

# Strategic Improvement Plan 2021-2024

## Ironbark Ridge Public School 4638



# School vision and context

## School vision statement

***Continuous growth for all through high impact practices in a nurturing, inspiring environment.***

## School context

Ironbark Ridge Public School opened in 2005 and has grown to an enrolment of 977 students at the completion of 2020, including 68% of students from a language background other than English. It is a modern, attractive school situated in a rapidly growing area of North-Western Sydney. The school has developed a well-deserved reputation for the quality of educational instruction and individual learning challenge, as well as the nurturing care provided to all students of all abilities.

The core values of the school are proudly articulated through the school motto: *Strength, Respect, Excellence*. These ideals provide students with character traits to strive to uphold and an aspirational framework for many school programs. The focus is always on learning and personal growth at Ironbark Ridge, with the expectation that all members of the community are: Safe, Responsible and Respectful. The school has NSW Department of Education Opportunity Classes for Years 5 and 6. The holistic development of all learners is of paramount importance and this can only be achieved when in close partnership with parents and the local community.

Rigorous *Situational Analysis* conducted at the conclusion of 2020, involving high levels of community consultation with students, parents and staff, highlighted many areas of strength and excellence in school achievement. Student reading results in both external and school-based assessments has shown significant sustained growth in recent years highlighting effective teaching and learning in this area. Numeracy results in external assessments shows particularly positive growth in problem solving and working mathematically from Year 3 to Year 5. There are a number of areas for future improvement:

1. Assessment practices require further development and consistency to support both teaching and learning. Differentiated instruction will be driven by data collection and analysis.
2. Reporting procedures do not currently match the school's ongoing focus on growth. More regular, improved communication about learning in classrooms is required as an integral aspect of effectively reporting on learning progress.
3. Through annual 'Tell Them From Me' surveys, students continue to report low levels of '*Sense of Belonging*' at the school. This measure of overall wellbeing will become a focus.

As a result, the 2021-24 Ironbark Ridge Strategic Improvement Plan (SIP) is directed towards the continual improvement of high impact teaching and learning in Literacy and Numeracy, collaborative inquiry into evidence-based teaching practices, developing responsible, autonomous learners, creating authentic, productive learning partnerships with our community, and building school spirit and a sense of belonging at Ironbark Ridge to provide a strong foundation for individual student growth.

# Strategic Direction 1: Student growth and attainment

## Purpose

**Growth** - To ensure every student, every staff member, every leader, and our school makes at least a year's growth every year.

**Strength, Respect and Excellence** - To enhance the school culture of aspiration and high expectations through the development of learning responsibility and distributed leadership.

## Improvement measures

### Target year: 2022

- Uplift of 7.8% to 63.6% of students Year 3 & Year 5 performing in Top 2 Bands in NAPLAN Reading
- Uplift of 7.1% to 58.2% of students in Years 3 and 5 attain Top 2 Bands in NAPLAN Numeracy

### Target year: 2023

- Uplift of 5% to 64.6% of students achieving Year 3 to 5 Growth at/above Expected level in NAPLAN Reading
- Uplift of 4% to 65.3% of students achieving Year 3 to 5 Growth at/above Expected level in NAPLAN Numeracy

### Target year: 2024

- 65% of Ironbark Ridge students achieve at least expected growth in school-based assessments across all Key Learning Areas as defined by school assessment and reporting frameworks.
- An uplift of 5% to have 80% of Year 1 students achieve mastery of Phonics, Phonological Awareness according to Department of Education standard measures.

### Target year: 2024

- Increase in teachers achieving ongoing growth as evidenced against the Australian Professional Standards (& Descriptors) for Teachers (APSFT)

## Initiatives

### Increased Growth and Attainment in Literacy & Numeracy

- Strong foundations in English through systematic Phonemic Awareness and Phonics instruction in the early years.
- Focus on writing instruction, with learning progressions and assessment schedules to target and guide learning.
- An integrated approach to teaching English, leading to the development of an Ironbark Ridge model of instruction to be used across all learning areas.
- Use of direct instruction and hands-on inquiry to develop conceptual understanding, number sense, and problem solving ability in mathematics.
- Continuous professional learning and reading of educational research such as the science of learning, memory formation and cognitive load theory.

