

# Strategic Improvement Plan 2021-2025

## Guise Public School 4461



# School vision and context

## School vision statement

Guise Public School's vision is to work in partnership with our community to provide inclusive, innovative and quality educational experiences. We are committed to high expectations and providing a diverse range of opportunities for improving learning and wellbeing.

## School context

Guise Public School is located in South Western Sydney and has a student enrolment of 212, including 30% of students who identify as Aboriginal and 36% who have a language background other than English. The school has an Autism support unit consisting of 3 classes.

The school values the culturally diverse background of students and the community and this is celebrated within the school and community through participation in performance and other cultural events.

The school provides outstanding teaching and learning programs for students within a stimulating and caring environment. The staff at Guise Public School is committed to a quality teaching and learning model and have high expectations for all student learning and behaviour.

Guise Public School is part of the Early Action for Success initiative, where a Deputy Principal Instructional Leader supports quality teaching and learning. Staff provide tiered interventions that focus on improved literacy and numeracy outcomes for all students Kindergarten to Year 2.

The whole school community, including students, staff, parents and the local AECG, were consulted through a thorough situational analysis and then the development of the Strategic Improvement Plan for 2021-2024. Through our situational analysis, we have identified data driven practices needs to continue to be a strong focus, ensuring teachers clearly understand and develop a full range of assessment strategies and use them to determine teaching directions, assess progress and reflect on teaching practice. Individual learning goals for students in literacy and numeracy will continue to be utilised to promote growth and self-directed learning. In addition, we will continue to have structures in place for personalised learning and support for identified students who need intervention within and beyond the classroom.

In addition, our situational analysis identifies a need to continue to create a strong culture in which collaborative planning, feedback, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge. There will continue to be a strong focus on professional learning for teachers in effective classroom practice and the development of evidence-based programs through collaborative practice and mentoring across all areas of literacy and numeracy instruction, through a whole school approach.

Lastly, evidence from our situational analysis indicates that we need to ensure that there is a school wide understanding and planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Reading growth

Achieve by year: 2023

### Year 5 Check In Assessment

An improvement in percentage of questions correct for reading in year 5 for 2023, compared with Year 4 in 2022.

### Numeracy growth

Achieve by year: 2023

### Year 5 Check In Assessment

An improvement in percentage of questions correct for number sense & algebra in year 5 for 2023, compared with Year 4 in 2022.

Achieve by year: 2025

### School Excellence Framework (SEF)

- SEF element 'Data Skills and Use' from Sustaining and Growing to Excelling.
- SEF element 'Assessment' from Sustaining and Growing to Excelling.

## Initiatives

### Data Driven Practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Professional learning in analysing and interpreting data, to ensure all teachers clearly understand and develop a full range of assessment strategies (assessment for, assessment as and assessment of learning).
- Establish IL and AP mentors to collaborate with teachers in monitoring and assessing student progress data, to inform future learning through Data Days and mentoring sessions.
- 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.
- Regularly sharing criteria with students through LISC and personalised learning goals, to ensure feedback from students on their learning informs further teaching.

### Personalised Learning

Embed a learning culture with structures for personalised learning that enables students to create, receive feedback and achieve their learning goals and identify those students who need intervention and support within and beyond the classroom.

- Expertly use assessment data to provide individualised explicit differentiated and responsive learning opportunities and support for identified students in literacy and numeracy, through Learning Boosts program.
- Students not showing growth identified through our L&ST for targeted support, through intensive

## Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers respond to trends in student achievement at individual, group and whole school levels. (SEF - Assessment)
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practices. (SEF - Data Skills and Use)
- Students and parents understand the assessment approaches used in the school and their benefits for learning. (SEF - Assessment)
- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. (SEF - Assessment)
- 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. Reporting on school performance is based on valid and reliable data and analysis. (SEF - Data Skills and Use)
- There is a school wide, collective responsibility which is shared with parents to address individual student needs, ensuring that all are challenged and adjustments lead to improved learning. (SEF - Wellbeing, Curriculum)
- Students are achieving expected growth on internal school progress and achievement data. (SEF - Student Performance Measures)
- The school value-add trend is positive. (SEF Student Performance Measures)

## Evaluation plan for this strategic direction

Question:

# Strategic Direction 1: Student growth and attainment

## Initiatives

intervention learning programs which target specific student needs and monitored for improvement (MultiLit, Minilit, Macqlit, Pre-Lit, Initialit, Speech and Quicksmart Numeracy programs).

