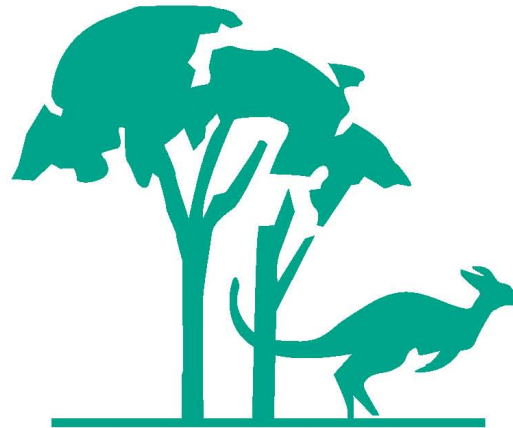


# Strategic Improvement Plan 2021-2025

## Ropes Crossing Public School 4645

**growth through learning**



**ROPES CROSSING  
PUBLIC SCHOOL**  
Est 2008

# School vision and context

## School vision statement

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Ropes Crossing Public School is committed to ensuring that every student is known, valued and cared for by providing a safe and nurturing environment in which high expectations are reflected in our core values of being safe, responsible, respectful, excellent learners.

Our vision is for every child to be able to connect, succeed and thrive, with our students becoming active and informed citizens, confident and creative individuals who are versatile, future focused learners. We believe that all students can learn and be successful given the right supports. Our school motto 'Growth Through Learning' drives our school wide practices.

Ropes Crossing Public School fosters authentic community partnerships which are underpinned by an embedded school culture of diversity being celebrated, embraced and respected by all.

Our staff are passionate life long learners and are skilled in providing high quality, differentiated learning experiences to all students.

## School context

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Ropes Crossing Public School is a Public Private Partnership (PPP) school which was established in 2008, providing quality teaching and learning programs to a student population of approximately 823 Kindergarten to Year 6 students.

Enrolments include 64% of students from language backgrounds other than English, with the largest representations from India and the Philippines. Our diverse student body is comprised of over sixty language groups. Aboriginal and Torres Strait Islander student enrolments total 5%.

As a developing school, with additional families moving to the Ropes Crossing community. Our permanent home bases are supplemented with demountable classrooms.

Ropes Crossing Public School strives to provide a well-balanced academic curriculum across all Key Learning Areas, promoting the highest of expectations for the very best in student learning outcomes.

Positive behaviour for positive learning is promoted with the provision of a safe, caring and happy environment where quality education is promoted for every child, ensuring growth through learning.

After extensive analysis of a range of data and a consultation process the school has identified three Strategic Directions for the 2021 - 2024 Strategic Improvement Plan. The areas are; 1. Student Growth and attainment, 2. Wellbeing and attendance and 3. Partnerships in Learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

Students achieve targets in Reading and Numeracy through accessing knowledgeable, skilled, supported and collaborative teachers.

There will be a collective school culture and shared responsibility to improve results in Reading and Numeracy through focusing on actions and activities, resourcing, evidence based practices, formative and summative assessment and professional learning opportunities.

## 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 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

### Enhancing Reading Instruction

A shared vision is created across K - 6 for Ropes Crossing Public School's Effective Reading Practice with 'Weekly Reading Expectations' for K-2 and 3-6 underpinning engaging and highly effective teaching and learning experiences in reading.

Staff capacity is built through engaging in quality professional learning based on Department of Education NSW resources: 'Effective reading Kindergarten to Year 2' and 'Improving reading comprehension Years 3 - 8'.

### Enhancing Numeracy Instruction

Staff capacity is built across K - 6 as highly effective practitioners in quality numeracy instructions, through targeted professional learning experiences.

Students are supported in their learning and teachers are supported in their teaching of numeracy through the co-construction of a school-wide scope and sequence based on syllabus content clusters that focuses on the integration of numeracy skills and knowledge through differentiated Numeracy programs.

### Formative and Summative Assessment

Formative assessment is practiced expertly by all teaching staff across the school and is used to inform individualised teaching and learning on a daily basis.

A whole school assessment schedule is collaboratively constructed and implemented to aid teachers in devising differentiated teaching and learning programs that responded to trends in student achievement, at individual, group and whole school levels.

## Success criteria for this strategic direction

### Reading and Numeracy

Teaching and learning programs are dynamic and adjusted to address individual student needs, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF v2 Curriculum: Teaching and learning programs & Differentiation- E)

The school's value-add trend is positive and at least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.. (SEF v2 Student Performance Measures: Value-add & NAPLAN - S&G)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF v2 Student Performance Measures: Student growth - E)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF v2 Professional Standards: Literacy and numeracy focus - E)

### Formative and Summative Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. (SEF v2 Assessment: Formative Assessment - E)

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF v2 Assessment: Summative Assessment - E)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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student progress and achievement, and reflecting on teaching effectiveness. (SEF v2 Data Skills and Use: Data use in teaching - E)

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. (SEF v2 Assessment: Student engagement - E)

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- Teaching and learning programs
- NAPLAN data
- Check In Assessment data
- Scout - Value-Added data
- Summative assessment data from whole school assessment schedule
- Growth Through Learning staff feedback
- Student work samples
- Literacy and Numeracy progressions PLAN2 data
- Teacher Performance and Development Plans
- Aboriginal Student Personalised Learning Pathways
- Student Personalised Learning and Support Plans
- Student focus groups

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving intended improvement measures.
- Regular professional dialogue and reference to the School Excellence Framework (SEF) elements and

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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themes.

