

Strategic Improvement Plan 2021-2025

Edensor Park Public School 4583



School vision and context

School vision statement

We are committed to fostering the development of the whole child by building a positive culture and by empowering our students to be active citizens in a globalised world.

School context

Edensor Park Public School was established in 1989 in South Western Sydney on Dharug Country. There are 295 students enrolled from Kindergarten to Year 6. Students come from diverse language backgrounds with 83% from language backgrounds other than English. There are 29 languages represented within the school community with Arabic, Assyrian and Vietnamese being the predominant groups. The FOEI (Family occupation and employment index) for 2021 is 130. The parent community values education and have high expectations for their children.

Edensor Park Public School is committed to early intervention programs and improving student outcomes in Literacy and Numeracy. Most of the teaching staff are experienced, with all staff having taught 5 or more years. There are 32 school based personnel including executive staff, classroom teachers, specialist teachers, school counsellors and administrative staff, including School Learning Support Officers.

The majority of the school's equity funding will be used to support initiatives developed in the 2021 - 2024 Strategic Improvement Plan.

As a result of our rigorous Situational Analysis, which included a strong and inclusive community consultation, we have identified the need for our continued emphasis on embedding effective teacher quality in order to ensure students achieve expected growth and attainment. There will be a strong focus on positive education to further develop whole school community knowledge, understanding and use of effective practices, pedagogies and strategies to support student wellbeing. As a result, 2021-2024 School Improvement Plan key focus areas are:

- **Student Growth and Attainment**

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

- **Effective Teacher Quality**

Embed a learning culture that develops quality teaching practices and pedagogies in line with the professional standards and current evidence.

- **Positive Education**

Staff at Edensor Park Public School strive to create a culture of positive education that encompasses a holistic approach to wellbeing, where the student is supported, challenged and monitored. In partnership with our students, staff, parents and wider school community we aim to cultivate and nurture a learning environment that enables students to flourish and thrive.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

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.

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.

Achieve by year: 2025

Progressions

- 80% of Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.
- All students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.

Achieve by year: 2025

Self-Directed Learning

- An increased number of teachers embed Practice of Learning Intentions, success criteria in their classroom teaching with students engaging in self-assessment and peer-assessment.

Initiatives

Personalised Learning

Embed a learning culture that enables students to create and receive feedback and achieve their learning goals.

- Ongoing, embedded professional learning on use of Literacy and Numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Teaching and learning programs are developed to target the specific needs of the identified students.

Data Driven Practices

Ensure effective classroom practices by using strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery. Ensuring that explicit teaching is the main practice used in the school, reflecting the current evidence base.

- Review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Establish protocols using data to monitor and assess student progress.
- Provide ongoing continuous and coherent teacher professional learning to assist them in selecting the appropriate teaching strategies in relation to student learning needs.

Success criteria for this strategic direction

Personalised Learning

Valid teacher judgement is evident across the school. (SEF - LE - Reporting)

All students articulate, understand and achieve their literacy and numeracy goals. (SEF - LE - Assessment: Student Engagement)

Learning goals are informed by data analysis. (SEF - TE - Data Skills and Use)

Learning Intentions, Success Criteria and feedback are an embedded practice across the school. (SEF - LE - Learning Culture: High Expectations)

Professional learning is differentiated and its impact on the quality of teaching is evaluated. (SEF - LE - Curriculum)

Data Driven Practices

Assessment data is collected in literacy and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction, planning and programming. (SEF - LE - Student Performance Measures, Assessment: Formative and Summative assessment)

Data and feedback inform teaching practice and direct learners and learning. (SEF - TE - Data Skills and use)

Explicit systems are established to support collaboration and feedback, to sustain quality teaching. (SEF - TE - Learning and Development)

Teachers engage in professional learning of effective and explicit teaching strategies, implementing appropriate strategies to the teaching and learning cycle of individual classrooms. (SEF - TE - Effective Classroom Practices)

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Question

What impact has explicit and informed teaching had on student growth?

Data

The school will use the following data sources to regularly analyse the effectiveness of our practices in achieving the purpose and improvement of the Strategic Direction.

- Internal Assessment, e.g. PLAN2
- External Assessment, e.g. NAPLAN
- Scout- Value Added data
- Student Work Sample
- Surveys
- Student PLPs
- Student Voice
- Teaching Programs
- High Impact Professional Learning survey.

Analysis:

The analysis of this data will be used to determine the future actions of each initiative. This will be done by:

- Regular review of the initiative to determine whether we are on track for achieving our improvement measures
- Executive team and whole staff reflective sessions.

