

Strategic Improvement Plan 2021-2024

Henry Fulton Public School 4619



School vision and context

School vision statement

We are committed to creating equitable, innovative and dynamic learning environments to equip our learners with the critical thinking skills and knowledge required to ensure they reach their potential and be self-directed, lifelong learners.

School context

Henry Fulton Public School is a vibrant school in Western Sydney with an enrolment of 322 students, including Aboriginal students and students from a non-English speaking background.

The staff and school community strive to provide a quality education for all students. The social landscape is diverse with the parent community possessing high expectations for their children to achieve a well-rounded education. The school is an important part of the Cranebrook Learning Community and the school shares and reflects a strong sense of the community's identity and its values. We believe we achieve our school motto of 'Learning Together' in developing learners who strive to reach their full potential in a constantly changing world.

School priority areas align with the Department of Education School Excellence Framework. The three areas are Teaching, Learning and Leading. The important work will include creating and maintaining student engagement in differentiated future focused learning, quality professional learning to build and enhance the capacity of all staff and building stronger collaborative partnerships with members of the school and wider community.

Staff includes experienced and early career teachers who work collaboratively to provide quality teaching and learning through the implementation of the NSW Syllabus for the Australian Curriculum. Students achieve in academic, sporting, performing arts and social programs in a supportive and caring school environment.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. A focus will be on the use and interpretation of data to ensure quality teaching and learning occurs as a result of vigorous analysis. Quality teaching to meet the needs of all students will be a result of successful planning and delivering of explicit teaching, quality differentiated instruction to students. Students with additional needs will be catered for through identification and effective use of resources. Through analysis the school has identified system negotiated targets and will focus on reading and numeracy. The school has used data to determine writing is a focus area that will be integrated and be of benefit to all students in their learning.

Work will take place to develop quality formative and summative assessment tasks and data collection practices and developing greater consistency of judgement within and across the school.

Our work with individual students will be responsive and monitored. Individual and targeted support will be identified, planned and implemented.

Strategic professional learning opportunities will provide staff with options for improvement and ongoing learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve students learning outcomes in reading, writing and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed What Works Best strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated targets.

- Top 2 bands in NAPLAN reading increase to be at the lower bound of 40.7%.

Target year: 2023

Achievement of 2023 system negotiated targets.

- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the lower bound target of 58.3%.

Target year: 2023

Achievement of 2023 system negotiated targets.

- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the lower bound target of 48.7%.

Target year: 2022

- Top 2 bands in NAPLAN numeracy increase to be at the lower bound of 29.4%.

Target year: 2024

Improvement as measured by the School Excellence Framework by a range of evidence that supports our assessment validation at excelling in the following elements and themes:

Initiatives

Use of data to improve the teaching of reading

In reading, we will embed sustainable whole school processes for collecting and analysing a variety of data. The evaluation of the data will regularly be used to inform:

- teacher professional learning
- school resourcing
- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning.

Use of data to improve the teaching of numeracy

In numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of the data will regularly be used to inform:

- teacher professional learning
- school resourcing
- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning.

Building writing teaching strategies

In writing, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of the data will regularly be used to inform:

- teacher professional learning
- school resourcing (Seven Steps to Writing Success)
- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students (SEF - Curriculum).

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 - Assessment).

Student assessment data is regularly used schoolwide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions (SEF - Data skills and use).

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 (SEF - Effective classroom practice).

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement (SEF - Educational leadership).

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).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose?

Strategic Direction 1: Student growth and attainment

Improvement measures

LEARNING

Curriculum - Teaching and learning programs, Differentiation

Assessment - Whole school monitoring of student learning

TEACHING

Data Skills and Use - Data analysis

Effective classroom practice - Explicit teaching, Feedback

Professional Standards - Improvement of practice

LEADING

Educational leadership - Instructional leadership

Evaluation plan for this strategic direction

Can we demonstrate impact and improvement of student outcomes in reading, numeracy and writing?