### Strength, Respect and Excellence

- Developing Successful Learner Habits for all learners.
- Setting goals, evaluative thinking and using feedback to drive focus and personal growth.
- Professional development and accreditation processes for teachers, including the development of an Ironbark Ridge APSFT-Sa (Self-assessment) and validation process.
- Expansion of distributed leadership opportunities through Instructional Leadership, coaching, mentoring, management, and administrative support roles across the school to ensure a pipeline of aspiring leaders.
- To guide all learners towards effective leadership of self and to develop independence and self-determined learners.

## Success criteria for this strategic direction

- Students are achieving higher than expected growth on internal school progress and achievement data. (SEF-SPM)
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF-ECP)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. (SEF-EL)
- All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (SEF-EL)
- There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process. (SEF-PS) In addition, whole 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-LD)
- 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. (SEF-PS)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF-LC)

## Evaluation plan for this strategic direction

**Questions:** Can we demonstrate impact and improvement of student outcomes in Literacy and Numeracy?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

through annual self-assessment.

### Target year: 2024

- The school achieves continual growth as evidenced against the School Excellence Framework annual self-assessment, with the majority of Elements being self-assessed at 'Excelling'.

## Evaluation plan for this strategic direction

---

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

- Internal assessment, eg. pre and post-assessments, PLAN2
- External assessment, eg. NAPLAN, Essential Assessment and PAT
- Assessment schedules, and learning plans/programs
- Data talks
- Student work samples, moderated
- Surveys, observations, student voice and feedback, etc.
- Staff PDPs

**Analysis:** Regular reviews and analysis will occur within executive meetings and during communication meetings with staff. Annually the school will review progress towards the improvement measures.

**Implications:** Regular review will provide clarity around whether we are on track for achieving the intended improvement measures. Flexibility in the implementation process is crucial in ensuring deep change in practice and school culture, hence timeframes will evolve in response to measured impact.

# Strategic Direction 2: High impact teaching and learning

## Purpose

To systematically develop and sustain:

- *High Impact Assessment Practices*
- *High Impact Curriculum Design*
- *High Impact Instructional Expertise*

## Improvement measures

### Target year: 2024

- The learning progress of all students in all classes is assessed using a consistent, well-implemented set of tools and strategies by teams of expert classroom teachers.
- Teacher response in TTFM survey to "I discuss my assessment strategies with other teachers." increases to 9.0 points, an uplift of 0.6 pts.
- Continued uplift in "Data informs practice" classroom practice teacher self-assessment in TTFM survey - a further 0.6 points to 8.5/10, including teachers at Ironbark Ridge for 5+yrs scoring 9.0/10
- Ironbark Ridge staff collaboratively self-assess (and are externally validated) at 'Excelling' in the School Excellence Framework element: *Assessment*.

### Target year: 2024

- All teaching and learning programs across all grades, in all Key Learning areas are dynamic, responsive to data-driven student need, and supportive of maximising engagement and growth from learners of all levels of need.
- 10% more parents surveyed respond positively to "*The school has sought your input into, or opinions about: Curriculum (KLA) delivery*" in TTFM data, from (20% to 30% of respondents)
- Increase of 10% in "*Students are interested and motivated in their learning.*" responses to 80% of Yr4-6 students in TTFM data

## Initiatives

### High impact assessment practices

- Development of expertise in assessment for, as and of learning K-6.
- Comprehensive and consistent whole-school assessment practices to ensure efficient tracking and curriculum evaluation.
- Authentic learner involvement in assessment and goal-setting processes across the school.
- A suite of tools for all assessment needs is developed and maintained to ensure consistency and effective use, incorporating strategies outlined in 'What Works Best (CESE): *Use of data to inform practice, and Assessment*'.

### High impact curriculum design

- Deepening professional knowledge of curriculum and progressions of conceptual development.
- Rigorous cyclical curriculum review process to ensure the relentless improvement of learning plans and programs.
- Programs are comprehensive, engaging, flexible and respond to student need.
- Use of strategies outlined in 'What Works Best (CESE): *High Expectations and Collaboration*'.

