

# Strategic Improvement Plan 2021-2025

## Governor Philip King Public School 4567



# School vision and context

## School vision statement

At Governor Philip King Public School, every mind is inspired, every person is valued and every potential is fostered.

We are committed to creating a dynamic, supportive and cooperative environment that will ensure our students, staff and community are moving forward while promoting academic and personal excellence.

Our overall aim is: **'Improved learning for all'**.

## School context

Governor Philip King Public School is located in South Western Sydney in Dharug country and has an enrolment of 610 students. Our school caters for students in Kindergarten to Year 6. Students come from a wide range of socio-economic backgrounds with 86% from an English as an Additional Language/Dialect (EAL/D) background. We offer four Community Languages; Assyrian, Vietnamese, Mandarin and Italian. Extra-curricular opportunities in Sport, Creative and Performing Arts, Leadership, Public Speaking and Debating, enable our students to excel through a range of different experiences. Equity funding is used to support targeted equity groups. We promote student responsibility, resilience and respect through our core rules and expectations (Be Safe, Be Respectful and Be a Learner) to continue to build school excellence.

Our previous school plan had a strong focus and emphasis on integrating our approach across the three identified strategic directions. An overarching umbrella of improvement underpinned everything we implemented and achieved. This process proved to be successful in achieving school determined improvement measures. This was verified and supported through the External Validation process undertaken in Term 3 of 2020 where we identified and provided substantial evidence that our school was **Excelling** in 10 out of the 14 elements. We identified our school as **Sustaining and Growing** in the remaining four elements.

The school has completed a situational analysis and identified three areas of focus for the 2021-2024 Strategic Improvement Plan with community consultation.

### 1. Student growth and attainment

Through the NAPLAN gap analysis, the school has identified system-negotiated targets in the areas of Reading and Numeracy. Our whole school focus to improve student growth and achievement in reading and numeracy will be underpinned by the evidence base provided by What Works Best: 2020 update and What Works Best in Practice. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting student data to inform teaching and learning programs in order to embed evidence-informed teaching strategies for every student in every classroom. We will continue to investigate and implement high impact teaching strategies to improve teacher practice. This will ensure students achieve expected growth and attainment in their learning.

### 2. Effective data collection, analysis and use

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. There will be a focus on the development of systems to monitor and review curriculum provisions to meet changing requirements of students. There is an identified need to move towards deeper reflective practices based on quality data gathering and analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This will involve a deeper use of data to inform school-wide practices and achievement. Work will be undertaken with a focus on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement across the school.

### 3. Every staff member and student reaching their potential

Work with individual students will be responsive and closely monitored. Individual, system-negotiated and targeted intervention will be provided to support and maintain positive student learning growth. Quality assessments, teacher judgement and on-going monitoring will be carried out to assess the impact of support and school systems and initiatives. Structures will be put in place to identify students who need intervention and students not demonstrating growth will be referred to the Learning and Support Team for additional intensive intervention. A school-wide focus on formative and summative assessment tasks and data collection will be implemented, with a focus on developing greater consistency of judgement across the school.

All staff will engage in high quality professional learning. This will be delivered at a whole school, grade/stage and individual level. Research and evidence clearly shows that one of the major factors influencing student achievement and success in engaging with school and the curriculum is the teacher in their classroom. As such, we will provide for effective, quality professional learning to be delivered, and also for school staff to continue to refine and improve the craft of teaching. A number of strategies will be implemented and continued as part of the focus for teachers reaching their potential. These include explicit Performance and Development Plans which encompass whole school, stage/grade and individual goals, the provision of additional time for staff to access and undertake professional learning each week, access to expert teachers and personnel, resources and educational literature. We will continue to follow our school-developed Professional Learning Guidelines for the delivery of all sessions to staff. This will ensure high quality sessions are delivered in an engaging and interactive way, whilst addressing the NSW professional teaching standards.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading 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

### Numeracy growth

Achieve by year: 2023

Maintain or increase uplift equal to or beyond the previous year check-in Numeracy assessment results for Term 4 Year 5 2023 as compared to Term 4 Year 4 2022.

