

Strategic Improvement Plan 2021-2024

York Public School 4482



School vision and context

School vision statement

At York Public we strive towards excellence in teaching and learning by ensuring every student, every teacher and every leader improve every year. We are committed to driving a learning culture which encompasses evaluative and evidence informed practices, engages and challenges all learners to reach their potential in a safe and supportive learning environment. Learning will be a partnership where student voice and agency is at the centre of all decision making aimed at enriching our young people to become confident, resilient, self directed and successful learners.

School context

York Public School is located in South Penrith and has a current enrolment of 526 students, including 54 Aboriginal students, 49 students from an English as an Additional Language or Dialect (EAL/D) and a support unit, consisting of 4 classes, catering for students with a disability. The school has established strong relationships with the parent community and is well connected to local community services. It is known as having a welcoming, accepting school environment.

The school priorities are: Growth and Attainment; Dispositions for learning; Evidence based practices support the well-being of all students.

The school fosters a strong well being, there are extensive extra-curricular opportunities provided which are valued by students, parents and staff. These activities include, Sport, Chess, Robotics Creative Arts, Drum Beat, Ukuleles group, York School Band, Art club, Choir and Debating which enable our students to excel through a range of different experiences.

The school's staffing entitlement in 2021 is 35 teaching staff and 16 non-teaching staff. The school also employs two Instructional leaders from school funds. 20% of our staff are in their early career as teachers. The school culture is that of connectedness, inclusion and belonging of all students, staff, parents and the wider community working together to promote the school.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, businesses and community groups and have established in-house enterprise learning.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and a need for our students to develop resilience in their learning to become risk takers. Through the NAPLAN gap analysis the school has identified system-negotiated targets in Reading and Numeracy.

We are working on developing quality summative and formative assessment tasks and data collection practices. We also have planned a simpler and more meaningful reporting system, introducing SeeSaw to our community, in order for parents and caregivers to receive timely feedback on their children's progress. Using a Case Management approach with pre and post assessments, we assess the impact of our teaching. Students who do

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School context

not show growth are referred to the Learning and Support team. Continual monitoring of student performance data will determine areas of need and success.

Our school funds two Instructional Leader positions (numeracy and reading), to support evidence informed teaching practices with our school community and across our Jamison Learning Community. Our Community of Schools incorporates Jamsionstown PS, Penrith South PS and Jamison HS. We meet regularly to work together in order to enhance the outcomes of our students.

Strategic Direction 1: Student growth and attainment

Purpose

Student learning outcomes in reading and numeracy will be improved through the development, delivery and sustainment of whole school processes for collecting, analysing, using and sharing data. Evidence informed strategies and reflective practices will support the implementation of relevant and meaningful curriculum provision for every student.

Improvement measures

Target year: 2022

Improvement measures

Achievement of 2022 system-negotiated targets:

- Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 7.78% from the baseline
- Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.47% from the baseline
- Increase proportion of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy

Target year: 2023

Achievement of 2023 system-negotiated targets:

- Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 3.38% uplift from baseline
- Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 3.51% uplift

Improvement measures will be revisited as a result of York Public School undergoing External Validation in 2022

Initiatives

Reading

In reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data 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

Numeracy

In numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data 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

Spelling

In spelling, we will embed sustainable whole school processes of reviewing programs for teaching and learning by collecting and analysing data. The evaluation of this data 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

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)

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 / Data Skills and Use / Learning and Development)

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-Learning and Development)

Professional learning is differentiated and its impact on the quality of teaching and student outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF- Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF- Educational Leadership)

Evaluation plan for this strategic direction

Reflective Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

outcomes in reading and numeracy?

Data:

- Internal assessment - PLAN2 / Best Start / Phonemic Awareness Diagnostic / Benchmarking
- External assessment NAPLAN / Check In /PAT
- Survey
- Observation
- Focus Group
- School Community voice
- Interview
- Document analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures according to school assessment schedule and annually.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: Wellbeing

Purpose

In order to actively build student autonomy, we will use evidence informed strategies and embed evaluative practices to develop and sustain whole school processes that ensure students have the transferable skills and competencies that will enable them to thrive in the future world of work and be thoughtful, global citizens.

Improvement measures

Target year: 2022

- Students attending school 90% of the time an uplift of 3.51% from baseline data.
- Students Experiencing Positive well being an uplift of 4.5% measured using TTFM Well-being data across all domains in Advocacy, Belonging & Expectations from baseline data.
- Decrease of negative recorded incidences (by 5%), based on current 2021 data.
- Improved school well-being programs and practices measured against the Well-Being framework.