- Executive team and whole staff reflection sessions.
- Staff committee feedback
- Term by term review and triangulation of data sources including qualitative and quantitative data, internal and external data to corroborate conclusions.

After collaboratively analysing the data a determination will be made as to the future directions of the four years' work and 'where to next'.

# Strategic Direction 2: Wellbeing and attendance

## Purpose

Students experience success when they are known, valued, cared for and are connected to their school.

## 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

Achieve an increase of 1.1% in the attendance rate, from 89.33% in 2023 to 90.43% in 2027

Achieve by year: 2022

100% of students and staff can articulate the school's values and expectations for positive behaviour.

100% of teachers use the Positive Behaviour for Learning model to manage behaviours, maintain ratio of positive/negative interactions and record data consistently across the school.

### Wellbeing

Achieve by year: 2025

Our school achieves 92.5% of students reporting overall positive wellbeing as determined from the Tell Them From Me survey.

## Initiatives

### Embedding Positive Behaviour for Learning

Continue and maintain a universal system for behaviour management in all school settings (whole school environment), where all students are known, valued and cared for. To foster positive, respectful relationships and high expectations for all.

### Wellbeing and Connectedness

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Our students will be respected, valued, encouraged, supported and empowered to succeed. Our students will grow and flourish, do well and prosper.

### Attendance

Whole school attendance modelled on a tiered framework of support and intervention and tailored to the school community, creates a positive environment for engagement and learning.

## Success criteria for this strategic direction

### Positive Behaviour

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 v2 Wellbeing: Behaviour - E)

### 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 v2 Learning Culture: Attendance - E)

### Wellbeing and Connectedness

The school implements evidence-based practices, with organisation to allow all students to have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential resulting in measurable improvements in wellbeing and engagement to support learning.. (SEF v2 Wellbeing: Caring for students & A planned approach to wellbeing - E)

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/carers. (SEF v2 Wellbeing: Individual learning needs - E)

School Excellence Framework, Version 2

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- Whole school attendance data

### Evaluation plan for this strategic direction

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- Tell Them From Me surveys - students and staff.
- School Positive Behaviour for Learning data
- Staff and student forums
- Professional dialogue and feedback
- Monitoring of Personalised Learning Pathways progress
- Aboriginal student voice forums

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving intended improvement measures.
- Regular professional dialogue and reference to the School Excellence Framework (SEF) elements and themes.
- Executive team and whole staff reflection sessions.
- Staff committee feedback
- Term by term review and triangulation of data sources including qualitative and quantitative data, internal and external data to corroborate conclusions.

After collaboratively analysing the data a determination will be made as to the future directions of the four years' work and 'where to next'.

# Strategic Direction 3: Partnerships in learning

## Purpose

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Positive parent partnerships and strong community connections enhance and support student learning outcomes and wellbeing.

## Improvement measures

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Achieve by year: 2022

100% of students involved in the COVID Intensive Learning Support Program maintain reading levels in line with grade expectations.

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Achieve by year: 2022

Students in the Learning and Support program make positive progress to meet their planned Personalised Learning and Support Plan (PLaSP) goals.

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## Initiatives

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### Learning and Support and Partners in Learning

Students with additional needs will be catered for and supported through programs provided to meet their specific needs. Learning programs will be differentiated to enable all students to access the curriculum at their level. All stakeholders are involved in supporting the learning and well-being of students.

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### Positive Parent Partnerships

Ownership of learning and the culture of high expectations can have a ripple-effect to inspire one student, one educator, one class, one family to improve and reach learning goals. This is within the committee's aim of providing Universal Supports within a framework to assist our students and community.

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## Success criteria for this strategic direction

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### Positive Parent Partnerships

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 v2 Reporting: Parent engagement - E)

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 v2 Educational Leadership: Community engagement - E)

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (SEF v2 Management Practices and Processes: Service Delivery - E)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF v2 Management Practices and Processes: Community satisfaction - E)

### Learning and Support and Partners in Learning

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 mean students are motivated to deliver their best and continually improve. (SEF v2 Learning Culture: High expectations - E)

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 v2 Curriculum: Differentiation - E)

School Excellence Framework, Version 2.



## Strategic Direction 3: Partnerships in learning

### Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me surveys - parents feedback
- Parent forums and school based surveys
- Parents and Citizens Association meeting minutes
- Learning Support Team review meeting minutes
- COVID ISLP tracking of student progress data (PLAN2)
- Monitoring of students with Personalised Learning and Support Plans
- Whole school reading and numeracy progress data
- Monitoring and tracking of EALD student progress data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving intended improvement measures.
- Regular professional dialogue and reference to the School Excellence Framework (SEF) elements and themes.
- Executive team and whole staff reflection sessions.
- Staff committee feedback
- Term by term review and triangulation of data sources including qualitative and quantitative data, internal and external data to corroborate conclusions.

After collaboratively analysing the data a determination will be made as to the future directions of the four years' work and 'where to next'.