

Strategic Improvement Plan 2021-2025

Merrylands East Public School 5126



School vision and context

School vision statement

Merrylands East is an innovative school where our vision is to "create the future" in a safe and supportive environment, where every student is challenged and engaged in learning within a culture of high expectation. Our school aims for students to aspire and strive towards the highest possible learning in all areas of the curriculum and civic responsibility.

Through personalised learning, we develop the knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society.

The core values of fairness, participation, excellence, honesty, respect, care and responsibility underpin the vision for all.

School context

Merrylands East Public School is situated on traditional Aboriginal Dharruk land in South Western Sydney. The school has a fluctuating student enrolment of 340 in 2023 with the likelihood to increase within the next 10 years due to the redevelopment of the Merrylands Central Business district with multiple high rise buildings of more than 20 levels. The school attendance varies each year by 20% due to the transient nature of the student population. The school trend of students with an EAL/D background remains around 90% with a large increase of students with refugee background from Afghanistan since November 2021 with high complex needs: health, housing and food security. Seventeen percent of students have either a Social / Emotional / Cognitive / Physical or Intellectual Disability.

The student population is drawn from over 40 socio-cultural backgrounds predominately from Islander, African, Middle Eastern and Asian communities. The vast majority of students commence learning English for the first time when entering school at varying school years. English as an Additional Language or Dialect programs and a strong Learning Support Team are complemented with strong partnerships with inter-agencies and allied health to provide additional assistance for students to access our school's curriculum. In 2023, 70 students were identified with a disability and integrated into mainstream classes.

Celebration of cultural diversity, inclusion and student achievements are recognised through the Student Wellbeing programs. Leadership skills and showing the highest public education values are fundamental to these programs. The school focuses on Literacy and Numeracy across the curriculum and the development of general capabilities in preparing students for the future. Technology is utilised wherever possible to support students' learning. Extra-curricular opportunities in sport and the creative and performing arts support students' learning.

From our situational analysis and consultation with key stakeholders, our school has identified student attainment, assessment and data, and student engagement as focus areas. Each of these three areas are interdependent of each other and builds upon the previous work of our school to improve student outcomes.

Student Attainment

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school has developed processes to review and implement its curriculum provision for students and will move forward with monitoring processes as part of this plan. There will be a focus on ensuring teaching and learning programs are evidence based, explicit and engaging as well a meeting all requirements of the Department of Education and the NSW Education Standards Authority.

Student outcomes are monitored closely with additional resources provided to students requiring additional support.

Assessment and Data

Based on the outcome of our Situational Analysis, we have determined that we need to

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continue to develop our formative and summative assessment practices, along with the implementation of Personalised Learning Support Plans (PLSPs) to promote learning and wellbeing growth as well as self-directed learning.

The triangulation of school assessment / work samples need to be more closely aligned to external data, such as NAPLAN and the Check in Assessment. Our internal reading and numeracy work samples / assessments are being aligned within the grades with consistency in analysing and making judgement about assessment data. Running records, reading observations, work samples and PLAN 2 data for teaching and learning are areas that need to be closer aligned to external data. Data driven practices with differentiated evidence based practices will support students with additional needs and those identified as high potential and gifted students. Learning outcomes will be tracked and monitored closely with additional resources provided to students requiring support.

Student Engagement

From the School Excellence Framework, our school will be enhancing our student wellbeing policy and strategies as part of improvement towards student engagement. Our student attendance over the past three years has been steady around the Auburn Network average. Current attendance strategies will be enhanced to follow up students with unexplained absences or unsatisfactory attendance rates.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in Reading and Numeracy and to build a foundation of academic success for the curriculum areas, all staff plan and program differentiated teaching, use evidence based practices, and are responsive to the learning needs of students.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Highly Effective Evidence Based Teaching

- Enhance collaborative planning schedule and protocols to ensure consistency of teaching occurs using evidence based practices.
- Implement revise school based policy and guidelines for planning and programming, and evidence based teaching and learning based on agreed practices.
- Embed whole school collection, recording and analysing of Understanding Text and Quantifying Number in Plan 2.
- Strengthen collaborative support for teacher performance development through the NESA Proficient Teachers Guide through negotiated targets.
- Embed explicit protocols for teacher observation and feedback to sustain effective teaching practices.
- Enhance links with paraprofessionals to support students' learning needs.