Improvement as measured by the School Excellence Framework:

Domain - Learning

Element - Learning Culture - Sustaining and Growing

- Theme- High Expectations
- Theme- Transitions and Continuity of Learning
- Theme- Attendance

Element - Well being - Sustaining and Growing

- Theme- Caring for Students
- Theme- A Planned Approach to Well Being
- Theme- Individual Learning Needs
- Theme- Behaviour

Improvement measures will be revisited as a result of York Public School undergoing External Validation in

Initiatives

School Wide Behaviour Management

Using the evidenced-based research of Dr Marvin Marshall York P.S will introduce a whole school behaviour management structure based on the theory of 'line of choice'. The 'above the line and below the line' behaviours. This allows students to take ownership of their actions and measure their actions against socially acceptable norms.

Student Engagement and Advocacy

For students to be successful at school they need to be engaged, have a sense of belonging and believe they will be successful in their endeavours. To facilitate this York P.S must provide conditions to promote a positive and safe environment in which all students can succeed.

To ensure all staff, students and community have a consistent approach in supporting students with attendance. This will promote understanding and communication of expectations and responsibilities of attendance and the importance it plays on students achievement and development.

York P.S will adopt the Universal Design for Learning framework to guide educators so all learners can access and participate in meaning, challenging learning opportunities. This will lower barriers and promote equitable learning opportunities and outcomes.

Student and Family Engagement for the Aboriginal and Torres Straight Islander Community

To ensure all ATSI student are confident in their heritage, culture and their language York P.S will engage with community members and elders to support the National Partnerships agreement. Communication and consultation will ensure all ATSI students are able to access the curriculum but are afforded the opportunity to engage with their ancestral heritage and share it with their peers.

Success criteria for this strategic direction

'Above the Line Below the Line', Whole School Behaviour Management Program.

Attendance monitoring and acknowledge structure implemented.

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

Authentic Student Voice, SRC and peer support programs extended across 1-6.

All students will have access to extra-curricula groups focussed on student needs and interests initiated.

ATSI students will engage with their ancestral heritage, culture and language and share it with their peers. Elders and community members will be consulted to ensure authentic connections are being made.

All students will have a positive sense of well being, belonging and advocacy.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student well-being and engagement.

Behaviour expectations are co-developed with staff, students and the community which are designed to ensure effective learning conditions.

Behaviour expectations are explicitly, consistently and supportively applied across the school.

Evidence based whole school practices, are implemented resulting in measurable improvements in well being and engagement to support learning.

Evaluation plan for this strategic direction

Reflective Questions

- To what extent have we achieved our purpose and

Strategic Direction 2: Wellbeing

Improvement measures

2022

Target year: 2023

- An increased percentage of students experiencing positive well being measured using TTFM well-being data across all domains in Advocacy, belonging & expectations.
- Decrease of negative recorded incidences (by 5%), based on current 2023 data.
- School-wide Behaviour Management System implemented.
- Improved school well-being programs and practices measured against the Well-Being framework.

Improvement as measured by the School Excellence Framework:

Domain - Learning

Element - Learning Culture - Excelling

- Theme- High Expectations
- Theme- Transitions and Continuity of Learning
- Theme- Attendance

Element - Well being - Excelling

- Theme- Caring for Students
- Theme- A Planned Approach to Well Being
- Theme- Individual Learning Needs
- Theme- Behaviour

Improvement measures will be revised and reflect the School Improvement Plan 2023 - 2026.

Target year: 2024

- An increased percentage of students attending school 90% of the time, from 2023.
- An increased percentage of students experiencing positive well being measured using TTFM well-being data across all domains in Advocacy, belonging &

Evaluation plan for this strategic direction

how can we demonstrate the impact on student emotional and social well being?

- What impact have the well being initiatives had on student learning outcomes?

Data

- Well-being Framework Self-assessment tool.
- TTFM data
- ACER PAT social and Emotional Well Being survey
- Student development on the ACARA Personal and Social Capability Learning Framework
- Program evaluations
- SENTRAL data (incident reports)
- Meeting minutes
- LaST data
- ATSI PLP's
- Student Voice / SRC meeting minutes
- Extra-curricula data
- SENTRAL attendance data and attendance plans

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

Data will determine what further actions do we need to take to ensure the further development of both staff and students well being?

Strategic Direction 2: Wellbeing

Improvement measures

expectations.

- Decrease of negative recorded incidences (by 5%), based on current 2023 data.
- School-wide Behaviour Management System implemented.
- Improved school well-being programs and practices measured against the Well-Being framework.

Improvement as measured by the School Excellence Framework:

Domain - Learning

Element - Learning Culture - Excelling

- Theme- High Expectations
- Theme- Transitions and Continuity of Learning
- Theme- Attendance

Element - Well being - Excelling

- Theme- Caring for Students
- Theme- A Planned Approach to Well Being
- Theme- Individual Learning Needs
- Theme- Behaviour

Improvement measures will be revised and reflect the School Improvement Plan 2023 - 2026.

Strategic Direction 3: Student Learning Dispositions

Purpose

To develop characteristics which enable students become autonomous and intrinsic learners, students will be situated at the core of their learning. The development of learning dispositions will provide students with the strategies to build their learning power.