### High impact instructional expertise

- Teaching staff use research and evidence-based inquiry to evaluate classroom instructional effect on student learning, in order to collaboratively develop a high impact instructional model that is implemented across the whole school. This will include implementation of strategies outlined in 'What Works Best (CESE): *Explicit teaching, Effective feedback, and Classroom management*'
- Instructional coaching, mentoring and observational rounds provide professional learning for all staff according to their own differentiated requirements to

## Success criteria for this strategic direction

### High Impact Assessment Practices

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at an individual, group and whole-school levels. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF-A)

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, evidence-based judgement and moderation of assessments. (SEF-A)

### High Impact Curriculum Design

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. Teachers involve students and parents in planning to support learning, and share expected outcomes. Students' learning and courses of study are monitored longitudinally (eg. K-2; K-6) to ensure continued challenge and maximum learning. (SEF-C)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. (SEF-ECP)

### High Impact Instructional Expertise

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-ECP)

The school uses embedded and explicit systems that

## Strategic Direction 2: High impact teaching and learning

### Improvement measures

- Ironbark Ridge staff collaboratively self-assess (and are externally validated) at 'Excelling' in the School Excellence Framework element: *Curriculum*

#### Target year: 2024

- School -based student achievement and growth data supports an ongoing increase in students at all grade levels in all subjects being awarded 'Achieved' and 'Working Beyond' in syllabus indicators and outcomes in Student Progress Reports.
- 8% more parents surveyed respond positively to *"The school has sought your input into, or opinions about: Teaching practices"* in TTFM data, from (22% to 30% of respondents).
- Uplift of students who report *'Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback'* from 7.7 to 8.5 points in TTFM data.
- Ironbark Ridge staff collaboratively self-assess (and are externally validated) at 'Excelling' in the School Excellence Framework element: *Effective Classroom Practice*.

### Initiatives

ensure effective and expert implementation of the school-wide instructional model, reducing the variance between classrooms.

### Success criteria for this strategic direction

facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF-L&D)

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through our assessment practices, curriculum design and instructional excellence?

**Data:** We will use a combination of data sources. These will include internal and external assessments, student work samples, rubrics, observations, teaching programs, observations and annotations, surveys, focus groups, interviews.

**Analysis:** The analysis will be embedded within the initiatives through progress and implementation monitoring. Regular reviews and analysis will occur within executive meetings and during communication meetings with staff. Annually the school will review progress towards the improvement measures. Implications The findings of the analysis will inform future actions and will be conveyed to all stakeholders systematically throughout the year.

**Implications:** The evaluation plan will involve regular review and triangulation of data sources within our collaborative conferences, executive and stage meetings to analyse and review identified data sources and to provide clarity around whether we are on track for achieving the intended improvement measures. and around the School Excellence Framework elements and themes. 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: A nurturing, inspiring place for learning

### Purpose

To strategically cultivate a physical, social and emotional environment that will provide a solid foundation for maximising growth in all learners; a culture that is **The Ironbark Way**.

Priorities are:

- to build strong and respectful Learning Partnerships between school and home to nurture personal growth in all learners.
- to enhance the wellbeing of all through a sense of belonging, and a culture of trust, excellence and collaborative inquiry.

### Improvement measures

#### Target year: 2024

- Online tools are employed effectively and confidently by 95% of teachers to enable parents to connect to the learning happening in the classroom.
- Uplift of 0.7 points (from 6.3 to 7.0) in the TTFM Parent survey measure "Parents are informed", and 0.8 points (from 6.5 to 7.3) for "Parents support learning at home"
- Increased response by Teachers in TTFM survey statements:- *"I use strategies to engage parents in their child's learning."* (Uplift of 0.9 points from 7.1 to 8.0)- *"I ask parents to review and comment on students' work."* (Uplift of 1.4 points from 5.1 to 6.5)- *"I share students' learning goals with their parents."* (Uplift of 1.4 points from 7.1 to 8.5)

#### Target year: 2024

- 98% of parents/carers access their child's Learning Progress Report through the online portal.
- All students contribute a self-assessment comment about their personal growth to their own Learning Progress Report each semester.
- Increase of 0.9 points in parental response to the TTFM statement: *"Reports on my child's progress"*

### Initiatives

#### Partnerships supporting autonomy in learning

- Connecting parents and the community to classroom learning in an ongoing and meaningful partnership.
- Improved Reporting practices and communication about learning progress with a focus on growth.

