underpinned by the evidence base provided by *What works best: 2020 update*. A strategic focus on numeracy commenced in 2020 with instructional leadership and targeted professional learning to build the capacity of staff with an emphasis on number sense. This strategic direction will continue to focus on both reading and numeracy using system-negotiated and school targets to drive improvement measures. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. High impact professional learning will become a fundamental focus.

High performance culture

When analysing demographic information, as well as parent and student survey data, it was evident that parents/carers have high aspirations for their children. Our value added data also reveals that a strong focus on maintaining student growth over time is required. *School Excellence Framework Version 2* self-assessment also indicated that we need to establish effective partnerships with parents and students to build a culture of high expectations and ongoing performance improvement. The percentage of students from a Language Background Other Than English (LBOTE) has increased from 68% to 73% in the last four

School vision and context

School vision statement

School context

years, with 59% of students who have English as an Additional Language or Dialect (EAL/D). This strategic direction will focus on developing a high performance culture across all domains of learning and will consider opportunities for high potential and gifted students. Given the increase in LBOTE students, we will ensure that teaching and learning programs continue to cater for the diverse range of learners in our school. This is inclusive of high quality educational experiences for Aboriginal students to enrich their learning and ensure they reach their potential. Additionally, we will continue to build partnerships with all key stakeholders to build educational aspiration.

Student voice, participation and leadership

Data taken from the *Tell Them From Me* survey, school-based focus groups and internal reviews revealed that the two areas of greatest need are student choice and student learning goals. Feedback collected from students using the Department of Education's *Amplifying Student Voice in Positive Classroom Environments* highlighted the importance of developing student-centred learning practices. Given this, we aim to put processes in place to build strong student leadership and ensure students are active participants in their learning.

Strategic Direction 1: Student growth and attainment

Purpose

We will develop and sustain whole school processes for collecting and analysing data, to inform curriculum provision and ensure all students consistently improve and perform at high levels, close equity gaps and develop literacy and numeracy skills.

Improvement measures

Target year: 2022

Achievement of system-negotiated targets:

- An uplift of 7.3% in the top two bands of NAPLAN Reading from the system-negotiated target baseline.
- An uplift of 6.4% in the top two bands of NAPLAN Numeracy from the system-negotiated target baseline.

Target year: 2023

Achievement of system-negotiated targets:

- An uplift of 4.2% of students achieving expected growth in NAPLAN Reading from the system-negotiated target baseline.
- An uplift of 3.3% of students achieving expected growth in NAPLAN Numeracy from the system-negotiated target baseline.

Target year: 2024

Achievement of school-negotiated targets:

- PLAN 2 (targeted school cohort) meet grade expectations in Understanding Texts.
- PLAN 2 (targeted school cohort) meet grade expectations in Quantifying Numbers and Additive Strategies.

Initiatives

Quality teaching practices

Strengthen staff capacity to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

To do this we will use best evidence practices in education, current research and resources to support school improvement and enhance literacy and numeracy learning outcomes for all students. Collaborative practices and collective teacher efficacy will be developed and embedded into a culture that supports student growth. Teacher capacity will be refined through ongoing peer observation, feedback, coaching and mentoring.

Data literacy

Ensure all staff have a deep understanding of data concepts and effectively analyse and use data to reflect on and adapt education practices to improve student outcomes.

To do this we will develop and embed a consistent and systematic whole-school framework for collecting and analysing meaningful qualitative and quantitative data. Staff will actively use this data to: inform teaching and learning programs; evaluate the impact on student learning; identify teacher professional learning and school resourcing; and refine teaching practice.

Success criteria for this strategic direction

A whole-school approach is used to ensure the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. All student learning improvement is monitored and demonstrates growth (*School Excellence Framework Version 2: Effective Classroom Practice*).

Assessment is used flexibly and responsively as an integral part of daily classroom instruction and whole-school processes. Systematic and reliable assessment information is used to evaluate student learning over time and affect change in teaching (*School Excellence Framework Version 2: Assessment*).

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. Progress and achievement of equity groups is equivalent to the progress and achievement of all students (*School Excellence Framework Version 2: Student Performance Measures*).

Staff analyse, interpret and extrapolate data, collaboratively using the information to inform planning, identify interventions and modify teaching practice. The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data (*School Excellence Framework Version 2: Data Skills and Use*).

Evaluation plan for this strategic direction

Question:

How has whole school, evidence-based teaching practices and rigorous data analysis improved student outcomes in literacy and numeracy?

Data:

We will use a combination of data sources. These may

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

include:

- external assessment, e.g. NAPLAN (annually)
- internal assessment, e.g. diagnostic tests; PLAN2 data (ongoing)
- feedback e.g. focus groups; surveys; student reflections (biannually)
- anecdotal evidence (ongoing)
- focus group data, e.g. student focus groups (biannually)
- student work samples (ongoing)

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures. The Evaluation Hub resource, from the Centre for Education Statistics and Evaluation, will be utilised to help better understand and analyse the data and evidence collected.

Implications:

The findings of the analysis will inform:

- future actions
- annual reflection
- annual reporting on school progress measures

Strategic Direction 2: High performance culture

Purpose

We will develop a culture of high expectations across all domains of learning, identifying the potential of all students and catering for the diverse range of learners in our school.

Improvement measures

Target year: 2024

Achievement of school-negotiated targets:

- Students with additional learning needs receive tailored, personalised learning that addresses their individual learning outcomes.
- All Individual Education Plans include achievable learning goals that are tracked, monitored and reviewed as an ongoing process.

