

Strategic Improvement Plan 2021-2024

Sackville Street Public School 4491



School vision and context

School vision statement

Sackville Street Public School invests in all aspects of a child's development to prepare our students to meaningfully contribute to and engage with society during and beyond their school years. Our focus is on student wellbeing, consistent improvements in learning and a culture of inclusion of high expectations. We cultivate and nurture partnerships with parents, carers and the wider community to add value to student and teacher learning. We aim for teaching and learning at Sackville Street to be challenging, tailored and joyful.

School context

Sackville Street Public School is a K-6 school located in Ingleburn, a suburb of southwest Sydney. With an enrolment of 534 students, we are proud of our diversity and sense of community. Our students come from diverse cultural and socio-economic backgrounds with approximately 48% from EAL/D and 9% from ATSI backgrounds. The school has a vibrant and supportive learning culture, with teaching staff who are both experienced and early career. We have an evidence based and differentiated approach to professional learning underpinned by strong collaborative planning and Spirals of Inquiry.

Student growth and attainment

The analysis of student attainment in NAPLAN revealed a consistent pattern of highs and troughs in both literacy and numeracy in Year 3. While Year 5 numeracy tended towards stability, reading results trended upwards, reflecting the concerted focus on literacy during spiral of inquiry and professional learning sessions over the past 3 years. Deeper analysis reveals that vocabulary, across domains, and a deep understanding of place value concepts are significant areas of need. Our schoolwide commitment to the improvement of literacy and numeracy outcomes for all students draws heavily on evidence based pedagogy with an emphasis on the use of data to inform and evaluate practice and to provide effective feedback.

A high expectations learning culture

When conducting the situational analysis of the school it was evident that continued development of adaptive expertise through professional learning and a continued focus on wellbeing will develop a high expectations learning culture for staff and students.

The work of Timperley, Robinson, McIntyre, Halbert & Kaser, along with What Works Best states that effective collaborative practice improves teacher quality and student outcomes. A relentless pursuit of excellence for educators will remain a focus so there is a learning culture where everyone belongs, succeeds and strives to learn.

These activities will include deep inquiry in current research and syllabus knowledge, the alignment of the general capabilities to our mindset goals and learning dispositions, extra-curricula activities and social skills, and anti-bullying programs. These evidence based activities have been grouped broadly into 'promoting social and emotional learning', 'PBIS whole school approach to behaviour management' and 'creating a safe environment'.

Powerful Partners in Learning - Parents value initiatives that promote learner and family engagement.

When conducting the situational analysis of the school it was evident that an increased focus on strengthening community and professional partnerships through refined communication, intentional community interactions, and the establishment of a professional learning community would enhance community engagement and build teacher capacity.

School vision and context

School vision statement

School context

A 2018/2019 review on professional learning practice in NSW public schools showed that 'public schools need expert school principals, leaders and teachers who work collaboratively to continuously improve their practice in the classroom. Professional learning is a core process for enabling educators to improve their practice which in turn supports improved student progress and achievement.

The 2021 Excellence in Action document states that community engagement is a critical factor for improving the progress, achievement and wellbeing of students. When schools, families and the broader community work together to develop positive connections, students thrive. The Australian Professional Standards for Teachers explicitly reference the importance of staff developing capabilities in fostering and promoting effective community engagement.

As a result, we will plan focused professional learning opportunities for all teaching and support staff, drawing on the skills and expertise of our own staff as well as colleagues in other settings. We will plan and implement initiatives to foster authentic and purposeful community partnerships.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement in reading and numeracy we will employ evidence based, sustainable, whole school pedagogies. These will be underpinned by whole school processes for the collection and analysis of data as well as collaboration that embeds best practices to ensure the implementation of appropriate 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 6.01%.

* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.13%

Improvement as measured by the School Excellence Framework:

Learning:

* Curriculum - Excelling

* Assessment - Excelling

Teaching:

* Effective Classroom Practice - Excelling

* Data Skills and Use - Excelling

* Learning and Development - Excelling

* Leading

* Educational Leadership - Excelling

Target year: 2023

Initiatives

Embedding sustainable whole school reading processes

In Reading, we will embed sustainable whole school processes including collecting and analysing data. The evaluation of this data will regularly be used to inform:

* the selection of teaching strategies in relation to differentiation to address student learning needs

* the impact of the implemented strategies on student learning

* teacher professional learning and school resourcing.

Embedding sustainable whole school Numeracy processes

In Numeracy, we will embed sustainable whole school processes for including 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)

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 - Data skills and use)

Professional learning is differentiated and its impact on the quality of teaching and student learning 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 improvement for all students (SEF - Instructional Leadership)

Evaluation plan for this strategic direction

Evaluation plan

Question:

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. These will include:

Strategic Direction 1: Student growth and attainment

Improvement measures

Achievement of 2023 system-negotiated targets:

- * Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2.58%.
- * Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.44%.

