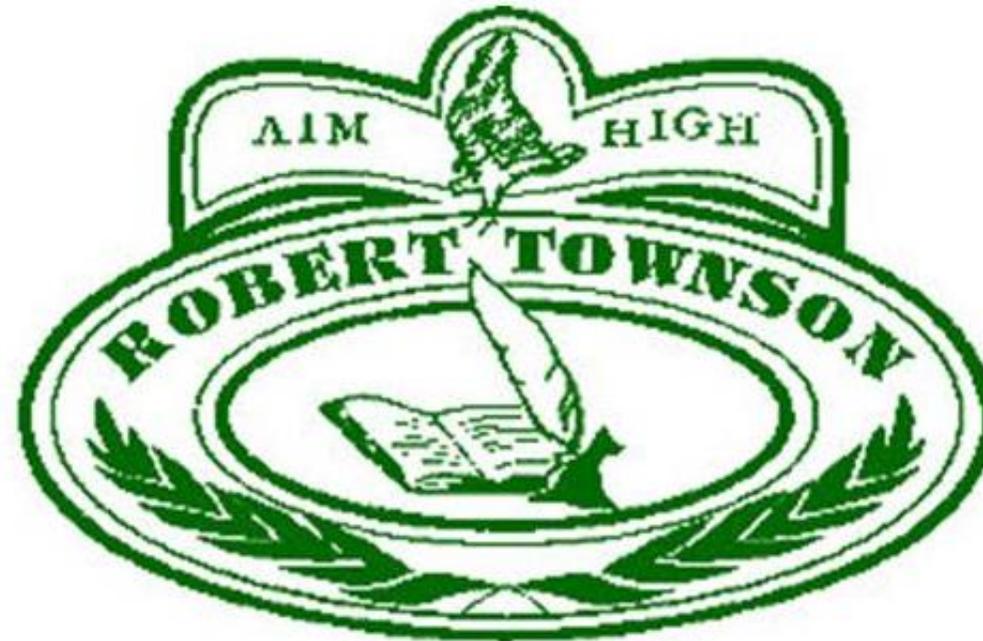


Strategic Improvement Plan 2021-2024

Robert Townson Public School 4569



School vision and context

School vision statement

Successful learners, bright futures

To be a world class school developing successful learners, in all aspects of school life, who are well prepared to become creative, active and informed citizens, able to connect locally and globally.

Students are at the heart of our pursuit of excellence where all are known, valued and cared for. Leadership is strategic, collaborative and future focused. Staff are professional, inspiring and knowledgeable. The community is informed and involved and we respect and value Aboriginal and Torres Strait Islander people as Australia's First Nation Peoples.

We will be a school community that embraces life-long learning, positive relationships, integrity and high expectations. We aim to be reflective, open minded, resilient, passionate and respectful as we focus on the development of the whole child and value student voice.

School context

Robert Townson Public School, located in Raby, a suburb of South Western Sydney, has an enrolment of 553. Forty-six percent of the student population has English as an Additional Language or Dialect (EAL/D) and 6% are of Aboriginal or Torres Strait Islander background. The strongly supportive community has high expectations of the school.

The school is committed to the pursuit of excellence in all areas of school life and providing exceptional educational opportunities for each and every child. We aim to open up new possibilities by encouraging students to be thinkers, communicators, inquirers and risk takers, who are knowledgeable, balanced, reflective, open minded and caring.

Our focus on literacy and numeracy provides students with strong foundation knowledge, skills and capabilities for future success. Technology, which has undergone a considerable upgrade, underpins teaching across all curriculum areas. The K-12 Campus initiative with Robert Townson High School continues to thrive with the schools being involved in collaborative programs. Professional and highly qualified educational leaders and teachers are dedicated to providing learning opportunities that are challenging and inspiring using teaching strategies that are evidence-based in a caring and supportive environment. Teachers recognise that all children learn in different ways and ensure programs cater for individual intellectual, physical, creative, social and emotional differences. Extra-curricular activities include band, vocal ensemble, choirs, public speaking and debating, a strong creative arts program and numerous sporting activities.

