

Strategic Improvement Plan 2021-2025

Riverbank Public School 4653



School vision and context

School vision statement

Riverbank Public School community has established an inclusive, collaborative and challenging learning environment built on high expectations, where data informed practices are distributed through instructional leadership. Our vision is to build on our strong community partnerships, through respectful Restorative relationships, that collaboratively empowers student voice and feedback, so that all students become confident, resilient, self-directed and successful learners.

School context

Riverbank Public School opened in Term 1, 2015 and is located in the suburb of The Ponds in the north-west of Sydney. The school shares a site with The Ponds High School and is part of a collaborative and challenging approach to teaching and learning. The school has an emphasis on high expectations, outstanding teaching and learning programs supported by ongoing professional learning of staff. Our Quality Teaching Framework and rich curriculum content, creates an excellent environment for engaged and effective learning. Collaborative planning and decision-making, together with distributed instructional leadership practices are features of the school. Our school is a member of The Ponds Learning Community. Focus is placed on the development of quality literacy and numeracy programs and the use of technology to support and engage students.

Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences. The whole school community, involving students and staff, parents, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to continue to use data informed practices that ensure all students have access to stage appropriate learning. Further work will need to occur around collaborative planning and co-teaching to deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Our instructional leadership practices will ensure every student and every teacher improve every year. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. Through our Educational Support Teacher intervention initiatives, individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Students will be monitored every five weeks on performance data to determine areas of need.

Our rapidly growing student population is 2110, 89% of whom have a language background other than English. The school has three Multi-Categorical support classes and encourages a holistic and inclusive approach, supported by strong student wellbeing programs. Our Restorative Practice Framework provides a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community. The school has strong partnerships with the P&C, parents and local community. Dedicated staff, whose student centred approach, supports the school's strategic improvement plan, to allow for every student, every teacher and every leader to improve every year.

Strategic Direction 1: Student growth and attainment

Purpose

Maximise student learning outcomes by strengthening school wide practices. This includes embedding processes for collecting and analysing reading and numeracy data to inform differentiated programs and interventions that are responsive to the learning needs of all students.

Improvement measures

Numeracy growth

Achieve by year: 2023

- Students in Years 4 and 6 will achieve a combined average score of +11% above the state average in 2023 Check-In Numeracy assessment.

Numeracy Growth - PAT

Achieve by year: 2025

Reading growth

Achieve by year: 2023

- Students in Years 4 and 6 will achieve a combined average score of +9% above the state average in 2023 Check-In Reading assessment.

Reading Growth - PAT

Achieve by year: 2025

Initiatives

Data Informed Practice

Embed effective practices and processes for the collection and analysis of data to regularly inform differentiated syllabus delivery. By enhancing the capabilities of all teachers this will ensure their practice is responsive to the needs of all students and drives improvement.

- Professional Learning on data literacy to analyse, interpret and extrapolate data.
- Develop collegial data sharing and collaboratively use this to inform planning, identify interventions and modify teacher practice.
- Review and adapt programs to ensure quality data collection. Accommodations and adjustments are made to suit needs as they arise. A full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - are embedded and linked to scope and sequence documents, assessment schedules and syllabus outcomes.
- Instructional leaders lead robust discussions around triangulation of data at a grade and stage level to monitor and assess student progress in order to draw conclusions and identify areas of need.
- Track progress and growth through the systematic analysis and use of Literacy and Numeracy Progressions.

Personalised Learning

Embed a school-wide culture that is strongly focused on creating reading and Numeracy programs that are differentiated, flexible and regularly adapted to reflect identified student need.

- Professional Learning on the use of the progressions to personalise learning and differentiate teaching for all students.
- Embed and use evidence-based best practice pedagogies such as visible learning to create

Success criteria for this strategic direction

The school has achieved system negotiated targets for Top 2 bands and expected growth in reading and numeracy.

High quality assessment practices are consistently being used by all teachers in literacy and numeracy. Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Effective analysis of student data is used consistently to guide educational decisions, eg programs, student progress, reflecting on teaching practice.

Collaborative practice sessions are used to achieve consistent teacher judgement across grade and stage teams.

All students are tracked using the progressions and have learning goals that are linked to their identified areas of need. Feedback from students on their learning derived from classroom programs and assessments inform further teaching.

Educational support teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Are we responsive to the learning needs of all students?

