

Strategic Improvement Plan 2021-2025

Greenway Park Public School 4624



School vision and context

School vision statement

In pursuit of our motto, 'Learning for Life', Greenway Park Public School's vision is to provide effective, evidence-based teaching practices ensuring successful, lifelong learners who are equipped to seize academic challenges and become productive members of society. Our school's distributed instructional leadership model supports and sustains a culture of explicit and collaborative pedagogical practices, driving ongoing, school-wide improvement in teaching practice and student growth. We strive to foster learning that is personalised, inclusive, explicit and innovative, equipping all students to reach their full potential. By nurturing teaching and learning environments which support an individual's academic, social and emotional wellbeing, Greenway Park aims to develop well rounded, resilient learners, who are healthy, happy, engaged and successful. We cultivate positive, respectful relationships among our community, students and staff, promoting wellbeing and providing optimum conditions for our students to thrive.

School context

Greenway Park Public School is situated approximately 11km west of Liverpool, South Western Sydney within the residential area of Carnes Hill. The school prides itself on research based pedagogical practices, which are utilised in the delivery of programs driven by direct instruction. We balance data driven, explicit instruction and feedback with innovative collegial practices.

The school serves a diverse multicultural community with an enrolment of 692 students, of which 75.1% come from a language background other than English, 71.3% have English as their Alternative Dialect and 1% are from a refugee background.

Highly qualified teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. The staff are professional, collaborative and dedicated to delivering highly effective teaching and learning programs that are supported by the school's vision. Student wellbeing is the cornerstone of all teaching and learning, with students being resilient, empowered learners. Teachers set high standards within a nurturing environment.

Greenway Park Public School is committed to maximising and sustaining student growth in the areas of literacy and numeracy, through the provision of differentiated, innovative school wide programs. Learning is further enhanced by a wide variety of extra curricular activities, such as dance, art, bucket drumming, gardening groups, sport, debating, and public speaking. Students are ready to participate in an ever evolving, technological, global society through the development of a diverse range of skills and the use of digital literacies.

Through our Situational Analysis, we have identified the need for a continued focus in reading and writing. A detailed analysis, based on internal and external data, indicates numeracy is an area for improvement. Teachers are equipped with evidence based teaching strategies that have high impact on student learning. Relevant and reliable research will be used to plan, deliver and evaluate teaching programs that cater to the needs of every child, including our highest achievers. The Situational Analysis also supported the need to continue to explicitly teach and positively reinforce all of our school's expectations through Positive Behavior for Learning (PBL). High expectations and differentiated learning is underpinned by effective instructional leadership across the school. The need to develop the capacity and capabilities of our teachers and leaders was identified. Developing leadership density will be created through targeted professional learning, the use of current research and evidence based practices.

At Greenway Park Public School, community partnerships are valued and welcome. A multiplatform approach to disseminating information enables effective and timely communication so that the community is well informed. We engage in collaborative decision making practices to ensure the community are involved partners in their children's learning.

This Strategic Improvement Plan has been developed and supported through a rigorous community consultation process.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students achieve maximum growth in their learning through explicit, systematic and research-informed practice.

Improvement measures

Effective Teaching of school non-negotiables

Achieve by year: 2025

All teachers effectively use the National Numeracy Progressions to plan and implement effective warm-up strategies in Mathematics

Student growth in Reading

Achieve by year: 2025

Student growth in Numeracy

Achieve by year: 2025

Student Achievement - Reading

Achieve by year: 2025

Student Achievement - Numeracy

Achieve by year: 2025

Initiatives

Reading

In reading, we will continue to embed a whole school evidence-based approach to growth and attainment through:

1. explicitly and systematically teaching:
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
2. The effective collection and analysis of data
3. Targeted professional learning
4. Ensuring students are provided with timely and effective feedback to improve learning
5. Understanding the science of learning and applying this to our teaching of reading
6. The effective use of the National Literacy Progressions to guide programming, assessing, and teaching
7. Instructional coaching and structured resourced collaboration for teachers
8. The use of Direct Instruction to teach spelling concepts
9. Targeted support at the level of need, using evidence based approaches.

