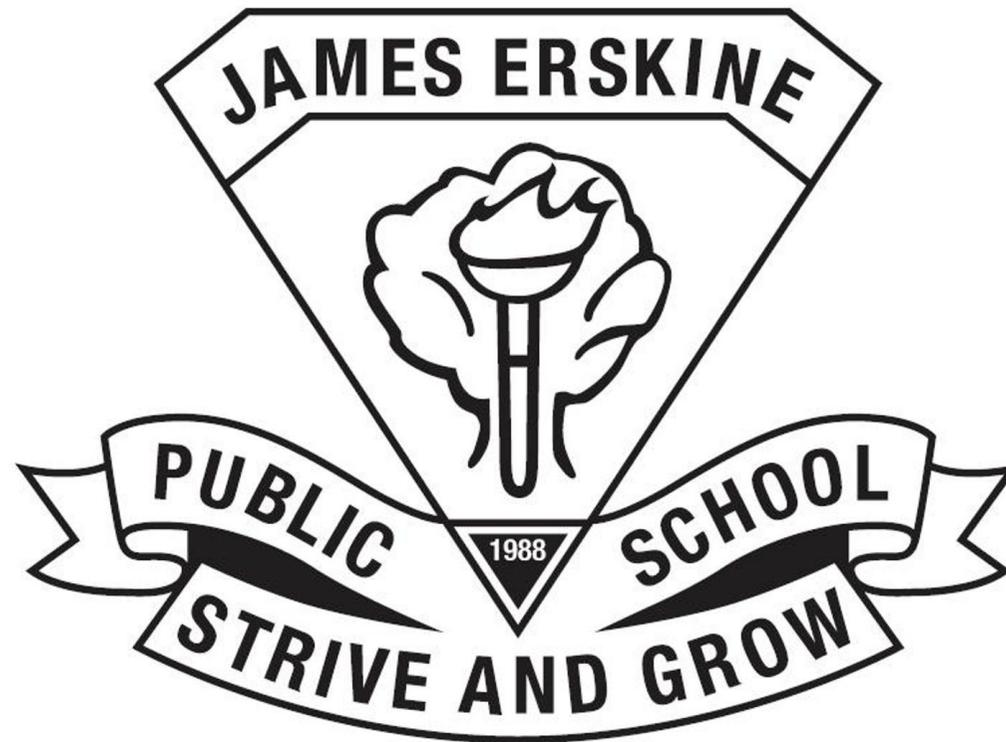


Strategic Improvement Plan 2021-2024

James Erskine Public School 4579



School vision and context

School vision statement

At James Erskine Public School, we foster an inclusive, innovative culture based on high expectations and continuous growth. We are committed to developing engaged, empowered and resilient lifelong learners.

School context

James Erskine Public School is located in Metropolitan North within the western suburbs. The school has an enrolment of 534 students. 33% of our students have a language background other than English. 6% of our students identify as Aboriginal or Torres Strait Islander. The school culture is strongly focused on learning and is committed to the pursuit of excellence. James Erskine Public School engages in strong partnerships between parents, students and the community. The school collaborates with our community of schools, providing our students with a range of leadership opportunities and experiences where they can explore and pursue their interests and talents. We are recognised for our strong history of sporting achievements.

Through our Situational Analysis, we have identified a need to use data driven practices to identify student achievements and progress. Professional learning opportunities will be undertaken to build teacher capacity to analyse, interpret and extrapolate data and use this to inform collaborative planning, identify interventions and modify teaching practice. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

There will be a strong focus on embedding explicit systems to drive school-wide improvements in teaching practice and student results. Further work will occur around collaboratively designing teaching and learning programs that embed and implement evidence-based strategies and explicit teaching methods.

We have identified a need to build learner agency. We will look to embed whole school wellbeing processes that will result in measurable improvements in wellbeing and engagement. Additionally, we will be embedding inquiry-based learning into our practice to promote student voice by placing them in the driver's seat of their learning.

Our School Improvement Plan has been developed in consultation with our school community.

Strategic Direction 1: Student growth and attainment

Purpose

Increase the number of students achieving growth in numeracy and reading through data use and explicit teaching.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the Top 2 bands to be close to the school's lower bound system-negotiated target in reading of 44.3%.

Target year: 2022

Increase the proportion of students achieving in the Top 2 NAPLAN numeracy bands to be close to the school's lower bound system-negotiated target by 33.3%

Target year: 2024

Build upon trajectory towards the lower bound system-negotiated target of expected growth in NAPLAN reading and numeracy.

Target year: 2024

A range of evidence supports our assessment validation of student performance measure - Student Growth at **excelling**.

Target year: 2024

A range of evidence supports our assessment validation in data use in teaching at **excelling**.

Initiatives

Collaborative Practices

Through collaboration, staff will engage in high impact professional learning to build teacher efficacy in order to improve student learning outcomes in literacy and numeracy. This will be achieved through:

- Spirals of Inquiry.
- Collective pedagogical practice.
- Quality Teaching Rounds
- Personalised professional learning.

Data Driven Practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. This will be achieved through:

- Staff engage in effective collection and use of data from quality assessments to support teaching.
- Support staff in building capacity to use data to evaluate the impact of their own teaching practice and make adjustments to meet the needs of students.
- Staff engage in the collaborative analysis of data as evidence of learning
- Use of data to design learning sequences with clear outcomes, success criteria and to set targeted learning goals for students to support progress

Effective explicit teaching in Reading and Numeracy

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals in reading and numeracy. This will be achieved through:

- Systematic and explicit reading and numeracy instruction embedded in all programs, visible in classrooms and monitored and tracked across the school.
- Professional learning on the use of the literacy and numeracy progressions to personalise student

Success criteria for this strategic direction

- 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: Data skills and use, Data use in teaching - Excelling)**.
- 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)**.
- 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, evidencebased judgement and moderation of assessments **(SEF: Assessment, Whole school monitoring - 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)**
- 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 and numeracy focus - Excelling)**.

