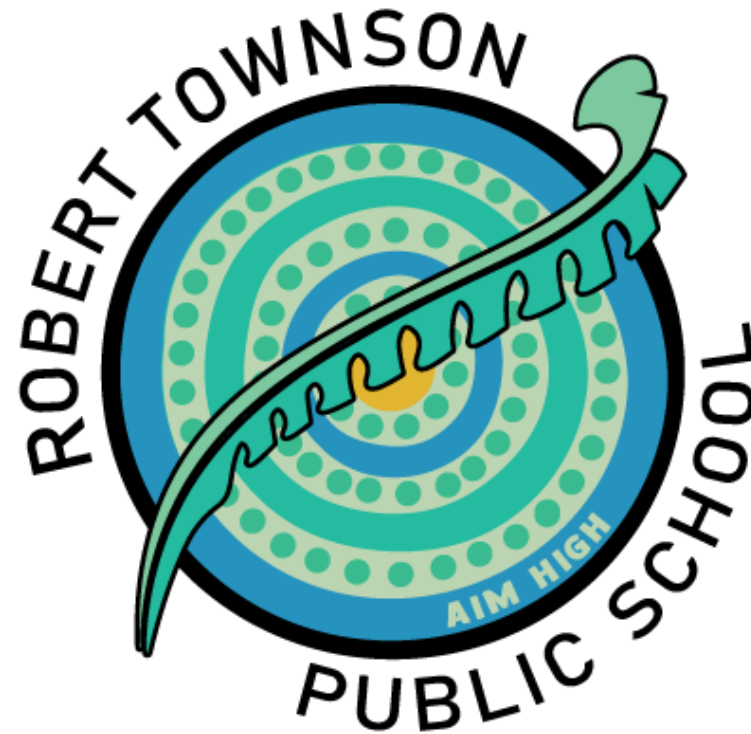


Strategic Improvement Plan 2021-2025

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 481. Forty-six percent of the student population has English as an Additional Language or Dialect (EAL/D) and 6.8% 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.

A 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 has been 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

Reading growth

Achieve by year: 2023

Reading Progressive Assessment Test (PAT)

A minimum of 95% of Years 2-6 students make growth in Reading Progressive Achievement Test (PAT) .

Numeracy growth

Achieve by year: 2023

Mathematics Progressive Achievement Test (PAT)

A minimum of 95% of Years 2-6 students make growth in Mathematics Progressive Achievement Test (PAT) .

NAPLAN expected growth - Reading

Achieve by year: 2023

63% of students in year 5 will show expected growth in reading evidenced in Check In, PAT, Literacy and Numeracy Progressions and/or A-E grades as applicable.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

58% of students in year 5 will show expected growth in numeracy evidenced in Check In, PAT, Literacy and Numeracy Progressions and/or A-E grades as applicable.

Reading growth

Achieve by year: 2023

Aboriginal and Torres Strait Islander Student Growth - Reading

Initiatives

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

Curiosity and Powerful Learning

- Peer coaching trios are formed as the key professional development activity to enhance the precision and effective use of data to inform teaching practice.
- APCIs and Stage Leaders collaborate with teachers to use data informed practices to assess student progress and design future learning.
- 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.

Explicit Teaching for Mastery

Explicit Teaching Practices

- APCIs model explicit teaching practices in classrooms K-6 to build teacher capacity and ensure teaching practice is consistent across the school.

Success criteria for this strategic direction

- * Student assessment data is explicitly used school-wide to identify student achievement and progress, and inform teaching practice.
- * 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 participation in teaching trios that include the opportunity to collaboratively refine teaching practice and evaluate student improvement, engagement and achievement.
- * Language Skills Scope and Sequence K-6 is being implemented for the systematic teaching and learning of phonemic awareness, phonics and spelling.
- * Systematic delivery of the Literacy in Focus Teaching (LIFT) initiative is improving reading fluency and literal and inferential comprehension skills.
- * Writing success is measured by school based assessment criteria based on syllabus outcomes and literacy progression markers resulting in increased teacher capacity to implement English units leading to improved student outcomes .
- * 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 regularly to determine progress and analyse student achievement which in turn informs teaching practice and directs learners and learning.
- * EAL/D, LST and Covid ISLP teams collaboratively

Strategic Direction 1: Student growth and attainment

Improvement measures

95% of Aboriginal and Torres Strait Islander students K-6 meet reading growth and proficiency targets applicable to their grade.