- Individual personalised learning goals developed for all students in literacy and numeracy which will be utilised to promote growth, self-reflection, feedback and self-directed learning.

## Evaluation plan for this strategic direction

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, including:

- internal assessment, eg. Progressions and PLAN2
- external assessment, eg. NAPLAN, Check-in assessments
- surveys
- observations
- focus groups
- student work samples
- teacher feedback and surveys
- teaching programs
- 'Lit' data
- Learning Boosts data
- SEF SaS

### Analysis:

Analyse the data to determine the extent to which the purpose has been achieved. This will involve:

- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular discussion around the School Excellence Framework elements and themes.
- Leadership team and whole staff reflective sessions.
- Five-weekly review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

### Implications:

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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future directions to maximise student learning outcomes.

## Strategic Direction 2: Collaborative, Evidence Based Teaching Practice

### Purpose

Identify and prioritise professional learning to improve teacher practice and effectiveness through explicit systems for collaborative practice, coaching, feedback, expertise and innovation.

### Improvement measures

#### Collaborative and Effective Teaching Practice

Achieve by year: 2025

#### Collaborative and Effective Teaching Practice

- 70% of teachers are involved in coaching/ mentoring relationships.
- All classroom teachers participate in high-quality collaborative practice.
- 100% of beginning teachers are aligned to a coach/mentor.
- All teaching staff achieve and support their PDP goals with evidence and are actively demonstrating and sharing their expertise within the school.
- Future focused learning successfully embedded in teaching and learning programs and evident through observation, classroom walk throughs and sharing sessions.

#### Student Learning Goals and Feedback

Achieve by year: 2025

#### Student Learning Goals and Feedback

- All students co-lead Family Partnership Meetings 3 way conversations, based on their personalised learning goals through Seesaw digital portfolios.

#### School Excellence Framework (SEF)

Achieve by year: 2025

#### School Excellence Framework (SEF)

- SEF element 'Learning and Development' from Sustaining and Growing to Excelling.
- SEF element 'Effective Classroom Practice' from

### Initiatives

#### Collaborative Practice and Feedback

Embed explicit systems for professional learning for teachers in effective teaching practice and the development of evidence-based programs, through collaborative practice and the provision of specific and timely feedback.

- Professional learning and embed whole school approach in evidence-based explicit teaching practice across all areas of literacy and numeracy instruction.
- Embed whole school mentoring and coaching support to ensure ongoing development and improvement of all teachers.
- Targeted induction, support and mentoring for beginning teachers in their first years of teaching.
- Embed Spirals of Inquiry collaborative professional learning model to facilitate improvement of teaching practice.
- Continually build the capacities of teaching staff through a coordinated whole school approach to developing professional practice through teacher Professional Development plans and distributed leadership.
- Teachers collaborate with staff in other schools, through transformation tours and school visits.

#### Evidence Based Future-focused Practice

Ensure teachers have expert knowledge of and utilise innovative or evidence-based future-focused practices.

- Mentoring support of teachers from expert teachers in knowledge of and implementation of authentic integration of technology into teaching and learning programs, through Technology Mentor position.
- Professional learning and mentoring in utilising innovative or evidence-based future-focused practices, such as Inquiry/Project Based Learning, STEM and various technologies.

### Success criteria for this strategic direction

- 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. (SEF - Learning and Development)
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice)
- Teachers collaborate with staff within school and in other schools to share and embed good practice. (SEF - Learning and Development)
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF - Professional Standards)
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF - Professional Standards)
- All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. (SEF - Professional Standards)
- The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF - Learning and Development)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. (SEF -Effective Classroom Practice)
- Technology that supports learning is available and expertly integrated into lessons by teachers. (SEF - School Resources)

## Strategic Direction 2: Collaborative, Evidence Based Teaching Practice

### Improvement measures

Sustaining and Growing to Excelling.

### Initiatives

- Teachers directly and regularly engage with students and parents to improve understanding of student learning and feedback towards learning goals through Seesaw digital portfolios.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of teacher practice and effectiveness in teaching literacy, numeracy and future-focused pedagogy?