Improvement measures

Target year: 2024

- increased percentage of students attending school 90% of the time from 2023.

-Decrease of negative recorded incidences (by 5%), based on current 2021 data.

-Learning dispositions visible in the school environment and embedded in all learning programs.

-100% of teachers employ visible learning practices of Learning Intentions/ Success Criteria, quality feedback and learning dispositions to enhance student learning.

-An increase in visible learning strategies evident measured through the Visible Learning Matrix.

5% uplift in TTFM parent survey responses for

- Parents are informed
- Parents support learning at home
- School supports learning

10% uplift in TTFM Staff Survey for

- Learning culture
- Challenging and visible goals

Increased students experiencing positive well being through an uplift of 5% in TTFM for student survey aspects

- Level of effort
- Interest and motivation

Initiatives

Collaborative approach to teaching and learning practices

Engage in Critical and Creative Thinking for Improved Learning Outcomes professional learning action research.

Develop structures to ensure professional learning is personalised, while focusing on a whole school approach to embedding visible learning practices, including the explicit teaching of the language of learning.

Embed and use professional learning models to enhance teacher capacity and collective pedagogical practice to support students in developing their ability to identify and use learning dispositions to support their learning.

Amplify the use of Learning Walks to enhance teacher expertise and align whole school teaching practice to systematically cultivate learning dispositions.

Recalibrating and adjusting plan to ensure improvement measures are achieved.

Visible Learning

Develop students into assessment capable visible learners that know their current level of understanding, seek feedback, monitor progress and adjust their learning.

Develop a learning culture that empowers students to actively co plan and make decisions to partner staff in the development of Learning dispositions.

Develop processes whereby parents support a high expectations culture, are partners in learning and have an active role in the development of learning dispositions.

Embed a learning culture that supports students in using the language of learning and apply effective learning dispositions.

Success criteria for this strategic direction

Enhanced understanding of Critical and Creative thinking to support the teaching of learning dispositions.

Teachers are supported to trial innovative and evidence informed practices.

Teachers demonstrate increased expertise and confidence in incorporating learning dispositions within teaching practices and in creating learning cultures.

Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of feedback.

Students actively contribute to the design and implementation of learning dispositions.

Parents understand and value the theories and models of learning that underpin the school's educational philosophy. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.

All students articulate, understand and use the established learning dispositions and metalanguage is prominent in all communication.

Consistent approach to high quality Learning Intentions evident in teaching programs.

Where appropriate, the teacher and students co-construct success criteria and students self-assess and peer assess their learning and make improvements using the success criteria.

All teachers provide feedback that makes it clear to students where they are going, how they are doing, and where to next.

Teachers employ evidence-based teaching strategies. Effective methods are identified, modelled, and students' learning improvement is monitored, demonstrating growth.

Strategic Direction 3: Student Learning Dispositions

Improvement measures

- Positive relationships

Increased students experiencing positive well being through an uplift of 10% in TTFM for student survey aspects

- sense of belonging
- positive learning climate
- expectations for success

2% uplift of students to the next band in all goals in 'Students with a positive growth orientation'(TTFM-Student)

5% uplift of students to medium band in 'Student perseverance levels' (TTFM- Student)

11.63% uplift in 'Sense of Belonging' (Wellbeing PAT Test).

Target year: 2024

Improvement as measured by the School Excellence Framework:

Domain - Learning

Element- Wellbeing - Excelling

- Theme - A planned approach to well being
- Theme - Individual learning needs

Element- Learning Culture- Excelling

- Theme - High Expectations

Domain - Teaching

Element - Learning and Development - Excelling

- Theme - Professional Learning
- Theme - Expertise and Innovation
- Theme - Collaborative practice and feedback

Domain - Leading

Success criteria for this strategic direction

Teachers use 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.

Evaluation plan for this strategic direction

Reflective Question:

- To what extent have we achieved our purpose and can demonstrate impact and improvement on student outcomes through the cultivation of learning dispositions?
- What further actions do we need to take to ensure the further development of a learning culture?
- What impact have the initiatives had on student learning outcomes?

Data:

- Survey (students, staff and the community)
- Observation
- Focus Group evaluations
- Classroom program evaluation
- Learning sprint data analysis/Spirals of inquiry/ Walk through data
- Student voice feedback
- Longitudinal Case study of 15 students K-6
- School developed rubrics
- PAT data
- TTFM data
- Visible Learning Matrix

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the

Strategic Direction 3: Student Learning Dispositions

Improvement measures

Element - Educational Leadership - Excelling

- Theme - High expectations culture
 - Theme - Community engagement
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Evaluation plan for this strategic direction

school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

*Future actions

*Annual reporting on school progress measures
(published in the Annual Report each year)

After analysing the data, determination will be made as to the future of the four years' work and 'Where to Next?'