

# Strategic Improvement Plan 2021-2024

## Shalvey Public School 4476



# School vision and context

## School vision statement

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Teachers, students and the community at Shalvey Public School collaborate to create an environment where personalised teaching and learning foster success for all students. We believe that all students can achieve their potential in all aspects of school life.

Students at Shalvey Public School benefit from a strong focus in Reading, Numeracy, wellbeing and engagement.

All students at Shalvey Public School are literate, numerate and known, valued and cared for while being taught by expert teachers.

## School context

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Shalvey Primary School is located in Western Sydney and has a student enrolment of 276. The school culture is that of inclusion and belonging with students, staff, parents and the wider community working together to support students' wellbeing and the enhancement of their life opportunities.

Our students come from a wide range of socio-economic and culturally diverse backgrounds. 32% of students identify as Aboriginal, 19% Pacifica and 26% of our students have a language background other than English.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group, has been consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate personalised learning. Using high impact teaching strategies, structured learning opportunities, collaboration and feedback, teachers can successfully plan for and deliver quality differentiated instruction to allow students to achieve expected growth and attainment.

Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy and engagement. There will also be a strong focus on effective strategies and practices to support student wellbeing.

Departmental support staff and leadership teams will be utilised to build an understanding of how to successfully achieve negotiated targets and will lead the implementation within the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Whole school approach to build strong foundations and core skills in Reading and Numeracy and utilise effective evidence-based teaching methods to optimise learning progress for all students through explicit, research driven practice.

## Improvement measures

### Target year: 2022

Increase the proportion of students achieving in the top 2 bands in Reading to be at the school's lower bound system-negotiated target of 19.3%.

### Target year: 2022

Increase the proportion of students achieving in the top 2 bands in Numeracy to be at the school's lower bound system-negotiated target of 13.3%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above the school's lower bound system-negotiated target of 53.4%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system-negotiated target of 53.9%.

### Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 bands in Reading to be at the school's lower bound system-negotiated target of 40.6%.

### Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 bands in Numeracy to be at the school's lower bound system-negotiated target of 26.4%.

## Initiatives

### ENHANCING EXPLICIT TEACHING

Improve effective classroom practice through a focus on explicit teaching using assessment for, of and as learning.

- Professional learning in the explicit teaching of Reading and Numeracy informed by research such as What Works Best and High Impact Professional Learning.
- Strengthen collaborative support for teacher performance development, stage based collaborations and evidence-based programs guided by the School Excellence Framework.
- Embed the use of the National Literacy and Numeracy Learning Progressions into teaching.
- Develop systems and professional capacity for analysis of NAPLAN and internal data sources to identify and monitor improvement measures and improve classroom teaching.

### EMBEDDING PERSONALISED LEARNING

Embed a learning culture that enables students to provide and receive feedback in order to achieve their learning goals.

- High Impact Professional Learning on the use of the National Literacy and Numeracy Progressions to personalise learning and enhance understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice in Reading and Numeracy.
- Implement plans for continuous improvement by having a school wide collective responsibility for student growth in Reading and Numeracy, which is owned by students, staff and parents.
- Individual student learning needs are addressed through Personalised Learning Pathways or

## Success criteria for this strategic direction

- Teachers collaborate to monitor student learning progress to inform teaching and learning that leads to measurable improvement in Reading and Numeracy.
- Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teachers demonstrate high quality skills in explicit teaching and differentiation as reflected in their programs to engage students in Reading and Numeracy.
- The school identifies expected growth for each student using progress and achievement data to personalise learning.
- Personalised Learning Pathways and Individualised Education Plans identify and drive learning goals for identified students.
- All students articulate, understand and achieve their Reading and Numeracy learning goals.

## 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:

- NAPLAN/Check-In Assessment
- SCOUT
- student work samples
- National Literacy and Numeracy Progressions
- Personalised Learning Pathways
- Individualised Education Plans
- School Excellence Framework
- Staff Performance and Development Plan
- teaching and learning programs
- annual school-based data

# Strategic Direction 1: Student growth and attainment

## Initiatives

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Individualised Education Plans.

## Evaluation plan for this strategic direction

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Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Use of data to inform practice

## Purpose

All teachers use student assessment data regularly to identify students' achievements and progress in order to reflect on teaching effectiveness and drive improvement.