We recognise that it is imperative that all students must learn in an environment that enables them to connect, succeed, thrive and learn. We currently implement the Positive Behaviour for Learning whole school program but intend to extend and refine this program to improve student wellbeing.

The situational analysis indicated the need to use data driven practices that ensure all students have access to stage appropriate learning which is closely monitored and modified as required. Consistency of teacher judgement will be a focus as teachers develop both formative and summative assessment strategies. Collaborative planning and professional learning will focus on quality differentiated instruction for all students including those who require high potential and gifted education. Teachers will be supported by an instructional leader to facilitate this process. Targeted support will be provided in literacy and numeracy by the learning and support team for students identified as needing intervention. An integrated scope and sequence will be developed to ensure quality delivery of all Key Learning Areas and capabilities which fosters critical and creative thinking.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and ensure that students are challenged and engaged. We will develop and refine data driven teaching practices that are responsive to the learning needs of individual students and develop explicit teaching practices for school wide consistency.

Improvement measures

Target year: 2024

A minimum uplift of 11.69% from system negotiated target baseline in NAPLAN reading.

A minimum uplift of 11.58% from system negotiated target baseline in NAPLAN numeracy.

Target year: 2024

A minimum uplift of 10.62% from system negotiated target baseline in expected growth in NAPLAN reading.

A minimum uplift of 12.77% from system negotiated target baseline in expected growth in NAPLAN numeracy.

Target year: 2024

85% of students are working at or above school targets in reading aligning with the Understanding Texts sub-element of the Literacy Learning Progression.

Target year: 2024

85% of students are working at or above school targets in numeracy aligning with the Additive Strategies sub-element of the Numeracy Learning Progression.

Target year: 2024

80% students achieve at or above proficiency in their writing skills: school-determined writing targets using syllabus outcomes, school-based assessment and PLAN2 data.

Target year: 2024

Initiatives

Explicit Teaching for Mastery

Embed explicit teaching practices to enable students to develop sophisticated and well organised ways of thinking, understanding and doing.

* All students engage in explicit teaching practices, including worked examples, guided support, and well-sequenced learning tasks, as well as receiving guided support when completing open-ended and complex tasks.

*Following professional learning implement Literacy and Numeracy Learning Progressions to personalise learning and understanding.

* Implementation of the Gradual Release of Responsibility Model.

* Embed and use professional learning models including Spirals of Inquiry, instructional leadership, demonstrations and observations to build teacher capabilities and evidence-based best practice.

Data Driven Teaching Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

* All teachers understand the importance of learning data and the different forms in which it can be collected.

* All teachers collect and collaboratively analyse data for, as and of learning to set meaningful goals at each level (grade, class, group, individual), growth is monitored over time and student achievement is reported.

* Formative assessment practices are understood and embedded by all teachers.

* School based assessment data is planned for and implemented consistently.

* Instructional Leaders, Stage Leaders and Literacy and Numeracy Leaders collaborate with teachers to use data

Success criteria for this strategic direction

*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.

*Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement.

*Foundational Language Skills Scope and Sequence K-6 is being implemented for the systematic teaching and learning of phonemic awareness, phonics, spelling and vocabulary.

*Systematic delivery of the Literacy in Focus Teaching (LIFT) reading initiative is improving student benchmark reading levels and is increasing literal and inferential comprehension skills.

*REFINE shared reading and writing program is implemented K-6, increasing student reading and writing standards and achievement.

*Student assessment data is explicitly used school-wide to identify student achievement and progress, and inform teaching practice.

*Visible learning intentions, success criteria and differentiated questioning strategies are used regularly in literacy and numeracy learning to support student acquisition of comprehension, problem solving, reasoning and creative skills and knowledge.

*Students receive and respond to timely and constructive feedback that provides specific guidance on how to improve their skills/performance in order to achieve their literacy and numeracy learning goals.