Implications:

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures.

Strategic Direction 2: Effective Teacher Quality

Purpose

To embed a learning culture that develops quality teaching practices and pedagogies in line with the professional standards and current evidence based research.

Improvement measures

Achieve by year: 2025

- To achieve a high level compliance of all systems and requirements of NESA.

Achieve by year: 2025

- All staff will engage in professional development to enhance teaching and learning strategies and pedagogies, to be confidently implemented into classrooms.

Achieve by year: 2025

- All teachers will demonstrate differentiation in their teaching and learning cycle using a variety of tools and pedagogies.

Initiatives

Building Capacity

All teachers will engage in professional learning to ensure that quality teaching practices and pedagogies will be embedded in all areas of the teaching and learning cycle.

Professional development will include the following areas:

Quality teaching framework, the school Excellence Framework, What Works Best document and the professional standards.

Aboriginal Education Pedagogies

Quality Teaching Rounds

- Embed and use professional learning models and whole school structures to build teacher capabilities and enhance student outcomes.
- Review, adapt and update whole school policies.
- Establish a whole school approach to programming in line with NESA requirements.
- Continue to implement/adapt planned structures to support identification, planning and evaluation of PLPs including the setting and measuring of smart goals.
- Establish, and embed, processes that support staff in the creation of meaningful PDPs that align with the School Improvement Plan.
- Enable all teachers to provide Aboriginal and Torres Strait Islander students with appropriate opportunities to learn and develop their talents, while developing understanding and acceptance of Aboriginal and Torres Strait Islander culture to all members of the school community.

Curriculum Development

Curriculum Development ensures that all teachers are up to date with all current evidence based research and the Department of Education's policies and regulations.

Success criteria for this strategic direction

- Teachers maintain their commitment to professional development and accreditation requirements. (SEF - TE - Professional Standards).
- PDP's inform professional learning experiences and enhance teacher quality. (SEF - TE - Learning and Development).
- Consistency across whole school practices, planning and programming. (SEF - TE - Effective Classroom Practices).
- Teachers confidently use the framework, standards and current research to inform their teaching practice. (SEF - TE - Professional Standards).
- All teachers increase their knowledge and implementation of curriculum content. (SEF - TE - Learning and Development).
- Whole school approach to teaching curriculum through the implementation of formulated scope and sequences and planned curriculum processes. (SEF - LE - Curriculum).
- EAL/D and LST teams work with teachers to provide targeted support, appropriate adjustments and personalised challenges. (SEF - LE - Learning and Development).
- Smart goals are measured and reported on a regular basis. (SEF - LE - Data Skills and Use).

Data showing the use of ICT resources and students results on these platforms. (SEF - TE - Learning and Development, LD - School Resources).

Evaluation plan for this strategic direction

Question

To what extent have we embedded a learning culture that develops quality teaching practices and pedagogies in line with the professional standards and current evidence based research?

Data

Strategic Direction 2: Effective Teacher Quality

Initiatives

- Teachers collaborate to formulate scope and sequences for Key Learning Areas in compliance with requirements of Department of Education and NESA.
- Continue to revise and adapt whole school approaches to differentiation and personalised learning programs.
- Review and adapt practices to ensure effective use of resources and technology.
- Ensure effective strategies and processes for progressive, consistent, differentiated and supported delivery of the curriculum.
- Whole school collaboration to further develop the ICT policy and the redistribution and purchase of new resources.

Evaluation plan for this strategic direction

Progress towards improvement measures will be evaluated through consideration of the following questions and feedback from the processes listed:

- Internal and external data, e.g. NAPLAN and PLAN2.
- Teacher and supervisors feedback
- Students and community feedback
- Tell Them from Me surveys
- Professional Standards
- School Excellence Framework
- Observation reports
- Programs and evaluations
- Teacher's professional learning documentations, e.g. PDPs, classroom assessments
- Personalised learning plans, NCCD data, access requests and Personalised pathway plans
- Data, testing and anecdotal notes from the LST team
- EAL/D framework and progressions.

Analysis

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

Implementations

The findings of the analysis will inform future actions and directions.

Annual reporting on school progress measures published in the annual report and published on the school website at the end of Term One each year.

Strategic Direction 3: Positive Education

Purpose

To create a culture of positive education that encompasses a holistic approach to wellbeing, where the student is supported, challenged and monitored. In partnership with our students, staff, parents and wider school community we aim to cultivate and nurture a learning environment that enables students to flourish and thrive.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increased (uplift) percentage of students attending school more than 90% of the time by 10%.