Numeracy

In numeracy, we will embed a whole school evidence-based approach to growth and attainment through:

1. explicitly and systematically teaching Number Sense

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured through improved student progress and achievement data.

Evaluation plan for this strategic direction

Questions:

To what extent have we maximised student learning in reading and numeracy through systematic and research informed practices?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

* NAPLAN data

* Phonics screener

* Scout - Value added data

* PAT data

* school based non negotiables in numeracy (place value & counting processes)

Analysis:

Analyse data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 1: Student growth and attainment

Initiatives

and Algebra. Specifically:

- Number and Place Value
- Counting processes

2. The effective collection and analysis of data

3. Targeted professional learning

4. Ensuring students are provided with timely and effective feedback to improve learning

5. Understanding the science of learning and applying this to our teaching of numeracy

6. The effective use of the National Numeracy Progressions to guide programming, assessing, and teaching

7. Instructional coaching and structured resourced collaboration for teachers

8. Targeted support at the level of need, using evidence based approaches.

Evaluation plan for this strategic direction

Analysis will include:

* Regular professional discussion around the School Excellence Framework elements and themes.

* Executive team and whole staff reflective sessions.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Creating a supportive learning environment

Purpose

Our purpose is to ensure students connect, succeed and thrive at school. This is achieved by cultivating a supportive environment where both students, teachers, staff and leaders can flourish.

Improvement measures

Achieve by year: 2021

- Increase the percentage of students with a 90% attendance rate to be at or above the system negotiated target of **83.5%**

Wellbeing

Achieve by year: 2023

- Students reporting a 'positive sense of belonging' increases to be at or above the system negotiated target of **84%** in the TTFM survey

Wellbeing

Achieve by year: 2023

- Students reporting 'advocacy' at school increases to be at or above the system negotiated lower bound target of **91%** in the TTFM survey

Wellbeing

Achieve by year: 2023

- TTFM student data (Expectations for success) indicates an upward trend from a baseline of **97%**.

Achieve by year: 2025

- TTFM student data (Social and Emotional Outcomes - Interested and motivated students) indicates an upward trend.

Achieve by year: 2025

- TTFM parent data (Parents are Informed) indicates an upward trend.

Initiatives

Wellbeing

This initiative is reflective of the school wide collective responsibility towards wellbeing. Strategic supports are in place to monitor attendance, and support teachers to teach, model and respond effectively to the needs of students. Evidence based changes are implemented to create teaching and learning environments that enable students to connect, succeed and thrive. Teacher wellbeing is the most important in-school factor contributing to student success, satisfaction and achievement. (CESE, 2014)

We will endeavour to build upon the strong links the school has with the community to provide optimum conditions for student wellbeing.

PBL

Positive Behaviour for Learning (PBL) is a whole school approach that includes proactive strategies for defining, teaching and supporting behaviours that create a positive school environment. It is a consistent approach of positive behaviour support for all students within the school. The continuum of positive behaviour support occurs across all school settings including classroom and non-classroom, transition areas, the school yard and the wider community. It provides students with a range of systematic and individualised strategies for achieving social and learning outcomes in school while preventing problem behaviours. The key attributes of PBL include preventive activities, data-based decision making, and a problem-solving orientation. When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction.

Differentiate to the point of need

Teachers ensure adjustments are made to their teaching and learning programs so every child is challenged and engaged. Teachers know their students and how they learn as well as know their content and how to teach it. This is supported by a highly effective Learning and Support Team that leverages the support from a school

Success criteria for this strategic direction

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.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement, to support learning.

There is 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 student's wellbeing and learning needs in consultation with parents and carers.

Positive, respectful relationships are evident and widespread among students and staff, and promote student wellbeing to ensure optimum conditions for learning across the whole school.