### Reading growth

Achieve by year: 2023

Maintain or increase uplift equal to or beyond the previous year check-in Reading assessment results for Term 4 Year 5 2023 as compared to Term 4 Year 4 2022.

Achieve by year: 2025

### Achievement of school determined targets

Improvement measured by the SEF

### Learning Domain

Element: Assessment (Excelling)

- Focus theme: Formative assessment (Excelling)
- Focus theme: Student engagement (Excelling)

Element: Student performance measures (Excelling)

- Focus theme: Value-add (Excelling)
- Focus theme: NAPLAN (Excelling)
- Focus theme: Student growth (Excelling)
- Focus theme: Internal and external measures against syllabus standards (Excelling)

## Initiatives

### Numeracy

To ensure effective classroom practice in Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The Numeracy focus team, Instructional Leader and interventionists will work collaboratively with all staff across the school to embed Numeracy strategies, practices, assessments and data collection. The evaluation of this data will inform:

- the selection of teaching strategies in relation to student learning needs.
- the impact of the implemented strategies on student learning.
- Teacher Professional Learning.
- Strategic resourcing to support student learning needs.

### Links to What Works Best Research -

#### Element 1 (High Expectations)

#### Element 2 (Explicit Teaching)

#### Element 4 (Use of data to inform practice)

#### Element 5 (Assessment)

#### Element 8 (Collaboration)

### Reading

To ensure effective classroom practice in Reading, we will embed sustainable whole school processes for collecting and analysing data. The Literacy focus team, Instructional Leader and interventionists will work collaboratively with all staff across the school to embed Literacy strategies, practices, assessments and data collection. The evaluation of this data will inform:

- the selection of teaching strategies in relation to student learning needs.
- the impact of the implemented strategies on student learning.

## Success criteria for this strategic direction

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

### SEF - Learning Domain: Curriculum (Differentiation )

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

### SEF - Learning Domain: Assessment (Formative Assessment & Student Engagement)

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

### SEF - Learning Domain: Student Performance Measures (Value-add, NAPLAN, Student Growth & Internal and External Measures Against Syllabus Standards)

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 - Teaching Domain: Effective Classroom Practice (Feedback)

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 - Teaching Domain: Data Skills and Use (Data Literacy, Data Analysis, Data Use in Teaching & Data Use in Planning)

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

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Teaching Domain

Element: Data Skills and Use (Excelling)

- Focus theme: Data literacy (Excelling)
- Focus theme: Data analysis (Excelling)
- Focus theme: Data use in teaching (Excelling)
- Focus theme: Data use in planning (Excelling)

Element: Professional Standards (Excelling)

- Focus theme: Literacy and Numeracy Focus (Excelling)

## Initiatives

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- Teacher Professional Learning.
- Strategic resourcing to support student learning needs.

### Links to What Works Best Research -

#### Element 1 (High Expectations)

#### Element 2 (Explicit Teaching)

#### Element 4 (Use of data to inform practice)

#### Element 5 (Assessment)

#### Element 8 (Collaboration)

## Success criteria for this strategic direction

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**SEF - Teaching Domain:** *Professional Standards (Literacy and Numeracy Focus)*

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Numeracy and Reading?

### Data:

GPKPS will use a combination of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 1. These will include:

- Internal assessment: Grade Mathematics Assessments, Student Work Samples, K-2 Reading Benchmark Levels, 3-6 Reading Lexile Levels
- Grade exit levels
- External assessment: NAPLAN data
- Observations
- Student Voice

### Analysis:

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

### Implications:

Analysis of progress measures will be identified in the Annual Report and used to inform the school's future directions.

