Strategic Improvement Plan 2021-2025

St Clair Public School 4531

School vision and context

School vision statement

At St Clair Public School, we strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the community, we provide relevant and inclusive learning opportunities for students that assist them to develop the knowledge, critical and innovative thinking skills, and resilience necessary to succeed.

School context

St Clair Public School is located in Sydney's western suburbs and is a part of the Eastern Creek Network of schools. The school has an enrolment of 290 students with 10 mainstream classes and 5 multicategorical support classes. 42% of our students have a language background other than English and 9% of students identify as Aboriginal or Torres Strait Islander.

The school has a focus on improving student learning outcomes by providing quality teaching and learning experiences, driven by research based programs, extensive professional learning and thorough data analysis. Through the completion of our Situational Analysis, the school has identified areas to address 2021 - 2024 targets in reading and numeracy.

We strive to provide an inclusive and engaging education to all students. Quality programs give all students the opportunity to enrich their learning and succeed at the highest level. A variety of opportunities are provided for students revolving around our comprehensive Stephanie Alexander Kitchen Garden program, debating, public speaking and verse speaking, dance, sport, choir and a signing choir. Technology plays an integral role in student learning with access to a iPads, laptops, coding and robotics resources, desktop computers and a fully equipped technology lab. All classrooms have interactive whiteboards.

Whole school wellbeing processes and practices enable the school to achieve effective learning and positive behaviour, creating a productive and harmonious school environment. The school is committed to building stronger connections with families and seeking regular and authentic feedback from the community to assist the school to achieve continuous improvement.

Throughout the development of this plan there was consultation with the school community including with our Aboriginal and Torres Strait Islander families.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes ensuring effective reading and numeracy practices are embedded, visible and monitored across the school.

Improvement measures

School Excellence
Achieve by year: 2025

A range of evidence supports our self-assessment at **excelling** in the element of "**Effective Classroom Practice**" as measured by the School Excellence Framework.

A range of evidence supports our self-assessment at **excelling** in the theme of "**Internal and External Measures Against Syllabus Standards**" (Student Performance Measures)" as measured by the School Excellence Framework.

Numeracy growth
Achieve by year: 2023
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Effective Reading Practice

Develop the capacity of staff in effective reading strategies to ensure all practices are embedded in all teaching and learning programs, visible in classroom practice and are monitored and tracked across the school.

- Professional learning for K-2 in effective reading through the implementation of Initial Lit K-2.
- Professional learning on evidence-based methods for effective reading strategies 3-6.
- Professional learning on the use of Literacy Progressions to personalise learning and understanding across the curriculum through effective syllabus implementation K-6.

Conceptual Understanding in Numeracy

Development of the professional capacity of staff in pedagogical practices in conceptual understanding in Mathematics through personalised professional learning so that it is:

- embedded in all teaching and learning programs
- visible in classroom practice
- monitored and tracked across the school.

This leads to improved outcomes for all students.

Success criteria for this strategic direction

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Student Performance Measures/ Student Growth - Excelling)

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 - Literacy Numeracy Focus - Excelling)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF - Teaching - Lesson Planning - Excelling)

Evaluation plan for this strategic direction

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:

Internal assessment - PLAN2 - literacy and numeracy

PAT (Reading, Vocabulary, Vocabulary Skills and Maths), Short Reading Assessments, Maths Interview Assessment (MAI)

External assessment - NAPLAN data/Check-in Assessments / Best Start / Phonics Check-in

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Scout- Value added data

Surveys - Staff and students

Lesson observations

Document analysis - teaching and learning programs, student work samples

Professional Learning feedback

Analysis:

Analysis will be embedded within the initiatives through

progress and implementation monitoring.

Who: Reading Team, Numeracy Team, Collaborative Learning Team

When: Termly

How: Track and monitor against the improvement

measures to review progress through the collection of

data.

Implications:

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures.

Strategic Direction 2: Wellbeing and Attendance

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and improved attendance. The school will develop students to be resilient and successful through self-regulation by promoting social, emotional and behavioural engagement in a supportive school environment.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Increase in the percentage of students attending school more than 90% of the time to be at or above the system-negotiated lower-bound target of 75.40%.

Wellbeing
Achieve by year: 2023

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 87.60%

A Planned Approach to Wellbeing
Achieve by year: 2025

A range of evidence supports our self-assessment of **excelling** in the element of **"A Planned Approach to Wellbeing" (Wellbeing)** as measured by the School Excellence Framework.