Evaluation plan for this strategic direction

Questions:

To what extent was a supportive learning created through targeted wellbeing initiatives, PBL and differentiation to the point of need?

How did these initiatives ensure students reached their full potential?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Tell Them from Me (TTFM) survey results
- Referral data
- PBL Playground data

Strategic Direction 2: Creating a supportive learning environment

Initiatives

counsellor, psychologist, and speech therapist as well as other external agencies. Furthermore, this initiative includes High Potential and Gifted Students being recognised and extended and our Covid Support Programs.

Evaluation plan for this strategic direction

- School award data
- Attendance statistics
- Student Plans (IEPs, PLPs and tracking)
- Staff/Student/Parent surveys
- Scout Data

Analysis:

Analyse the data to determine the effectiveness and level of support being provided. Analyse the data to determine the extent to which positive attendance rates are being achieved.

By creating a supportive learning environment the following is evident through improvement in:

- Social skills
- Emotional wellbeing
- Mental Health
- Effective classroom management
- Positive behaviour management
- Attendance and monitoring procedures
- Teacher Wellbeing

Raise the profile of social and emotional wellbeing within the community to ensure shared commitment and understanding.

Implications:

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Building teacher and leader capacity

Purpose

To ensure a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Teachers demonstrate personal responsibility for developing their teaching practice in order to improve student learning.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Improvement measures

Achieve by year: 2025

- Walk throughs demonstrate all teachers use current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs which are differentiated to meet the specific learning needs of students across the full range of abilities.

Achieve by year: 2025

- An increase of teacher understanding, and implementation of collaborative practices as measured by teacher feedback, surveys, observations and focus groups.

Achieve by year: 2025

- Improvement in the school's self evaluation in the School Excellence Framework in Teaching: Learning and Development

Achieve by year: 2025

- All staff effectively utilise the National Numeracy Learning Progressions as a planning tool to inform teaching and learning programs.

Achieve by year: 2025

- All staff effectively utilise the National Literacy Learning Progressions as a planning tool to inform

Initiatives

Instructional Leadership

A culture of improvement is established through effective instructional leadership, which leverages the expertise of consultants and a school-based instructional leader. Teachers work with experts to improve pedagogy to enhance student learning outcomes in a systematic and strategically resourced manner. One major focus for this plan includes improving aspects of writing. This will ensure that every teacher, every leader and every student improves every year.

Innovative Teaching Practices

Innovative teaching and learning practices are the sum of teaching and learning activities that combine best possible learning outcomes for students and develop creativity, collaboration, communication and critical thinking skills. Innovative practices allow teachers to develop their skills collaboratively and develop high levels of deep learning for students.

A school culture of collaboration will be developed and sustained, supporting an environment where teachers and leaders are committed to their own learning and that of their peers, while building the professional expertise required to support the diverse learning needs of all students.

Leadership Development

The school demonstrates a high performance culture, with a clear focus on student progress and achievement, and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning while also building teacher and leader capacity.

Success criteria for this strategic direction

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching

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.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

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.

Teaching staff demonstrate and share their expertise within the school.

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.

Evaluation plan for this strategic direction

Question:

To what extent have we built the capabilities of teachers and leaders through instructional leadership, innovative teaching practices and targeted leadership development opportunities.

Data:

- Lesson observations and feedback discussions
- Collaboration participation records
- Professional learning logs and agendas

Strategic Direction 3: Building teacher and leader capacity

Improvement measures

teaching and learning programs.

Achieve by year: 2025

- An increase in the self-evaluation rating from the What Works Best toolkit in : Collaboration for the whole school community.

Evaluation plan for this strategic direction

Analysis:

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

Analysis will include:

- regular discussion at whole school and executive meetings around the School Excellence Framework and What Works Best documents
- the use of QTSS, Literacy and Numeracy and operational funds to improve learning outcomes
- robust collection and analysis of internal data
- student work samples
- reflective sessions in grade collaboration and executive meetings.

Implications:

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'