# Strategic Direction 2: Effective data collection, analysis and use.

## Purpose

In order to enhance student learning outcomes, we will further develop and refine the collection of data, and use this to differentiate teaching programs to meet the learning needs of all students.

## Improvement measures

Achieve by year: 2025

### Achievement of school determined targets

Improvement as measured against the School Excellence Framework.

Maintain and build on areas identified as Excelling.

### Learning Domain

**Element:** Curriculum (Excelling)

- Focus theme: Curriculum provision (Excelling)
- Focus theme: Teaching and learning programs (Excelling)
- Focus theme: Differentiation (Excelling)

Achieve by year: 2025

### Achievement of school determined targets

Improvement as measured against the School Excellence Framework.

Maintain and build on areas identified as Excelling.

### Teaching Domain

**Element:** Effective Classroom Practice

- Focus theme: Lesson planning (Excelling)
- Focus theme: Explicit teaching (Excelling)
- Focus theme: Feedback (Excelling)
- Focus theme: Classroom management (Excelling)

## Initiatives

### Data Driven Practices

**To embed data driven practices K-6:**

- Effective professional learning in data literacy, data analysis and data use in teaching for all staff.
- Establish effective school-wide strategies and processes for data collection and analysis for improved curriculum delivery.
- Implementation and use of data walls and regular data review meetings regarding student progress, growth and achievement.
- Effective analysis of data to differentiate learning in all classrooms.

**Links to What Works Best Research -**

**Element 3 (Effective feedback).**

**Element 4 (Use of data to inform practice).**

**Element 5 (Assessment).**

### Improved Assessment

**To improve assessment practices K-6:**

- Develop consistency in assessment processes and practices across the school.
- Effective and authentic student feedback practices.
- Improve report format.
- Embed Formative Assessment strategies (Learning Intentions, Success Criteria and Exit Pass strategies).

**Links to What Works Best Research -**

**Element 3 (Effective feedback).**

**Element 4 (Use of data to inform practice).**

**Element 5 (Assessment).**

## Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

**SEF - Learning Domain: Curriculum (Differentiation)**

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers

**SEF - Learning Domain: Assessment (Formative assessment)**

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

**SEF - Learning Domain: Assessment (Student engagement)**

Reporting is clear, timely and accurate. It provides information that supports further progress and achievement for all student learning across the curriculum.

**SEF - Learning Domain: Reporting (Whole school reporting, Student reports, Parent engagement).**

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

**SEF - Learning Domain: Student Performance Measures (Internal and External Measures Against Syllabus Standards)**

Teachers routinely review learning with each student both

### Success criteria for this strategic direction

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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 - Teaching Domain: *Effective Classroom Practice (Feedback)***

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching 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 - Teaching Domain: *Data Skills and Use (Data literacy)***

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 - Teaching Domain: *Data Skills and Use (Data analysis)***

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

#### **SEF - Teaching Domain: *Data Skills and Use (Data use in teaching)***

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect

### Success criteria for this strategic direction

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research on best practice and include ongoing monitoring of success.

**SEF - Teaching Domain: Data Skills and Use (Data use in planning).**

### Evaluation plan for this strategic direction

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#### Question:

To what extent have we used assessment and data to improve and report student outcomes?

#### Data:

A combination of data sources will be used as evidence. These will include:

- NAPLAN.
- Scout - Value Added Data.
- Student work samples.
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments and differentiation.
- Observations.
- Data review meetings.
- New report format.

#### Analysis:

Analysis will be scheduled annually and embedded through implementation, progress and monitoring towards improvement measures.

#### Implications:

Analysis of progress measures will be identified in the Annual Report and used to inform the school's future directions.



# Strategic Direction 3: Every staff member and student reaching their full potential.

## Purpose

To ensure the wholistic development and growth of students and staff.