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

Strategic Direction 1: Student growth and attainment

Initiatives

- individualised student learning goals in reading and numeracy.
- Professional Learning on expert use of formative assessment. Assessment is used flexibly responsively as in integral part of daily classroom instruction.
- Embed collaborative practice where teachers work with leadership team to comprehensively analyse student progress and achievement data for insights into student learning.
- Professional Learning on High Potential and Gifted Education to support every student to achieve through talent development opportunities and differentiated teaching learning practises.

Evaluation plan for this strategic direction

direction.

- Internal Data - PLAN2, PAT, CARS
- External Data - NAPLAN
- Scout - Value added data
- Student work samples
- Student PLPs/EIP's
- Student target groups.
- Student learning goals
- Internal Data- Pre/Post Tests (Rubrics)
- Learning Walks and questions

Analysis:

The evaluation plan will involve:

- Executive team and whole staff to review data sources in order to reflect on the school's initiatives and improvement measures.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate 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: Collective Teacher Efficacy

Purpose

Continue developing collaborative practices, resulting in collective teacher efficacy. Ongoing focus is applied to distributed instructional leadership to sustain a consistent culture of effective evidence-based teaching and applied high impact professional learning.

Improvement measures

Achieve by year: 2022

Through educational leadership, teacher efficacy will be built to ensure classroom teachers can deliver an average effect size of 0.4 for a year's growth in a year's time frame for their class

Achieve by year: 2025

All teachers analyse, interpret and extrapolate internal and external data. They collaboratively use this to create student goals, inform planning, identify interventions and modify teaching practice to improve student outcomes.

Achieve by year: 2025

Teaching and learning programs are dynamic, showing evidence of revisions driven by formative and summative assessments and feedback on teaching practices by both peers and students. Accommodations and adjustments will be dynamic and differentiation will meet the full range of students. Achieving Excelling in Teaching and Learning Programs as measured in the School Excellence Framework.

Achieve by year: 2025

Collaborative practice drives whole school improvement around collective teacher efficacy through embedded processes and practices resulting in a whole school approach to quality teaching, with strategies, such as 'explicit teaching' used based on best-practice research. Teacher focus group and survey data shows a positive trend in the area of "teacher collaboration" .
(IMPROVEMENT MEASURE TO BE ADDED)

Initiatives

Collaborative Practice

The School Excellence in Action framework, 'What Works Best', High Impact Professional Learning and High Potential and Gifted Education Policy and research by educational leaders including Lyn Sharratt, John Hattie and Jenni Donohoo will drive and guide the development of collaborative practice leading to improved collective teacher efficacy.

The aim of this initiative is to have a high Impact approach to the following:

- **Scope and Sequences** are consistent in approach across K-6 and programs are adapted each year to suit the needs of the students based on current data.
- **Programming /Assessments/ Consistent Teacher Judgement** are planned and evaluated together and are flexible to meet the learning requirements of each cohort and teachers are consistently building on their curriculum knowledge.
- **Co-teaching/School Learning Environments and Change(SLEC) Learning modes/ Co-teaching models/Innovative Learning Environments** are adapted to meet the school context and improve teacher capacity to consistently use these effectively.
- **Data talks** (collaborative questioning through inquiry) are scheduled for every 5 weeks with all stakeholders, including senior executive, Educational support, Assistant Principals and Instructional Leaders, based on the grade level data talks.

Building Teacher Capacity

The 'What Works Best' research and the five elements of High Impact Professional Learning will guide all professional learning to build teacher capacity.

'Teaching quality is the most important in-school determinant of your students' progress and achievement'- Department of Education (DOE). The following focus areas will help build a consistent level of teacher efficacy

Success criteria for this strategic direction

Success Criteria:

The whole school culture is grounded in aspirational expectations to develop every teacher into a highly efficacious practitioner, driven in the pursuit of excellence.

Teachers will embrace and thrive in the co-teaching environment and develop their capacity to successfully work with all staff collaboratively.

Collaborative practice will be embedded across the school, where teachers observe lessons and critique their own teaching to develop their efficacy based on evidence-based best practice. This will drive whole school improvement.

Systematic, collaborative planning will drive programs that are responsive to teacher evaluation, student needs and feedback, assessment data and curriculum needs.

Through programming and teacher efficacy, all classrooms will be innovative learning environments, developing our students into empowered global citizens. The school will develop the whole child as a learner through, inquiry, learning capabilities and developing their learning dispositions.

High impact professional learning will drive the improvement of teacher capacity and be responsive to both student data and teacher needs.

Student voice will underpin all teaching and learning with programs and teacher capacity. Students will be strong evaluators of our teaching and learning programs and teacher efficacy.