Wellbeing

Achieve by year: 2023

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Achieve by year: 2025

Positive Education is embedded in 100% of teaching and learning programs to support the development of resilient and productive individuals.

Achieve by year: 2025

Reduction in the number of students who are being monitored on the Behaviour Management System and Attendance Records.

Achieve by year: 2025

Increase the proportion of community involvement within the school setting, as well as parent attendance at workshops, in order for families, the community, and the school staff to communicate in numerous interactive ways, both formally and informally.

Achieve by year: 2025

Initiatives

Positive Education

Whole school integrated approaches to student and teacher wellbeing:

- Growth mindset.
- Mindfulness.
- Stronger Smarter.
- Attendance.
- Behaviour monitoring (SENTRAL).
- Positive Education - implementation of character strengths and building resilience of students.
- Implementation of new policies: wellbeing, attendance and behaviour.
- Implementation of the Wellbeing Framework.
- Further develop inquiry learning skills where students will develop the ability to become independent learners, creating their own goals and directing their learning.
- Improve student voice by implementing whole school programs to provide leadership opportunities for all students.

Community Engagement

Sustain a culture of high-expectation relationships with our parent and wider community.

- Develop effective communication systems where parents feel heard and are provided with the required information by building collaborative partnerships with students, staff and the school community to support whole school improvement and planning.
- Provide opportunities for parent workshops so that they develop a deeper understanding of the programs and expectations that are present at the school.

Success criteria for this strategic direction

- Students with increased capacity to incorporate conflict resolution, confidence and resilience strategies, in order to maintain a positive growth mindset. (SEF - LE - Wellbeing)
- Quality teaching emphasises clear expectations of behaviour and learning. (SEF - LE - Wellbeing)
- All learning environments across the school are managed with a shared understanding and use of metalanguage as a consistent whole school approach. (SEF - LE - Learning culture)
- Students have the opportunity to engage in, and lead, a range of school-related activities and initiatives within the classroom, school and wider community. (SEF - LE - Wellbeing)
- Shared responsibility of student wellbeing is evident through high level community engagement. (SEF - LE - Learning Culture)
- Profile of SRC is increased within the school setting, thus empowering students to be heard. (SEF - LE - Wellbeing)
- Positive, respectful relationships are evident amongst students and staff. (SEF - LE - Learning Culture)
- The needs of all students are explicitly addressed in teaching and learning programs. (SEF - LE - Assessment; TE - Data skills and use)
- Students have the social and emotional skills to self-regulate their own emotions and behaviours and develop and maintain positive relationships. (SEF - LE - Wellbeing)
- Positive Education is taught K-6 to explicitly address character attributes and values that support positive and respectful relationships with each other, their teachers and the community. (SEF - LE - Curriculum)
- Students receive highly effective teaching and learning strategies, which promote curiosity and higher order cognition skills, to improve their learning. (SEF - LE - Curriculum)
- Students become more confident risk takers in order

Strategic Direction 3: Positive Education

Improvement measures

Improvement of processes and systems to meet the demand of students with high needs, thus increasing the percentage of students meeting learning goals.

Achieve by year: 2025

Increase the importance and opportunities of student voice and leadership within the school.

Success criteria for this strategic direction

- to participate, or monitor, their own learning. (SEF - LE - Assessment)
- Parents and the wider community actively participate in the school and support the continuity of student development and learning. (SEF - LD - Management Practices and Processes; LE - Reporting)

Evaluation plan for this strategic direction

Question

To what extent have we created a culture of positive education?

Data

Progress towards improvement measures will be evaluated through:

- Regular use of the milestones
- Surveys from the school community
- Educational content evident in teaching and learning programs as explicit planning to develop social, cognitive, physical, spiritual and emotional competency of students
- Student behaviour data analysis
- Tell Them From Me surveys
- Student forums/interviews
- Teacher/community feedback
- Attendance and suspension data
- Program evaluation
- Feedback from focus groups
- Internal and external data
- Referral systems
- Data from individual programs such as SRC attendance/initiatives
- PLASST - personalised learning and support signposting tool

Evaluation plan for this strategic direction

- Evidence of mandatory policies being implemented through curriculum.

Analysis

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

Implementations

The findings of the analysis will inform future actions and directions.

Annual reporting on school progress measures published in the annual report and published on the school website at the end of Term One each year.