*Data conversations for literacy and numeracy initiatives are held twice a term to determine progress and analyse student achievement which in turn informs teaching practice and directs learners and learning.

* EAL/D and LST teams collaboratively exchange student information with classroom teachers and negotiate

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement as measured by the School Excellence Framework

* Learning:

Curriculum - Excelling

Assessment - Sustaining and Growing

* Teaching:

Effective Classroom Practice - Excelling

Data Use in Teaching - Excelling

Target year: 2024

Value added data for K-3 and Years 3-5 continues to show Excelling; value added data for Years 5-7 increases from Sustaining and Growing to Excelling.

Target year: 2022

Monitor the progress of students engaged in 2021 Covid ILSP program.

Target year: 2024

Proportionally contribute to the St Andrews Principal Network target uplift of Aboriginal students attaining and increasing the % of students achieving the top 3 bands of NAPLAN in reading and numeracy, while maintaining their cultural identity.

Initiatives

in assessing student progress and designing future learning.

* Teachers support students to understand and use specific data to articulate their learning and take an active part in setting learning goals and targets.

Success criteria for this strategic direction

learning goals as an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

The school will use the following data 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 data

* Scout - value added data

* Spirals of inquiry, knowledge cycles of inquiry and learning sprint data analysis.

* Student work samples and observations.

* Literacy and numeracy PLAN2 data.

* Focus groups.

The evaluation plan will involve:

* Executive team and stages meet regularly to analyse school data.

* Regular professional discussion around the School Excellence Framework elements and themes.

* Ongoing review and triangulation of data sources including quantitative and qualitative, internal and external data.

After analysing School Improvement Plan data, a determination will be made as to *Where to Next?*

Strategic Direction 2: Wellbeing

Purpose

To ensure that all students feel a sense of belonging to a whole school community and actively be part of a positive and engaging environment.

Improvement measures

Target year: 2024

Increase percentage of overall student attendance to 93%, with 83% of students attending \geq 90% of the time.

Target year: 2024

TTFM - Increase the percentage of students with a positive approach to learning (high sense of belonging and advocacy) to 96.2%.

Target year: 2024

Wellbeing practices are embedded into daily teaching practice.

Target year: 2024

Student voice is embedded school-wide through a variety of authentic leadership roles, student-led initiatives and co-constructed learning.

Initiatives

Wellbeing and Inclusiveness

Embed a whole school approach and proactive practices to support student social and emotional wellbeing, and increase their sense of belonging and engagement.

- Whole school approach to procedures to ensure student attendance is monitored, analysed and tracked regularly.
- Embed wellbeing practices to support students' sense of belonging and engagement.
- Update, evaluate and embed proactive practices to support positive student engagement, ensuring consistency and high expectations.

Authentic Community Engagement

Embed authentic consultation and communication with all staff, students and community members to sustain strong partnerships between all stakeholders.

- Student Parliament.
- Student Voice.
- Community consultation and involvement in school planning, events and practices.
- Ensure a whole school approach to creating and maintaining a supportive school environment conducive to high engagement in learning.

Success criteria for this strategic direction

- Regular monitoring, reflection and evaluation of the whole-school approach to student wellbeing is managed through consultation between executive staff, class teachers, learning and support team, HSLO and parents and carers.
- Teachers embed explicit social skill teaching and learning into programs, making a connection with the school Positive Behaviour for Learning process.
- Planning and delivery of learning and support programs, are informed by student wellbeing and engagement needs.
- Student achievement across all areas of learning and participation is recognised and celebrated.

Evaluation plan for this strategic direction

The school will use the following data 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:

- Attendance data
- Parent surveys
- Teacher surveys
- Sentral data
- Lunch initiatives - EPIC data
- Personalised Learning and Support Plans (PLASPs)
- Tell Them From Me (TTFM) Survey - Student wellbeing (belonging and advocacy)
- Extra-curricular attendance levels

The evaluation plan will involve:

- Wellbeing team meets regularly to analyse school data.
- Regular collaboration in relation to the Wellbeing Framework.

