

Strategic Improvement Plan 2021-2025

St Helens Park Public School 4603



School vision and context

School vision statement

Strive for academic excellence in a safe, supported and inclusive environment driven by high expectations and quality, explicit teaching. Positive school culture and strong community connections maximise a strong sense of belonging for all community members.

School context

St Helens Park Public School is situated in the South Western Sydney local government area of Campbelltown. Our enrolment is currently 371 students and a new housing development is expected to see enrolment numbers increase in coming years. The student body is diverse with 18% of students identifying as English as a Language Dialect. Our student body is stable with 66% of students starting and finishing their primary schooling at our school. There has been an increase in enrolment of ATSI students with 51 students identifying Aboriginality.

Staffing entitlement in 2023 was 26 teaching staff and 8 non-teaching staff. Our school leadership team consists of the Principal, Deputy Principal, Assistant Principal Curriculum and Instruction and on-class Assistant Principals. With 25% of our staff identified as early career teachers in their first 5 years of the profession. Instructional leader positions, established through school funds, will be targeted towards literacy and numeracy initiatives.

In 2023, the school focused on lifting reading and numeracy growth for all students with a priority on identifying areas of need and providing targeted support to students.

School leadership is focused on supporting our teachers' deep knowledge of pedagogy and curriculum. This will include high-impact professional learning in the area of data skills and use, and the evidence-based teaching of English and Mathematics.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine evidence-based pedagogies and whole school data and assessment processes, that are responsive to the learning needs of individual students.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Effective teaching and learning practices in reading and numeracy

A consistent school-wide approach to the effective teaching of reading and numeracy. All teachers are supported in the implementation of evidence-based reading and numeracy instruction and will collaboratively develop high quality teaching and learning programs that support student growth and achievement of literacy outcomes.

Data skills and use literacy and numeracy

Teachers use data from formative and summative assessments of learning to understand student progress and achievement. Data is used to map further actions to identify student learning goals and to provide relevant and authentic feedback to students and parents. Teachers understand the link between teaching practice and student need.

Success criteria for this strategic direction

Curriculum: Teaching and learning programs:

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- Sustaining and Growing)*

School Performance Measures: Student Growth: The school has identified what growth is expected for each student and students are achieving higher than expected growth on progress and achievement data. *(SEF- Sustaining and Growing)*

Learning and Development : In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. *SEF- Sustaining and Growing)*

Assessment, Data Skills and Use: In schools that excel, 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- Sustaining and Growing)*

Evaluation plan for this strategic direction

Question

- Are all students receiving quality instruction through rigorous and relevant teaching strategies?
- Do staff understand what growth in learning looks like and how do they know?
- Do staff understand the elements of a quality literacy and numeracy session and how to approach explicit instruction across all Key Learning Areas?
- How are school systems and structures effectively tracking and monitoring the progress of every student?

Evaluation plan for this strategic direction

- Can we demonstrate impact and improvement of student outcomes as a result of effective Data Skills and Use by teachers and giving Effective Feedback to our students?

Data

We will use a combination of Data sources

- Internal Assessments - PAT, Phonological Awareness Assessment, Phonics Screening, PLAN2 data
- External Assessments - NAPLAN, Check-In Assessment (4-6)
- Surveys Teachers and Staff - TTFM
- Observation of Practice - DPIL/Teacher
- Focus Groups
- Student Voice - TTFM
- Document Analysis - Program supervision and feedback
- School Report Comments
- DPIL - Coaching/Mentor Observation Records
- Spirals of Inquiry Logs
- Strategic School Support Partnership - feedback and evaluation

Analysis

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

Instructional leaders facilitating and monitoring the collection and analysis of data from a range of sources.

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

Future actions and activities

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Annual reporting on school progress measures published each year on the school website.

Strategic Direction 2: Empowered Learners with a strong sense of Belonging.

Purpose

To develop a positive inclusive learning climate where students are self-regulated, assessment capable, have a strong sense of belonging and engage with their school environment. The whole school community will demonstrate high expectations of learning progress and achievement.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 91.21% in 2023 to 92.31% in 2027

Initiatives

Inclusive Culture - Students with a strong sense of belonging

The development of a school culture where all students will feel accepted, valued and included. This strong sense of belonging will enhance positive outcomes for academic achievement and increase student engagement across the school.

Success criteria for this strategic direction

Learning Culture: Wellbeing - The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. Teaching and learning occurs in environments that celebrate difference and diversity of all students where cultural backgrounds are recognised, respected and responded to. In these environments, students are self-directed, take initiative and grasp opportunity. The wellbeing framework underpins school based procedures and planning, ensuring there is a focus on every student connecting, succeeding and thriving (*SEF - Sustaining and Growing*)

Learning Culture: Attendance - Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (*SEF - Sustaining and Growing*)

Walking Together, Working Together - Aboriginal students will be connected and engaged in all aspects of their learning, believing they can and do succeed. School will be a culturally safe place to learn where Aboriginal students will be confident in their heritage, cultures and languages. (*Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education*)

Evaluation plan for this strategic direction

Question

- To what extent has a positive inclusive learning climate where students are self-regulated, assessment capable, have a strong sense of belonging and engage with their school environment been established?
- To what extent does the school community demonstrate high expectations of learning progress and achievement?
- Is there a shared accountability for student progress and achievement?

Strategic Direction 2: Empowered Learners with a strong sense of Belonging.

Evaluation plan for this strategic direction

- How is the culture of the school assessed? What data is collected as evidence of school culture?

Data

We will use a combination of data sources:

- SCOUT
- Tell Them from Me survey
- Value-added NAPLAN analysis
- Community participation, engagement and involving
- Student work samples
- Teaching and learning programs
- Focus groups
- Parent forums
- Student voice.

Analysis

Analysis will be embedded within the initiatives through progress and implementation. Monitoring annually, the school will review progress towards the improvement measures.

Instructional Leaders - Wellbeing facilitating and monitoring the collection and analysis of data from a range of sources.

Community Liaison Officer - facilitating and monitoring the collection and analysis of data from a range of sources.

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

Future actions and activities

Annual reporting on school progress measures published each year on the school website.

Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