Initiatives

Wellbeing

There is a whole school planned approach to develop student wellbeing which is achieved through:

- developing a school wide culture that is strongly focussed on peer support
- students being supported to develop resilience and self-regulation strategies
- student wellbeing strategies being embedded in all programs, visible in classroom practice and monitored and tracked across the school.

Attendance

Student attendance is promoted and supported by all staff. Attendance records are monitored:

- common barriers to attend are addressed
- improvements in attendance are recognised
- early interventions are actioned
- attendance excellence and improvements are celebrated

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing - A planned approach to wellbeing -Excelling)

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 - Attendance - Excelling)

Wellbeing in schools is for all students. A focus on wellbeing goes beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live. (Wellbeing Framework - What is Wellbeing?)

Evaluation plan for this strategic direction

Question:

What has been the impact of school-wide practices on student wellbeing and attendance?

Data:

- Teaching and learning programs
- Student work samples
- Sentral attendance data
- Sentral behavioural notifications
- Lesson Observation
- Classroom visuals (zones of regulation)
- Professional learning feedback
- TTFM- student wellbeing data
- PAT Social & Emotional Wellbeing assessment data
- Peer Support feedback and survey data

Analysis:

Strategic Direction 2: Wellbeing and Attendance

Evaluation plan for this strategic direction

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

- Who - Peer Support team, Zones of Regulation Team, Learning and Support Team, School Executive Team.
- When - fortnightly and termly
- How - track and monitor against the improvement measures to review progress through the collection of data.

Implications :

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures.

Strategic Direction 3: Excellence in Teaching

Purpose

To achieve excellence in teaching by implementing whole school wide practices and processes that optimise student learning through consistent assessment, visible learning and effective feedback.

Improvement measures

Feedback
Achieve by year: 2025

A range of evidence supports our self-assessment as **excelling** in the theme of "**Feedback**" **(Effective Classroom Practice)** as measured by the School Excellence Framework.

Visible Learning Practices
Achieve by year: 2025

100% of teachers are using consistent assessment practices in all aspects of literacy and numeracy.

Collaborative Practice and Feedback
Achieve by year: 2025

A range of evidence supports our self-assessment of **excelling** in the theme of "**Collaborative Practice and Feedback**" **(Learning and Development)** as measured by the School Excellence Framework.

Initiatives

Visible Learning

Through the use of whole school evaluative practices, we will use effective feedback and visible learning to support excellence in teaching through:

- Professional learning using AITSL's Effective Feedback Improvement Practice Modules.
- Personalised professional learning on visible learning practices with a focus on student feedback and reflection.
- Develop school wide consistent practices for effective feedback and visible learning to improve student performance.

Assessment

To ensure school-wide practices are used to monitor, plan and report on student learning across the curriculum by:

- Developing and implementing a school-wide system to monitor and assess student progress, and design programs of learning for a whole class, group and individual level.
- Reviewing and adapting teaching to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report on student achievement.
- Developing processes to support teachers' consistent, evidence-based judgement and moderation of assessments.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum - Teaching & Learning Programs - Excelling)

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. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Effective Classroom Practice - Feedback - Excelling)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. 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 - Explicit Teaching - Excelling)

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 of assessments. (SEF - Assessment - Whole School monitoring of student learning - Excelling).

Evaluation plan for this strategic direction

Question:

- To what extent have we achieved our purpose of using effective feedback, visible learning practices and consistent assessment schedule in reading and numeracy to improve student Outcomes?

Data

Strategic Direction 3: Excellence in Teaching

Evaluation plan for this strategic direction

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

- Classroom programs, lesson observations, English & mathematics scope & sequences including assessment schedules

- Comparison of internal and external assessment results for consistency such as NAPLAN, Check In assessment, Best Start, Phonics Screener, PAT testing, MAI data, short reading assessments, Initial Lit data

- Teacher reflections of collaborative learning time, professional dialogues and CTJ discussions

- Personalised learning overviews and reflections of PL including exit slips and surveys

- Tell Them From Me teachers and student results

Analysis:

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

Who: Reading and Numeracy Team, Collaborative Learning Team, Professional Learning Team

When: Termly

How: Track and monitor against improvement measures through the collection of data.

Implications:

The finding of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.