#### A connected, thriving learning community

- School and school House spirit, a sense of belonging, and positive school culture is developed through student leadership and advocacy.
- To build trust, wellbeing and a culture of collaborative inquiry.
- Developing awareness and a *synergistic approach* to individual differences throughout the whole school community.
- Conditions for learning are optimised, and community confidence and satisfaction is built through effective resourcing, efficient school organisation, positive and effective school administrative practices and respectful relationships.

### Success criteria for this strategic direction

- Effective *Learning Partnerships* with parents and students mean students are motivated to deliver their best and continually improve. (SEF-LC)
- 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. (SEF-LC)
- Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF-C)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF-R)
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. (SEF-R)
- School schedules ensure regular focus on wellbeing, school spirit and belonging, trust building, and time for mentor-style relationships for older students and staff to offer advice, support and assistance to help students fulfil their potential. (SEF-W)
- Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for learning across the whole school. (SEF-W)
- There is a whole school approach to improving service delivery and customer (parent and/or student) experience. The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. (SEF-MPP)

### Evaluation plan for this strategic direction

## Strategic Direction 3: A nurturing, inspiring place for learning

### Improvement measures

*are written in terms I understand."* to 9.0 points average, and 1.8 points to the TTFM survey statement: *"I am well informed about my child's progress in school subjects."* from 5.7 to 7.5 points average.

- All Teachers compile learner reports that are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.

#### Target year: 2022

- An uplift of 3.6% in TTFM survey data to indicate that at least 91.6% of students report positive wellbeing, and other school-based wellbeing data sources confirms this measure.
- An uplift of 9% in TTFM survey data to show at least 80% of Year 4 and Year 5 students reporting feeling a Sense of Belonging at Ironbark Ridge. Uplift of 5% of Year 6 students reporting Belonging, to 85% total.

#### Target year: 2022

- Student Attendance to improve by 6.1%, with 88.6% of students achieving a  $\geq$  90% attendance rate across each calendar year.
- 5% decrease in proportion of students attending less than 80% of the time.

#### Target year: 2024

- Staff score average of 8/10 for Respectful, supportive collegial relationships and use language of trust in communications in school-based polls.
- 0.6 point uplift in the average Teacher score for the 'Collaboration' theme within the TTFM Teacher survey snapshot, resulting in an 8.5 point score.
- In school-based polls, 95% of Ironbark Ridge non-teaching and teaching staff score their profession *high* or *very high* in providing purpose and meaning on a five-point likert scale.

### Evaluation plan for this strategic direction

**Questions:** Do effective *Learning Partnerships* exist with almost all families in the school community? Has parental understanding of student progress reports, particularly the focus on growth, been enhanced by these initiatives? Are these revised/improved reports more valued by staff, students and parents? Do students feel pride in, and a sense of belonging to their school and their House? Does a culture of trust and collective efficacy exist between staff?

**Data:** A range of sources for evaluative data indicating satisfaction, depth of understanding and confidence will be used to evaluate each initiative and activity. These will include:

- Tell Them From Me survey data
- School-based surveys and polls
- Focus group quantitative feedback
- Exit slips after forums, meetings and events
- Student attitudinal surveys
- Timetables, schedules and event calendars will be evaluated and scored.

**Analysis:** The analysis will be embedded within the initiatives through progress and implementation monitoring. Regular reviews and analysis will occur within executive meetings and during communication meetings with staff. Annually the school will review progress towards the improvement measures. The findings of the analysis will inform future actions, with regular reporting.

**Implications:** The evaluation plan will involve regular review within our collaborative conferences, executive and stage meetings to analyse and review identified data sources, to provide clarity around whether we are on track for achieving the intended improvement measures and evaluation against the School Excellence Framework elements and themes. After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next'?