High Impact Professional Learning

Improve effective classroom teaching practices through high impact professional learning and reflection of teaching practices that are responsive to students' learning needs:

- Develop ongoing Professional learning in explicit evidence based literacy and numeracy teaching that is informed by:
 - What Works Best (CESE)
 - Effective Reading Instructions in Early Years (CESE 2017)
 - Literacy Lesson and Observation Survey (Clay 2017)
- Embed the Instructional Leadership to Years 3-6 to enables consistency of practices across the school.
- Build teacher capabilities and collective pedagogical practice in the use of literacy and numeracy Plan 2, differentiating the curriculum and catering for high

Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-based teaching practices maximise learning progress for all students, across the full range of abilities.
- The school literacy and numeracy program supports high expectations for students and systems are in place to monitor longitudinally.
- Teaching and learning programs are evidence based informed, adjusted for individual student needs and show consistent and reliable assessment practices to improve learning.
- Teachers routinely provide feedback in class and on work submitted to ensure students have clear understanding for improvement.
- The school achieves excellent value-added results, significantly above the value added by the average school.
- School data shows that student progress and achievement is significantly greater than statistically similar schools on external measures and reflected on internal measures.

Evaluation plan for this strategic direction

Did our students meet the system targets for top two bands and expected growth in literacy and numeracy?

The school will use a broad range of data to monitor and analyse student growth and attainment, and the impact of the initiatives for improvement.

- NAPLAN Data
- SCOUT Data
- Student Work Samples
- Check in Assessment
- Literacy and Numeracy PLAN 2 Data
- Check in Assessment Data
- SEF

Strategic Direction 1: Student growth and attainment

Initiatives

- potential and gifted students.
- Develop high impact professional learning in EAL/D and students with highly complex needs.
 - Strengthen and align staff professional development plans with evidence based teaching of literacy and numeracy.
 - Expand the curriculum leadership capacity of staff through school based curriculum projects focusing on literacy and numeracy.
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Evaluation plan for this strategic direction

The evaluation will involve:

- Weekly School leadership meetings to analyse data and track students' achievements towards the performance measures.
- DPIL Meeting with class teachers and support teachers to discuss observation lessons, work samples and other assessments to self reflect and determine next steps for teaching and learning.
- Regular snapshot judgement prior to an annual deep analysis on the School Excellence Framework to determine future directions.

What are our future steps from the analysis of the data?

Support beginning and new teachers in the teaching /learning cycle and the use of formative and summative assessments..

Strategic Direction 2: Assessment and data

Purpose

In order to maximise student learning outcomes for every student, all staff will use assessment and data to track and understand the learning needs of students to inform their teaching practice. Students will self reflect on their own learning through the Learning Intention and Success Criteria and make judgement with teachers as to their future directions in learning.

Improvement measures

Achieve by year: 2025

80% staff are sustaining and growing and 20% are excelling in using formative assessment flexibly and responsively as an integral part of daily classroom instruction as indicated by the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)

Achieve by year: 2025

80% staff have a sustaining and growing understanding and 20% excelling in their understanding of student assessment and data concepts as indicated by the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)

Achieve by year: 2025

100% of classrooms programs use an expanding repertoire of formative assessment practices and data to inform students future directions in learning as indicated by the SEF descriptor and What Works Best (CESE).

Initiatives

Data skills and Use

High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data. Establish and use Instructional Leader positions to work with teachers using data to inform student progress, and design future learning at a whole class, group and individual level. Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

- Embed data informed formative assessment practice.
- Develop an ongoing staff professional learning program to build teacher capacity to critically analyse data to inform their teaching and learning programs and improve student outcomes.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

Assessment with Impact

- Amplify the use of formative assessment strategies including strategies such as Learning Intentions Success Criteria across the school and effective feedback from Instructional Leaders.
- Develop a regular schedule for formative assessment feedback and moderation across the grade and school.
- Establish collaborative planning schedule and protocols to ensure consistency of teaching occurs using evidence based practices.
- Analyse NAPLAN, Check In Assessment, SCOUT, Work Samples and other assessment data within grades as part of consistency of teacher judgement.
- Benchmarking all staff against the SEF descriptor for Assessment to ascertain baseline data in order to build upon knowledge and skill development within

Success criteria for this strategic direction

Assessment data is extrapolated, analysed and used flexibly in Reading and Numeracy on a regular basis and used to:

- provide feedback to students as part of daily instruction to inform further teaching.
- identify additional support needs for students
- adjust teaching strategies.
- Students can articulate the Learning Intention and Success criteria for their lesson.
- The school establishes systematic and reliable assessment practices to evaluate student learning over time and implements changes to teaching and learning program that lead to measurable and continuous improvements.
- All teachers clearly understand assessment for learning, assessment as learning and assessment of learning in monitoring student progress. and achievements.
- Work Samples, Reading Levels, Valid, NAPLAN, Plan 2 data and other data are regularly analysed for impact and future directions on teaching of Reading and Numeracy.
- Formative assessment is practiced expertly by teachers.