## Improvement measures

Achieve by year: 2021

### Achievement of system-negotiated target - Attendance.

- Increase the proportion of students attending > 90% of the time by 2.3% (uplift from baseline)

### Attendance (>90%)

Achieve by year: 2023

### Achievement of system-negotiated target - Attendance.

- Increase the proportion of students attending > 90% of the time by 2.3% (uplift from baseline)

Achieve by year: 2025

### Achievement of school determined targets

Improvement as measured by the School Excellence Framework:

Maintain and build on areas identified as Excelling.

### Domain: Learning

#### Element: Wellbeing (Sustaining and Growing)

- Focus theme: Caring for Students (Excelling)
- Focus theme: A planned approach to wellbeing (Excelling)
- Focus theme: Individual learning needs (Excelling)
- Focus theme: Behaviour (Excelling)

#### Element: Learning Culture (Excelling)

## Initiatives

### Student Improvement

Reviewing current whole school approach to student well-being and engagement where all staff have a responsibility for student learning and success. This will be achieved through:

- Review current well-being processes within the school, including the effectiveness of the SRL Program
- Staff PL to ensure all teachers have a clear understanding of the processes involved
- Whole school approach to effectively embedding Well-Being Framework through ongoing professional learning.
- Student Voice

### Links to What Works Best Research -

#### Element 3 (Effective Feedback)

#### Element 6 (Classroom Management)

#### Element 7 (Wellbeing)

#### Element 8 (Collaboration)

### Staff Improvement

Embed a supportive culture that will allow teachers to reach their potential in having a positive impact on students.

- Initiate a staff mentoring system using the expertise of staff including Aspiring Executive.
- Professional Learning that is aligned with negotiated goals based on the teaching standards.
- Provide authentic feedback to build the capacity of all teachers.

### Links to What Works Best Research -

## 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 Domain:** *Learning Culture (Transitions and Continuity of Learning)*

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

**SEF - Learning Domain:** *Wellbeing (A Planned Approach to Wellbeing & Individual Learning Needs)*

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

**SEF - Leading Domain:** *Educational Leadership (Performance Management and Development)*

Resources are strategically used to achieve improved student outcomes and high quality service delivery.

**SEF - Leading Domain:** School Resources (Technology)

## Evaluation plan for this strategic direction

**Question:** How do we know that we are supporting students to connect, succeed and thrive at each stage of their development and learning ?

### Data:

A combination of data sources will be used as evidence.

These will include:

- Tell Them From Me Survey
- Feedback from students, staff and parents.

# Strategic Direction 3: Every staff member and student reaching their full potential.

## Improvement measures

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- Focus theme: High expectations (Excelling)
- Focus theme: Transitions and continuity of learning (Excelling)
- Focus theme: Attendance (Excelling)

Achieve by year: 2025

### Achievement of school determined targets

Improvement as measured by the School Excellence Framework:

Maintain and build on areas identified as Excelling.

### Domain: Leading

#### Element: Educational Leadership (Excelling)

- Focus theme: Instructional Leadership (Excelling)
- Focus theme: High Expectations Culture (Excelling)
- Focus theme: Performance Management and Development (Excelling)
- Focus theme: Community Engagement (Excelling)

#### Element: School Resources (Excelling)

- Focus theme: Staff Deployment (Excelling)
  - Focus theme: Facilities (Excelling)
  - Focus theme: Technology (Excelling)
  - Focus theme: Community Use of Facilities (Excelling)
  - Focus theme: Financial Management (Excelling)
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## Initiatives

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### Element 3 (Effective Feedback)

### Element 6 (Classroom Management)

### Element 7 (Wellbeing).

### Element 8 (Collaboration)

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## Evaluation plan for this strategic direction

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- Attendance
- NAPLAN
- Work Samples
- Sentral Well Being Data
- Observations
- Student Voice

### Analysis:

Analysis through ongoing student / teacher/ parent feedback to maintain and improve the wellbeing of all stakeholders.

### Implications:

Analysis of of all data and feedback from students / teachers / parents will determine future directions.