Improvement as measured by the School Excellence Framework:

Learning:

- * Curriculum - Excelling
- * Assessment - Excelling

Teaching:

- * Effective Classroom Practice - Excelling
- * Data Skills and Use - Excelling
- * Learning and Development - Excelling
- * Leading
- * Educational Leadership - Excelling

Target year: 2024

Evaluation plan for this strategic direction

System negotiated

- * Internal assessment, eg. NLLP, NNLP
- * External assessment, eg. NAPLAN, PAT, Check In, IfSR
 - Plan data

School developed:

- * Survey
- * Observation
- * Focus group
- * Student voice
- * Interview
- * Document analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the 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 and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: A High Expectation Learning Culture

Purpose

To develop a whole school, sustainable culture of high expectations to effectively improve teacher quality, student outcomes, communication, engagement and wellbeing.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated attendance targets

- Proportion of students attending >90% of the time

Improvement as measured by the School Excellence Framework:

Learning culture

- High expectations- Excelling
- Transitions and continuity of learning- Excelling

Professional Standards

- Improvement of practice- Excelling
- Accreditation- Excelling

Educational Leadership

- Instructional leadership- Excelling
- High expectations culture- Excelling
- Performance management and development- Excelling

Wellbeing

- Caring for students- Excelling
- Planned approach to wellbeing- Excelling
- Individual learning needs- excelling
- Behaviour- Excelling

Initiatives

High expectations and teacher quality

In order to improve high expectations we will embed sustainable whole school processes for collaborative practices to improve teacher quality and student outcomes. The evaluation of this data will be regularly used to inform:

- Teacher professional learning and the resources allocated.
- The selection of implemented strategies, with a clear focus on student progress and achievement.
- The selection of teaching strategies that are focused on continuous improvement of teaching and learning.

High expectations of Engagement

In order to improve high expectations and learning cultures we will embed sustainable whole school practices to improve engagement and wellbeing.

- The implementation of evidence-based change to whole school practices with the aim of making measurable improvements in wellbeing and engagement to support learning.
- The selection of teaching and management strategies that focus on the development of positive, respectful relationships between students and staff to ensure optimum conditions for student learning across the whole school

Teacher professional learning and the resources allocated.

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF-Learning culture)

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. (SEF- Professional standards)

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

Implementation of strategic and planned approaches to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF- Wellbeing)

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)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate the improvement of high expectations and learning cultures across the school?

Data

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

System negotiated

Strategic Direction 2: A High Expectation Learning Culture

Improvement measures

Effective Classroom Practice

- Classroom management- Excelling

Target year: 2024

Evaluation plan for this strategic direction

- SCOUT attendance data

School developed

- Internal assessment
- Survey
- Observation
- Student voice
- Data analysis: Sentral wellbeing data, attendance data

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards improvement measures.

Implications

The finding of the analysis will inform:

- Future actions

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

Strategic Direction 3: Powerful Partners in Learning

Purpose

In order to improve student engagement and learning outcomes, we will strengthen and develop community and professional partnerships to enhance teacher practice that add value to student learning.

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework:

LEARNING AND DEVELOPMENT

- Professional learning
- Collaborative practice and feedback
- Expertise and innovation

EDUCATIONAL LEADERSHIP

- Performance Management and Development
- Community Engagement

Target year: 2024

Initiatives

Professional Partnerships

In order to improve teacher practice, we will strengthen and develop professional partnerships by:

- collaborating with other schools to share teacher expertise and embed best practice
- establishing a professional learning community focused on continuous improvement of teaching and learning

Positive Community Partnerships

In order to be seen by the community as a centre of excellence, we will enhance positive attitudes towards learning and education by:

- refining communication strategies
 - building community capacity to engage in school life
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Success criteria for this strategic direction

Explicit systems for collaboration and feedback are in place to sustain quality teaching practice. (SEF Teaching - Learning and Development - Collaborative Practice and Feedback)

Professional learning is aligned with the school plan and its impact on the quality of teaching and student outcomes is evaluated. (SEF Teaching - Learning and Development - Professional Learning)

The principal and school leadership team model and support a culture of community engagement, resulting in sustained and measurable whole school improvement. (SEF - Leading - Educational Leadership - Community Engagement)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate enhanced teacher practice and positive attitudes towards learning and education within the community.

Data

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

School developed

- External assessment
- Internal assessment
- Survey
- Observation
- Data analysis: discussions, agendas, registrations, attendance, participation in community events.

Analysis

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards improvement measures.

Implications

The finding of the analysis will inform:

- Future actions

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