Evaluation plan for this strategic direction

Have we been successful in upskilling staff in the use of formative assessment for future directions in students' learning?

The school will use the following data sources to regularly analyse the impact of teaching programs and achievement measures of the strategic direction. This will include:

- NAPLAN Data

Strategic Direction 2: Assessment and data

Initiatives

this area.

- Review and improve the use of formative assessment and data on the impact of teaching and learning.
 - Revised and implement school based policy for assessment and reporting.
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Evaluation plan for this strategic direction

- Annotated work samples
- Check in Assessment Data
- Understanding Text and quantifying Number in Plan 2.
- Personalised Learning Support Plans
- School Excellence Framework

The evaluation will consist of:

- Ongoing review of assessment and data practices through weekly school leadership meetings.
- DPIL and Supervisors regularly meet with classroom and support teachers over student data.
- Collaborative assessment days that involves grade teachers analysing and benchmarking data.
- School leaders analysing data with classroom and support teachers and determining future directions.
- Whole staff analysis and making judgement around the School Excellence framework.

What does the analysis of the data tell us about our next step and future direction?

Strategic Direction 3: Student engagement

Purpose

In order to maximise student learning outcomes for every student, all staff will engage students to access the curriculum via daily attendance at school and high expectations of behaviour.

Improvement measures

Achieve by year: 2025

To increase positive behaviour by 7% and decrease negative behaviour by 7% from the baseline. (School determined uplift from baseline)

Attendance (>90%)

Achieve by year: 2023

To increase the number of students with attendance rate of 90% or more with an uplift from the baseline by 4.4%. (Lower bound target)

Achieve by year: 2025

To increase the overall school attendance rate (full days) from the baseline with an uplift of 3%. (School determined uplift from baseline)

Initiatives

High Expectations of Behaviour

- Revise, develop and embed a whole school approach to student wellbeing and high expectations about behaviour where there is a collective responsibility for safety, accessing the curriculum and student engagement.
- Review current practices against the Wellbeing Framework for schools and existing school data.
- Align school Wellbeing strategies with the Wellbeing Framework and School Excellence Framework and embed into school culture.
- Update whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, wellbeing, learning and engagement data is evidenced.
- Regular professional learning with staff about the Behaviour Strategy.
- Revise and align behaviour strategies to align with DOE Behaviour strategy.
- Develop leadership and student voice initiatives.

Attendance

- Update whole school approach to attendance.
- Establish school based targets at class levels for attendance.
- Implement SMS Sentral follow up of absences.
- Develop mentoring initiatives for students with unsatisfactory attendance levels.
- Establish closer links with external agencies to support families with unsatisfactory attendance.

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.
- Teachers work with parents to support consistent systematic process to ensure that student attendance maximises learning opportunities and absences do not impact on learning opportunities.
- All classrooms and other learning spaces are well managed so that students can engage in productive learning with minimal disruptions.
- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties. High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.
- Teachers and parents support consistent and systematic processes that ensures student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Have we reached our target of 78.3% of students with attendance rate of 90% or more?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the performance measures:

- Sentral Incident Reports
- SCOUT Attendance Data

Evaluation plan for this strategic direction

- Sentral Attendance Data
- Personal Attendance Plans and LAMP Sheets
- Tell Them from Me Surveys
- Access Request referral and the support provided
- Personalised Learning Plans
- Suspension Data

The evaluation will involve:

- Regular review of data sources to determine students requiring additional support and whether the school is reducing the number of inappropriate behaviour incidents.
- Supervisor and class teachers regular review of attendance data.
- School Learning Support Team analysing attendance data with the ASO to determine families requiring additional support.
- School leader discussion and judgement based on the School Excellence Framework and Wellbeing Framework.

What does the analysis of the data tell us about our next step and future direction?