The educational leadership team will be responsive to student needs through embedded data talks. This will ensure all student growth and achievement is regularly monitored and interventions put in place to improve teacher efficacy ensuring all students show satisfactory growth.

High Potential Gifted Education (HPGE) policy will be fully implemented across all domains. A learning community

Strategic Direction 2: Collective Teacher Efficacy

Improvement measures

Achieve by year: 2025

High Impact Professional Learning (HIPL) document drives professional learning within our school. HIPL will improve teacher efficacy and improve student achievement in identified and prioritised areas of need across the whole school. A narrow but deep approach will be embedded within HIPL undertaken. Evaluations and feedback will facilitate changes to promote effective strategies for improvement. The HIPL self-assessment indicates that we are excelling overall across all the five elements.

Initiatives

across the school.

- **Visible Learning** - Clarity - All staff will understand and use Hattie's Visible Learning research to create assessment capable students through effective feedback, student goals and use of Learning Intentions and Success Criteria (LISC). Lyn Sharratt's 5 questions for clarity will drive students, teachers and leaders.
- All teachers will participate in **Learning Walks and Talks** (Sharratt, 2019) to improve practice. Teachers will use micro-teaching (effect size 0.88) to video and analyse their own teaching practice after observing the practice of other teachers.
- A **distributed educational leadership** approach will be used to build teacher and leadership capacity across the school. This will include the Deputy Principals, Assistant Principals, Instructional Leaders, Educational Support plus individual teachers identified as experts. The focus for Instructional Leaders will be to work with all staff to develop both teacher efficacy and student achievement.
- **Beginning Teacher** - We aim to develop beginning and early career teachers through distributed leadership. Teachers will be supported with needs-based support alongside formal whole group Professional Learning
- Enhance **induction systems** to ensure they are sustainable and effective to allow quick upskilling of new Riverbank staff to develop capacity.
- Develop teacher capacity to extract and use **student voice** to drive teaching and learning.
- Create a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. **Aboriginal cultural education** is 'everybody's business'. DOE policy, plus partnership with the Aboriginal Education Consultative Group (AECG) and our Aboriginal Education Officer (AEO) will drive Aboriginal Education across the school. The DOE policies, alongside the 'Walking Together, Working Together'

Success criteria for this strategic direction

across our network will ensure all HPGE students can be catered for with innovative programs at their point of need. Our HPGE children will also be able to achieve one year's growth over the course of one school year.

All staff understand and respect Aboriginal cultures and histories. They work in collaboration with families to ensure students achieve high standards of success.

Evaluation plan for this strategic direction

Question:

How much growth, on average, have students made across each class?

What percentage of students have made at or above 0.4 growth?

How successful has the Educational Leadership team been at improving student learning and developing teacher efficacy?

To what extent has the collaborative practice across the school improved?

How effectively have the Co-Teaching Models and Learning Modes been embedded?

Has the in-school variance been reduced based on our initiatives?

How effectively have we changed the level of collaborative input when creating innovative and dynamic programs that meet the needs of all students?

Data:

- Tell Them From Me data
- School surveys
- Problem-solving data

Strategic Direction 2: Collective Teacher Efficacy

Initiatives

Agreement will underpin this process. The school embraces, understands and respects the richness and diversity of Aboriginal cultures and histories. Personalised Learning Pathways will ensure every Aboriginal child achieves success and finds school an engaging and culturally safe place.

Evaluation plan for this strategic direction

- PAT data
- CARS data
- Student surveys
- Student report grades
- Data talks
- Learning Walks reflections
- Program evaluations - teacher and student
- Student voice - feedback on teaching and learning
- NAPLAN results
- Student goals with achievement tracking
- Assessments - formative and summative, PM Data and Ten Data
- Performance and Development (PDP) documents, discussions and surveys
- High Impact Professional Learning self-assessment

Analysis:

Analysis of data will occur every five weeks, with evaluative thinking driving data talks. Continual inquiry into student data will ensure we know what is going on with our learners and what we can do to improve it.

Each activity is to be analysed, evaluated and reflected upon and adjusted to ensure we are on track to meet our targeted Progress Measures, in line with our end goal Improvement Measures.

The executive will effectively use the Diagnose Intervene Implement Evaluate (DIIE) model alongside the Centre for Education Statistics and Evaluation (CESE) reflect and reset model to drive all analysis of progress:

- reflect on your evidence
- plan your communication with stakeholders
- identify key lessons for future planning and continuous improvement

Strategic Direction 2: Collective Teacher Efficacy

Evaluation plan for this strategic direction

Implications:

The findings of our continual analysis will be used to focus and drive our school directions in areas such as Professional Learning and major initiatives. The analysis will inform 'Where to next?'. The school will continue to use the DIIE model to drive collaborative inquiry and analysis to determine what works bests within our school setting. If we are not on target to meet our Improvement Measures, further adjustment will be made to ensure our collective teacher efficacy and collaborative practices continue to improve.