#### Data:

- teaching programs
- classroom observations
- student work samples
- coaching records
- beginning teacher meeting minutes and attendance
- pre and post student surveys
- pre and post teacher surveys
- PDP goals and evidence for teachers aligned to school priorities
- parent feedback and surveys
- Seesaw digital portfolios data

#### Analysis:

Analyse the data to determine the extent to which the purpose has been achieved. This will involve:

- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular discussion around the School Excellence Framework elements and themes.
- Leadership team and whole staff reflective sessions.
- Leadership team monitors the impact of PDPs, professional learning, programs and teaching practices used by all teachers, to validate conclusions.

#### Implications:

Following the analysis, the extent to which the purpose

## Strategic Direction 2: Collaborative, Evidence Based Teaching Practice

### Evaluation plan for this strategic direction

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has been achieved will be determined and used to guide future directions to improve teacher practice and effectiveness.



# Strategic Direction 3: Wellbeing, Attendance and Partnerships

## Purpose

To ensure that there is a school wide understanding and planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

#### Attendance

- Increase the percentage of students attending 90% or more of time to 70.9% by 2022.

### Wellbeing

Achieve by year: 2023

#### Wellbeing

- Increase the percentage of students with positive wellbeing from TTFM data to 88.6% by 2022.

### School Excellence Framework (SEF)

Achieve by year: 2025

#### School Excellence Framework (SEF)

- SEF element 'Wellbeing' from Sustaining and Growing to Excelling.
- SEF element 'Learning Culture' from Sustaining and Growing to Excelling.

### Partnerships

Achieve by year: 2025

#### Partnerships

- Authentic parent relationships are embedded through regular, two way initiated informal and formal conversations.
- Authentic partnerships with external agencies and services are embedded and provide the best wrap around support.

## Initiatives

### Effective Wellbeing Practices

Embed a strategic approach to enhance whole school wellbeing processes that support high levels of wellbeing and engagement.

- Establishment of a school chaplain role and targeted programs, to provide advice and assistance for students at risk.
- Implement a whole school approach to improve wellbeing and engagement to support learning, through professional learning in trauma informed practice (Berry Street Model).
- Regularly analyse attendance data to inform planning and implement strategies to improve attendance rates of students.
- Implement through our YCDI Wellbeing program a whole school focus on the explicit teaching of learner dispositions, for students to develop an awareness of the way they learn and establish future-focused attitudes to learning.
- Implement explicit strategies to further develop opportunities to increase student voice, through the student led Inspire team, Digital Leaders, student led Parliament Ministries and student led Family Partnership Meetings utilising Seesaw digital portfolios.

### Partnerships

Ensure school culture is strongly focused on developing effective partnerships and high expectations of learning progress and achievement with parents and community.

- Collaboration with parents, community and services to maintain the implementation of our Pre-Kinder program to support successful student transition of our students entering Kindergarten.
- Strategic collaboration, engagement and planning with our feeder high school to strengthen the transition and support of our Year 6 students to high school.

## 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. (SEF - Wellbeing)
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing)
- 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)
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF - Learning Culture)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (SEF - Reporting)
- The whole school community demonstrates aspirational expectations and achievement for all students, through the development of student voice and learner dispositions. (SEF - Learning Culture)

## Evaluation plan for this strategic direction

### Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

### Data:

The following data will be analysed in the determination:

- attendance data
- personal Attendance Plans

## Strategic Direction 3: Wellbeing, Attendance and Partnerships

### Initiatives

- Regularly engage with parents on student learning and improvement goals to strengthen student outcomes, through Family Partnership Meetings and reporting to parents.
- Ensure effective partnerships with community agencies and services to support engagement and wellbeing of all students.

### Evaluation plan for this strategic direction

- student feedback and surveys
- parent feedback and surveys
- teacher feedback and surveys
- Personalised Learning and Support Plans
- Behaviour Management Plans
- Tell Them From Me surveys
- suspension data
- Sentral behaviour data
- YCDI merit data
- extra-curricular group data
- Learning and Support Team referrals
- Wellbeing and DCJ referrals data

#### Analysis:

Analyse the data to determine the extent to which the purpose has been achieved. This will involve:

- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular discussion around the School Excellence Framework elements and themes.
- Leadership team and whole staff reflective sessions.
- Leadership team monitors whole school wellbeing and engagement practices, to validate conclusions.

#### Implications:

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions to support high levels of wellbeing and engagement.