Target year: 2024

Achievement of school-negotiated targets:

- An uplift of 4% of EAL/D students achieving in the top two bands in Year 3 NAPLAN Reading.
- An uplift of 10% of EAL/D students achieving in the top two bands in Year 5 NAPLAN Reading.

Target year: 2024

Achievement of school-negotiated targets:

- Identified high potential and gifted students receive tailored personalised learning to extend and develop their talents.

Target year: 2024

Achievement of school-negotiated targets:

- 100% of Aboriginal students achieve set goals as indicated on their Personalised Learning Pathways.
- All parents/carers involved in the Personalised Learning Pathways process.

Initiatives

Personalised Learning

Ensure that all staff are able to identify and cater for the diverse learning needs of students and appropriate differentiation is used to provide students with a broad, rigorous and challenging curriculum.

We will achieve this by developing consistent frameworks for addressing students' specific learning needs. This will include identifying, challenging and supporting the talent development of high potential and gifted students, focusing on the improved support of students with English as an Additional Language or Dialect (EAL/D), and catering for students with additional learning and support needs. Effective strategies will be embedded to support Aboriginal students. We will build authentic relationships with families and promote an inclusive environment that respects and values local Aboriginal cultures and protocols.

Ongoing professional learning, including action research, will be embedded into pedagogical practice to enhance teachers' ability to modify curriculum objectives, teaching and learning activities and assessment methods. Systematic reviews will be undertaken to ensure that all students are challenged and engaged in the classroom.

Success criteria for this strategic direction

The learning goals for students are informed by analysis of internal and external student progress and achievement (*School Excellence Framework Version 2: Data Skills and Use*).

A school-wide, collective responsibility for student learning and success is shared by all stakeholders. Planning for learning is informed by sound holistic information about each student's learning needs (*School Excellence Framework Version 2: Individual Learning Needs*).

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 (*School Excellence Framework Version 2: Learning and Development*).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning (*School Excellence Framework Version 2: Curriculum*).

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 (*School Excellence Framework Version 2: Learning Culture*).

Evaluation plan for this strategic direction

Question:

How has a personalised learning approach catered for students' diverse needs, challenged their learning and improved student outcomes?

Data:

Strategic Direction 2: High performance culture

Evaluation plan for this strategic direction

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

- external assessment, e.g. NAPLAN (annually)
- internal assessment, e.g. diagnostic tests; PLAN2 data (ongoing)
- feedback e.g. focus groups; surveys; student reflections (biannually)
- anecdotal evidence (ongoing)
- case management data (ongoing)
- support plans, e.g. Individual Education Plans (ongoing); Personalised Learning Pathways (ongoing)
- reports from external providers, e.g. Occupational Therapists (as required)

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures. The Evaluation Hub resource, from the Centre for Education Statistics and Evaluation, will be utilised to help better understand and analyse the data and evidence collected.

Implications:

The findings of the analysis will inform:

- future actions
- annual reflection
- annual reporting on school progress measures

Strategic Direction 3: Student voice, participation and leadership

Purpose

We will develop student-centred pedagogies and collaborative practices to foster a sense of curiosity, with a focus on building strong student leadership, ensuring that students are active participants in their own learning.

Improvement measures

Target year: 2022

Achievement of system-negotiated target:

- An uplift of 4.3% in student attendance from the system negotiated target baseline.

Target year: 2024

Achievement of school-negotiated targets:

- An uplift of 6.5% of students report a sense of belonging, expectations for success and advocacy as evidenced in the *Tell Them From Me* survey.
- Demonstrated impact of professional learning and school-wide systems to support student engagement.

Target year: 2024

Achievement of school-negotiated targets:

- Student voice influences the decision making and development of teaching and learning programs.
- Student Learning Performance Reports show an increase in student agency.
- Student leadership groups are inclusive and supported in enacting student initiatives.

Initiatives

Student-Centred Culture

Ensure strong student voice and student wellbeing across the school creates a learning environment where students connect, succeed and thrive and are inspired to be leaders of their own learning.

We will do this by ensuring that student leadership is visible and recognised through mentoring, engagement in learning and other whole-school opportunities.

Professional learning will be undertaken by staff with a focus on initiating and embracing feedback from students. Students will develop the skills and knowledge to feel confident in exercising their student voice responsibly. They will learn to develop learning goals to suit their needs and seek opportunities for leadership in the classroom, school and community.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential (*School Excellence Framework Version 2: Wellbeing*).

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (*School Excellence Framework Version 2: Wellbeing*).

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (*School Excellence Framework Version 2: Wellbeing*).

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community (*School Excellence Framework Version 2: Management Practices and Processes*).

Technology is expertly integrated into student-centred learning experiences to optimise learning and engagement (*School Excellence Framework Version 2: School Resources*).

Evaluation plan for this strategic direction

Question:

How have student-centred learning practices fostered student voice, strong leadership and ensured that students are active participants in their own learning?

Data:

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

- *Tell Them From Me* Surveys (biannually)

Strategic Direction 3: Student voice, participation and leadership

Evaluation plan for this strategic direction

- Student behaviour and learning data analysis (ongoing)
- Teaching and learning programs (termly)
- Focus group data (biannually)
- Student Representative Council initiatives (ongoing)
- Student feedback (ongoing)

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures. The Evaluation Hub resource, from the Centre for Education Statistics and Evaluation, will be utilised to help better understand and analyse the data and evidence collected.

Implications:

The findings of the analysis will inform:

- future actions
- annual reflection
- annual reporting on school progress measures