Strategic Direction 3: Collaborative Relationships Built on High Expectations

Purpose

To strengthen current high expectation practices through collaborative and restorative relationships prioritising community engagement and student voice. This aims to support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending >90% of the time to be between the lower bound target of 89.4% (uplift of 10.01%) and the upper bound target of 94.4% (uplift of 15.01%).

Wellbeing

Achieve by year: 2023

Increase the wellbeing system negotiated target (Expectations for Success, Advocacy and Sense of Belonging) to be between the lower bound target of 92.3% (uplift of 8.2%) and the upper bound target of 97.3% (uplift of 13.2%).

Achieve by year: 2025

Increase the partnership and the shared values between staff, students and the community to meet the diverse needs of all students underpinned by the Restorative Framework aligned with the Quality Teaching and the Wellbeing Framework (School Excellence Framework Self Assessment Survey: Wellbeing: Caring for Students: Excelling)

Initiatives

Student Wellbeing - Attendance

The Department goal 'Every student is known, valued and cared for in our schools' forms the basis of our initiatives and drives our strategic plan to address the interconnected and interdependent nature of wellbeing and community engagement.

This strategic direction has been derived from best practice guided by Restorative Practices, What Works Best research, the school's Wellbeing Framework, Department of Education goals and values, Tell Them From Me Surveys and the School Excellence Framework.

An integrated whole school approach to improve attendance, which will positively impact learning outcomes. (School Excellence Framework Self Assessment Survey: Learning Culture: Attendance; Sustaining and Growing to Excelling)

Students and the wider community understand the strong relationship between school attendance, academic achievement and a greater sense of wellbeing. Participation in School Attendance Self-Assessment Sprint that will focus on the establishment of sustainable and effective systems and practices that seeks to address broader factors influencing attendance.

Student Wellbeing - Student Voice

A collaborative, holistic approach that encourages student voice and feedback ensuring every student is known, valued and cared for.

The use of Student Voice Audit and Action Cards frame an innovative response to raising achievement, through co-design with students.

Process 4: Co-designing learning with peers to raise achievement

Process 5: Co-designing learning with students to raise

Success criteria for this strategic direction

A strategic approach to attendance improvements, looking at the data, investigating the root causes, taking cost effective action to address the issues.

The Department's School Attendance Policy is understood and the school's attendance procedures are readily available and adhered to by all staff.

All students can articulate and understand why attendance is important.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support a reduction in identified Sentral Notifications (% of students).

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 by building positive relationships within circle time.

Feedback from parent surveys shows and increase in what we do well at Riverbank.

Evaluation plan for this strategic direction

Question:

Students can answer: Where do you go for help? How can you improve? How do you know?

To what extent are students using Restorative Framework language?

How are students provided with opportunities to develop and express their voices during lessons?

Strategic Direction 3: Collaborative Relationships Built on High Expectations

Initiatives

achievement

Process 6: Reflecting with students

RESEARCH: Student Voice - The Instrument of Change
(Russell J.Quaglia)

Community Engagement

Effective partnership where engagement is encouraged through a variety of means. Community members are invited to become involved in understanding their child's learning, the research behind the practices and the data that informs the practices. Parents will be invited to attend on-site Parent Information Sessions and workshops and view recorded sessions on a variety of topics.

Evaluation plan for this strategic direction

How well do we model healthy coping strategies and encourage students to self-regulate?

Is our school community genuinely valued and engaged?

How do we identify our community's expertise, knowledge and experience that will provide opportunities to meet the diverse needs of the student body?

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.

INTERNAL DATA:

- Help Increase the Peace Key Tracker
- Sentral - attendance, behaviour notifications, parent communication
- Learning and Support Team minutes
- Parliament minutes
- Post Professional Learning parent survey
- P & C minutes
- Class assembly attendance award tracker
- Email - parents
- 3-way interview
- Suspension data

EXTERNAL DATA:

- Tell Them From Me survey
- SCOUT data

Analysis:

The evaluation plan will involve:

Strategic Direction 3: Collaborative Relationships Built on High Expectations

Evaluation plan for this strategic direction

- Executive team and whole staff to review data sources in order to reflect on the school's initiatives and improvement measures.

Implications:

The ongoing review of data will drive future directions and initiatives.