Data:

We will use a combination of data sources which includes:

- Internal assessments - *Comprehensive Assessment of Reading Strategies (CARS)*, *Comprehensive Assessment Mathematic Strategies (CAMS)*, *Progressive Achievement Testing (PAT)*, reading benchmarks, *Taking Off with Numeracy (TEN)*, *Schedule for Early Number Assessment (SENA 1 and 2)*, *Planning Literacy and Numeracy (PLAN2)*, *Soundwaves* diagnostic and content test,
- External assessments - NAPLAN, Best Start, Check-In Assessments, Phonics Assessment Yr 1, *International Competitions and Assessments for Schools (ICAS)*,
- SCOUT data
- Surveys
- Observation and student work samples, Individual Learning Plans (ILP's) and Personalised Learning Pathways (PLP's)
- Teacher Performance and Development plans (PDP's)
- Focus Groups
- Student voice
- Document analysis eg teacher programs, assessment schedule, data records
- Leadership team participating in Leading Evaluation, Evidence and Data (LEED) three year project
- School Excellence Framework - Self Assessment.

Analysis:

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

Evaluation plan for this strategic direction

measures.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures (published in the annual school report on the school website).

Strategic Direction 2: Wellbeing and attendance

Purpose

To create a school learning environment that enables every student to be healthy, happy, engaged and successful. Where students can learn and grow with confidence and be encouraged to become self-directed, lifelong learners.

Improvement measures

Target year: 2022

Increase in the overall TTFM survey results Advocacy at School, Expectations for Success and Sense of Belonging to be at or above the lower bound of 88.5%.

Target year: 2022

Increase student attendance 90% of the time to the lower bound target of 81.1%.

Target year: 2024

The school will implement evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

A range of evidence supports our assessment/validation in the element of wellbeing at excelling.

Initiatives

Whole school approach to positive behaviour

We will review current practices and staff knowledge of school matrix and implementation procedures. Use of school-wide data to identify and monitor student progress, patterns of positive and negative behaviour, reflect on teaching effectiveness and inform decisions that strengthen the learning environment in positive ways.

Sense of Belonging

Review staff understanding of the wellbeing framework to:

- understanding the domains of the Wellbeing Framework for Schools and its implications
- develop student wellbeing improvement measures into new and existing school wellbeing programs.

Review staff understanding the Personal and Social Capability learning continuum (ACARA) and it's implications for classroom practice/school programs.

Introduction of and implementation of targeted intervention programs eg. *Positive Partnerships, Rock and Water, Second Step*.

Attendance

We will regularly review our processes to ensure that student absences does not impact negatively on student learning through careful targeted planning, follow-up and partnerships with parents.

Success criteria for this strategic direction

All teachers will be committed to identifying, understanding and implementing the Wellbeing framework. Positive, respectful relationships 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).

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

A whole school system and integrated approach to wellbeing programs responsive to the needs of students.

An increase of students feeling a positive sense of belonging reflected in an increase in student learning and engagement and attendance. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact negatively on learning outcomes (SEF - Learning Culture).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in student wellbeing?

Data:

We will use a combination of data sources. These include:

- *Tell Them From Me* surveys
- SENTRAL attendance data
- Internal assessment, eg data on SENTRAL
- Observation
- Focus Group

Strategic Direction 2: Wellbeing and attendance

Evaluation plan for this strategic direction

- Interview.

Analysis:

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

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures (published in the annual school report on the school website).

Strategic Direction 3: Transitions

Purpose

To encourage aspirational expectations of learning progress and achievement for all students and develop and maintain effective partnerships in learning with parents and students in order for students to be motivated to deliver their best and continually improve.

Improvement measures

Target year: 2024

The school will engage in strong collaborations between parents, students and the community to inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment at excelling.

Target year: 2024

All Kindergarten students commence school with a carefully constructed learning and wellbeing profile at excelling.

Initiatives

Transition

- Transitioning individual students with specific needs into Kindergarten and alternate settings, building targeted effective transition plans in partnership with parents
 - Building strong relationships with local child care services and implementing effective transition programs to ensure academic success for all students
 - Monitor and track students between grades from year to year within the school to ensure successful transition between years
 - Build strong relationships with the local secondary campus and ensuring successful transition from Year 6 to Year 7.
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Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment (SEF - Learning Culture).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF - Curriculum).

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school (SEF - Educational Leadership).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in student wellbeing?

Data:

We will use a combination of data sources. These include:

- comprehensive individual profiles available on enrolment
- surveys from incoming parents
- satisfaction surveys and TTFM surveys

Evaluation plan for this strategic direction

- ILP's
- Best Start data
- Phonological awareness results
- Attendance data
- Internal assessment and data, eg data on SENTRAL
- Observation
- Focus Group
- Interview.

Analysis:

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

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures (published in the annual school report on the school website).