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

- Ongoing review and triangulation of data sources including quantitative and qualitative, internal and external data.
- After analysing School Improvement Plan data, a determination will be made as to *Where to Next?*

Strategic Direction 3: Connected Learning

Purpose

To implement integrated learning that promotes connectedness between key learning areas, students' lives and the world in which they live. We will embed authentic use of ICT and Digital Technologies to enhance learning through creation, presentation and problem solving. Robert Townson is a learning community where commitment to growth and achievement is demonstrated by students, staff and the wider community collaboration, professional learning and engagement.

Improvement measures

Target year: 2024

K-6 Integrated scope and sequences are fully implemented following two complete and evaluated odd/even year cycles.

Scope and sequences include history, geography and science, literacy and numeracy and ICT, purposefully integrated through strong content links, authentic experiences and purposeful inquiry.

Target year: 2024

Aboriginal and Torres Strait Islander perspectives, histories and cultures are embedded in K-6 integrated scope and sequences and learning is enhanced by the use of quality literature, resources, experiences and excursions.

Target year: 2024

All Aboriginal and Torres Strait Islander students have a formal completed PLP document each year that has been developed and evaluated in consultation with their family and builds on previous plans.

PLPs are supported by a learning folio that includes work samples and reflections that support PLP goals and is a showcase of their cultural learning and experiences.

Target year: 2024

Initiatives

Integrated Learning Across the Curriculum

- Development of an integrated K-6 scope and sequence that includes History, Geography, Science and Technology as well as elements of PD/H/PE and Creative Arts where applicable.
- Ensure literacy and numeracy are taught in an authentic manner that supports learners to make meaningful connections across all key learning areas.
- HSIE Curriculum and Policy Monitoring.
- Deepen Aboriginal Education for both Aboriginal and Torres Strait Islander students and non-Aboriginal students.
- Ensure Aboriginal and Torres Strait Islander students are supported to achieve their potential academically, socially and with knowledge of culture.

Future Focused Learning and Capacity Building in the use of ITechnology

- Upskill teachers and students in the effective and purposeful use of technology in the classroom.
- Support the development of authentic future focused learning that will ensure students are able to successfully use, integrate and problem solve with technology into the future.
- Increase students engagement with and through quality opportunities and projects incorporating STEM.
- Build teacher capacity to integrate critical and creative thinking skills into teaching and learning programs

Success criteria for this strategic direction

- Teaching and learning programs reflect quality planning and evaluation in terms of syllabus content and skills, student needs and updated resources.
- Positive impact of integrated learning sequences is demonstrated by students who are engaged and able to articulate links between different key learning areas.
- Literacy and numeracy skills are being visibly transferred to other key learning areas with growth evident in internal and external achievement data.
- Aboriginal and Torres Strait Islander histories and perspectives are acknowledged in quality learning programs.
- Aboriginal and Torres Strait Islander students are provided with quality opportunities for personalised and cultural learning.
- Teachers and students demonstrate increased proficiency in the purposeful use of technology to enhance and showcase learning.

Evaluation plan for this strategic direction

- During each year, programs that support the K-6 integrated scope and sequence, future focused learning goals and teaching and learning in technology will be evaluated and built upon with consideration of the changing needs of learners and the inclusion of updated technology.
- Aboriginal Education programs are evaluated collaboratively and with community consultation.
- Assessment data will be analysed to evaluate the impact of integrated teaching and learning on the development of higher order skills in all key learning areas.

Strategic Direction 3: Connected Learning

Improvement measures

85% of students in each grade achieve set ICT outcomes demonstrated through quality task completion.

95% of students demonstrate basic proficiency in using the Microsoft Office Suite according to school determined grade markers.

Target year: 2024

High Performance and Gifted Education (HPGE) Policy is embedded in classroom practice.