Evaluation plan for this strategic direction

Question:

Question: To what extent have we achieved our purpose

Strategic Direction 1: Student growth and attainment

Initiatives

learning and employ explicit strategies to teach reading and numeracy.

Evaluation plan for this strategic direction

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 - Literacy and numeracy PLAN2/ PAT (Reading, Vocabulary Skills and Maths)
- External assessment - NAPLAN data/Check-in Assessments / Best Start / Phonics Check -in/ PRC data
- Scout- Value added data
- Surveys
- Lesson observations
- Focus groups
- Document analysis - teacher and learning programs, student work samples
- Professional Learning feedback

Analysis:

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

- Who: Reading, Numeracy, Assessing and Reporting Teams
- 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: Leadership

Purpose

To enhance teacher expertise to challenge and support student learning through high expectations around effective classroom practice, collaboration and community engagement.

Improvement measures

Target year: 2024

The school has implemented evidence-based programs to support High Expectations at the **excelling** descriptor for the SEF element of Learning Culture.

Target year: 2024

The school has implemented evidence-based programs which will support a culture of High Expectations which will develop students initiative and capacity to lead, moving towards the **excelling** descriptor for the SEF element of Learning and Development.

Target year: 2024

The school has implemented evidence-based practices that will support staff in leadership opportunities, moving towards the **excelling** descriptor for the SEF element of Learning Development within the element of 'coaching and mentoring'

Initiatives

High Expectations to develop staff leadership capacity

Staff are committed to developing and sustaining a culture of High Expectations:

- Staff are involved in coaching and mentoring, of and with, in the areas of teaching and learning
- Teachers leaders identified and developed through school and systemic channels
- Staff evaluate, self reflect and provide feedback on programs and practices to improve individual and collective teaching practice
- Explicit teaching practices and ongoing reflection aligned to CESE's What Works Best

High Expectations to develop student leadership capacity

Staff are committed to developing and sustaining a culture of high expectations for students.

- Students will model appropriate behaviours and high expectation across the school
- School will continue to develop and embed student agency - SRC, Junior AECG, Peer Support
- Promoting student voice ensuring self-assessment and engagement in the learning process
- Encouraging feedback that feeds forward

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results (**SEF: Learning and Development, Collaborative Practice and Feedback - Excelling**).
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead (**SEF: Learning and Development, Coaching and Mentoring - Excelling**)
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success (**SEF: Learning and Development, Expertise and Innovation - Excelling**)
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required (**SEF: Professional Standards, Improvement of practice - Excelling**)
- 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 and learning programs - Excelling**)

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of collaborative practice and community connections.

Data:

We will use a combination of data sources.

These will include:

- TTFM survey parent/staff/student results
- Document analysis - teaching and learning programs and student work samples
- Focus groups
- Attendance at parent information sessions and feedback.
- Professional Learning feedback.

Analysis:

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

- Who: Leadership Team driving Collaborative Practice, Community and Engagement 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 3: Wellbeing, Engagement and Attendance

Purpose

To optimise opportunities for students to enhance their advocacy, sense of belonging and wellbeing through effective systems and processes that enhance student learning and wellbeing and improve attendance.

Improvement measures

Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 90.10 %

Target year: 2022

Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 81.2% lower bound.

Target year: 2024

Consistency across the school in embedding PBL expectations in order to ensure optimum learning conditions for students in order to meet the **Excelling** descriptor for the SEF element of Wellbeing and behaviour

Target year: 2024

The school has implemented evidence-based programs to support wellbeing practices across the school in order to meet the **Excelling** descriptor for the SEF element Wellbeing.

Initiatives

Wellbeing and Engagement

Embedded whole-school collaborative strategies, procedures and approach to student wellbeing and engagement.

- Develop a collective responsibility for student learning and success within a culture of high expectations.
- Implementing a whole-school approach to wellbeing processes by embedding the *Wellbeing Framework* and the *Wellbeing for School Excellence* into whole school practices
- TTFM surveys conducted and analysed annually
- School-wide and classroom expectations consistently implemented, reflected on and evaluated as per the Positive Behaviour for Learning (PBL) system.

Attendance

Embedded whole-school collaborative strategies, procedures and approach to student attendance.

- Staff implement attendance policy
- Develop, implement and promote attendance reward system
- Celebrate student attendance
- Analyse attendance data and take proactive actions

Success criteria for this strategic direction

- Implementation of 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**).
- Positive, respectful relationship are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (**SEF Wellbeing - Behaviour - Excelling**)
- There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each students wellbeing and learning needs in consultaion with parents/carers. (**SEF Wellbeing - Individual learning needs - Excelling**)
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success (**SEF: Learning and Development, Expertise and Innovation - 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**)

Evaluation plan for this strategic direction

Question:

- What has been the impact of school-wide practices on learner wellbeing and engagement?

Data:

- Teaching and learning programs
- Student work samples

Evaluation plan for this strategic direction

- Sentral Attendance data
- Sentral PBL data
- Regularly updated Behaviour Support Plans, Individual Education Plans, Personalised Learning Pathways
- Lesson observations
- Professional learning feedback
- TTFM- student wellbeing, family satisfaction
- Feedback from transition programs - students, parents/carers, staff

Analysis:

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

- Who: Positive Behaviour for Learning Team, Learning and Support Team, Innovation 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.