## Improvement measures

### Target year: 2024

All teachers can apply their understanding of student assessment and data concepts to ensure consistent and comparable judgement of learning.

### Target year: 2024

All teachers consistently analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

### Target year: 2024

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence based judgement and moderation assessments.

### Target year: 2024

100% of teaching and learning programs show evidence of a range of reliable assessment practices.

## Initiatives

### DATA SKILLS AND USE

Teachers ensure that effective strategies and processes for data analysis and reflection are embedded in their daily practice.

- Teachers access and engage in High Impact Professional Learning that builds skills in the analysis, interpretation and use of student progress and achievement data.
- Instructional Leadership supports teachers to use data to monitor and assess student progress and design future learning on a whole class, group and individual level.

### EFFECTIVE ASSESSMENT INFORMING TEACHING

Teachers use informed assessment practices as an integral part of daily instruction in every classroom.

- Develop and use a range of assessment strategies to reflect on student learning and inform teaching directions.
- Review and adapt practice to ensure quality formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report on student achievement.
- School staff collaborate with the school community to use student assessment progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement.

## Success criteria for this strategic direction

- All teachers have a sound understanding of data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Consistent school-wide practices for data collection are used to monitor, plan and report on student learning across the curriculum.
- Student assessment data is regularly used school-wide to identify student achievements and progress, reflect on teaching effectiveness and inform future school directions.
- Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.
- Teachers expertly apply a range of formative and summative assessment strategies to monitor student learning progress and inform teaching, resulting in measurable improvement in Reading and Numeracy.

## 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:

- NAPLAN / Check-In Assessment
- SCOUT
- student work samples
- National Literacy and Numeracy Progressions
- School Excellence Framework - SaS
- teaching and learning programs
- annual school based data
- Assessment schedule
- Sentral data
- register of professional learning including evaluations

## Strategic Direction 2: Use of data to inform practice

### Evaluation plan for this strategic direction

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Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Wellbeing and engagement

## Purpose

A collective and planned response to whole school wellbeing and engagement processes ensure students connect, succeed, thrive and learn. Practices and initiatives are most effective when they foster positive relationships with the school community to improve student outcomes and contribute to the development of the whole child.

## Improvement measures

### Target year: 2022

Increased proportion of students attending school more than 90% of the time to be above the lower bound target of 72.4%.

### Target year: 2022

Increase the proportion of students reporting Expectations for Success, Advocacy, and a Sense of Belonging at School in the Tell Them From Me survey to above 85%

### Target year: 2024

100% of staff enable success by contributing to a positive, supportive and encouraging learning environment through established whole school wellbeing strategies which are embedded across all aspects of school.

### Target year: 2024

All students maintain an active connection to their learning through meaningful and engaging learning experiences.

## Initiatives

### ENHANCING ENGAGEMENT AND ATTENDANCE

Students, staff and the community recognise that student engagement and attendance are vital for learning.

- Embed evidence based change to whole school practices, resulting in measurable improvements in engagement to support learning.
- Whole school strategies are embedded to improve regular attendance rates for all students.
- Attendance data is regularly analysed and used to inform planning.
- Collaborative partnerships are fostered with students, staff, families, our community and other organisations to support and develop the whole child.
- Resources are used to best meet individual and collective student and community need so that the school environment enhances engagement.

### A PLANNED APPROACH TO WELLBEING

Students, staff and the community recognise that a collective, planned approach to student wellbeing is important so that students connect, succeed, thrive and learn.

- Embed evidence based change to whole school practices, resulting in measurable improvements in wellbeing to support learning.
- The school collects, analyses and uses wellbeing data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing to improve outcomes for students.
- The school provides learning experiences that contribute to the development of the whole child factoring in areas of strength and areas for growth.

## Success criteria for this strategic direction

- Positive, respectful relationships are evident and wide spread amongst students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.
- Students have a strong sense of belonging and purpose.

## 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:

- School Excellence Framework - SaS
- staff Performance and Development Plan
- teaching and learning programs
- annual school based data
- Sentral data
- register of professional learning including evaluations
- Wellbeing Framework for Schools
- focus groups
- Tell Them From Me survey
- Attendance records
- Personalised Learning Pathways
- Individualised Education Plans

## Evaluation plan for this strategic direction

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- wellbeing meeting minutes

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.