Numeracy growth

Achieve by year: 2023

Aboriginal and Torres Strait Islander Student Growth - Numeracy

95% of Aboriginal and Torres Strait Islander students K-6 meet numeracy growth and proficiency targets applicable to their grade.

NAPLAN Growth in Reading

Achieve by year: 2025

80% of Year 5 students achieve expected growth in NAPLAN Reading

NAPLAN Growth in Numeracy

Achieve by year: 2025

80% of Year 5 students achieve expected growth in NAPLAN Numeracy

Curiosity and Powerful Learning

Achieve by year: 2025

The implementation of Curiosity and Powerful Learning (CPL) will bring about an improvement in student and staff understanding of the importance of high expectations and the use of data to inform practice. This will be evidenced by the CPL High Expectations Audit and growth across the School Excellence Framework.

Phonological Awareness Diagnostic Assessment

Achieve by year: 2025

A minimum of 95% of ES1 students make growth in the Phonological Awareness Diagnostic Assessment.

Phonics Diagnostic Assessment

Achieve by year: 2025

Initiatives

- APCIs work collaboratively with teams to embed explicit teaching practices to enable students to develop sophisticated and well organised ways of thinking, understanding and doing.
- All teachers engage in explicit teaching practices, including worked examples, guided support, and well-sequenced learning tasks.
- Teachers design open-ended, complex tasks and hold high expectations for student learning through targeted instruction within the zone of proximal development.
- Learning Intentions and Success Criteria are used effectively in all classes to inform, guide and reflect on learning.
- Implementation of the Gradual Release of Responsibility Model.
- Embed and use professional learning models including Spirals of Inquiry, teaching trios, instructional leadership, demonstrations and observations to build teacher capabilities and evidence-based best practice.

Curiosity and Powerful Learning

- School leadership team engages with the Curiosity and Powerful Learning network to facilitate school improvement, develop leadership and build teacher capacity.
- Leadership team implement the Curiosity and Powerful Learning framework by establishing the School Improvement Team, the instructional core, peer coaching and the importance of Instructional Leadership.
- All staff engage in reflection, including surveys, to inform the school's focus for improvement.
- The leadership team triangulate data from the Curiosity and Powerful Learning survey, School Excellence Framework and School Improvement Plan to develop a model for school improvement.

Success criteria for this strategic direction

exchange student information with classroom teachers and negotiate 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
- * Check In data
- * PAT data
- * SCOUT
- * Staff surveys
- * Spirals of inquiry and teaching trios data analysis
- * Student work samples and observations.
- * Literacy and numeracy learning progression 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.

Strategic Direction 1: Student growth and attainment

Improvement measures

A minimum of 95% of students assessed make growth in the Phonics Diagnostic Assessment.

Understanding Texts

Achieve by year: 2025

80% of students will have achieved the learning indicators applicable to their grade in the Understanding Texts sub-element of the Literacy Learning Progression and NSW English syllabus

Writing

Achieve by year: 2025

80% of students are working at or above school targets in writing aligning with the Creating Texts sub-element of the Literacy Learning Progression and the NSW English Syllabus.

Number Sense and Place Value

Achieve by year: 2025

80% of students will have achieved the learning indicators applicable to their grade in the Number Sense Place Value sub-element of the Numeracy Learning Progression.

Check In Assessment Reading

Achieve by year: 2025

A minimum of 95% of Year 4 and 6 students make growth in Reading Check In Assessment.

Check In Assessment Numeracy

Achieve by year: 2025

A minimum of 95% of Year 4 and 6 students make growth in Numeracy Check In Assessment.

Evaluation plan for this strategic direction

* 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

Attendance >90%

Achieve by year: 2023

Increase percentage of overall student attendance to 93%, with 78% of students attending 90% of the time.

Wellbeing

Achieve by year: 2023

Increase the percentage of students with a positive approach to learning (high sense of belonging and advocacy) to 91.2%.

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 through collaboration, professional learning and engagement.

Improvement measures

K-6 Integrated Scope and Sequence

Achieve by year: 2025

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.

Aboriginal Education K-6

Achieve by year: 2025

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.

Opportunities for Aboriginal and Torres Strait Islander Students

Achieve by year: 2025

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, providing

Initiatives

Future Focused Learning and Capacity Building including the use of Technology

- 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 student 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

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.

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

a showcase of a student's cultural learning and experiences.

ICT Skill Development and Use

Achieve by year: 2025

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.

High Performance and Gifted Education HPGE Policy

Achieve by year: 2025

High Performance and Gifted Education (HPGE) Policy is embedded in classroom practice with school wide identification systems and enrichment opportunities across the four domains in place.
