Strategic Improvement Plan 2021-2025

Russell Lea Public School 5132

School vision and context

School vision statement

Students at RLPS succeed because we have high expectations for growth and the implementation of best practice. We know our students through deliberate, collaborative and systematic data and evaluation processes. School leadership builds teaching and learning capacity through high purpose collaboration and processes which match teaching effort to learning impact. We acknowledge the complexity of high impact educational delivery and build efficacy amongst teachers with incremental improvement and strong evaluative practices. Our students value learning skills and know when they have improved. Parents understand the student learning strategies which make the biggest difference and partner with the school to implement and support them.

School context

Russell Lea Public School is located 6km from the Sydney CBD and one street away from the upper reaches of Sydney Harbour. The school rests on the traditional land of the Wangal clan of the Eora Nation. The community has high expectations for student educational success and involvement in school operations. RLPS became a K-6 school in 2019 and moved into in totally rebuilt facilities at the same time. The new building has the potential to accommodate up to 600 students giving the current enrolment of 350 students plenty of space and the ideal platform for a rich and future focussed curriculum.

RLPS has a strong reputation in the local community for quality literacy and numeracy programs, innovation and positive wellbeing outcomes. Learning potential is increased through the use of Visible Learning and Positive Psychology. Most students achieve results in the top two bands of NAPLAN for each aspect and average results are well above the state average. All staff are committed to professional development and student success. The parent community are strong advocates for the school and significantly enhance the ability of the school to deliver quality programs and broad educational opportunity.

Situational analysis has identified we can improve understanding of students and teaching practice with enhanced data collection and analysis processes. Collaboration with clear goals and purpose around student achievement and high impact practices is the primary school development focus in this plan. Stage leaders will lead teams through teaching sprints which build capacity and student achievement incrementally and through collective effort. The leadership team will develop knowledge and capacity to implement teaching sprints and build collective efficacy. Our school community expects best practice and our work is to build understanding about what best practice is and why it works.

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement and annual growth through the implementation of high impact and data informed learning strategies.

Improvement measures

Attendance >90%
Achieve by year: 2023

Increase attendance levels by 1.4% to a total of 90.4%.

Reading growth
Achieve by year: 2023

- *All students in K- 6 demonstrate growth in achievement levels in reading from end of Semester 1 2023 to end of Semester 2 2023, using PAT-Reading as a data source*

Numeracy growth
Achieve by year: 2023

- *All students in K- 6 demonstrate growth in achievement levels in numeracy from end of Semester 1 2023 to end of Semester 2 2023, using PAT-Numeracy as a data source*

Initiatives

Visible Data Processes

Whole school achievement data is collected using PAT at least twice yearly in additional to stage based assessment for literacy and numeracy. This data is evaluated and used to direct whole school and stage level programming and teacher development efforts.

- Student achievement and progress is understood at individual, stage and whole school levels.
- Within executive time data is evaluated to determine growth goals for target students and student groups.
- Student progress is tracked to understand impact and growth year to year.
- Achievement data is reported to teachers to provide insight into strengths and opportunities.
- Individual summary data is provided to parents twice yearly.
- Students requiring extension or additional support are noted and referred to the learning and support team.

Incremental teaching improvement

Incremental improvement in practice through the cyclical implementation of evidence based practice. Employing a combination of teaching sprints and Walkthrus to make improvement of practice precise and simple.

- The leadership team curate Walkthrus into clusters that link to the theme of explicit teaching.
- Stage teams determine an improvement focus and select the relevant Walkthru to implement and practice.
- During each term teachers implement the agreed strategy/technique in order to practice, make adjustments and embed the strategy into their repertoire.
- Teachers are provided with instruction coaching which includes classroom observation and individual and collective feedback.
- At the conclusion of the sprint stage teams complete

Success criteria for this strategic direction

Visible data processes

(SEF Data skills and use - Data analysis, data use in teaching)

- Student achievement data is collected and analysed.
- Growth goals are identified.
- Student improvement is understood and shared.
- Students who are not growing are noted and appropriately supported.

Teaching sprints

(SEF Learning and development - Collaborative practice and feedback)

- Improvement foci are identified in stage groups.
- Agreed evidence based strategies/techniques are implemented in cycles within stage teams.
- For each cycle each stage team understands the implications of the change in practice.
- The implications of the improved practice are known and understood by the leadership group.

Evaluation plan for this strategic direction

Evaluation Plan

Visible Data Processes

Question: Is student achievement data understood and used to improve teaching programs and teacher development.

Data: Student achievement data. Teaching programs. Data goals. Teacher development goals. LAST referrals and associated targeted programs.

Analysis: Analyse the data to determine whether our data processes help us to understand achievement and improve teacher and student learning outcomes.

Initiatives

the sprint review to reflect on their progress and the implications for future target practices and professional learning.

- Stage reflections are shared with the leadership team as part of whole school evaluation.

Evaluation plan for this strategic direction

Implications: Where do we go from here? What are the next steps?

Teaching Sprints

Question: Has teaching practice improved using the sprint process?

Data: Sprint plan, outcome and implications. Student growth data. PDP statements. Observations from stage teams.

Analysis: Analyse the data to determine whether the sprint process has improved teacher and student learning outcomes.

Implications: Where do we go from here? What are the next steps?

Strategic Direction 2: Leadership Development

Purpose

Improve the ability of school leaders to lead teachers in the implementation of high impact teaching and learning strategies.

Improvement measures

Achieve by year: 2025

Increased collective efficacy as measured by improvement in staff collective efficacy survey results.

Achieve by year: 2025

Improvement in SEF element Explicit classroom Practice by consolidating Explicit teaching at Excelling.

Initiatives

Visible School Evaluation

Executive evaluation capacity is raised through systematic evaluation of progress within each strategic direction.

- Leadership team has access to, and routinely uploads, improvement data in SPaRO.
- Improvement data is triangulated and analysed to understand impact and progress towards improvement measures.
- The executive team use the implications of the data to guide professional learning target areas and future school develop foci.
- Improvement progress is made visible to the school community via a data wall and the celebration of significant progress.

Professional Learning Structures

The leadership team develops professional learning structures and implements these structures in teams, building collective efficacy, ownership of practice and relational trust.

- The school leadership team has access to quality leadership resources and instruction through the Senior Leadership Institute, Dr Simon Breakspear (Teaching Sprints) and Tom Sherrington (Teaching WalkThrus).
- Executive team members create, evaluate and refine school procedures for teacher professional development.
- Stage leaders are supported in developing the capacity of team members through the implementation of structured PD cycles and Instructional Coaching routines.
- Allocated Executive meeting time for leaders to share and discuss current Teaching Sprint progress and potential difficulties.
- A knowledge wall which evidences termly Teaching

Success criteria for this strategic direction

Visible school evaluation

(SEF School planning, implementation and reporting- Continuous improvement)

- Improvement data is uploaded to SPaRO.
- Impact from improvement data is understood and made visible.
- Improvement progress is celebrated.
- Leaders can describe how they have improved their evaluative capacity.

Collective and efficacious teams

(SEF Educational leadership - instructional leadership)

- The leadership team implements elements of best practice in collective efficacy within teaching (leadership) sprint process.
- The impact of each sprint is known and added to the knowledge wall.
- Leaders can describe how they have improved their collective efficacy.

Evaluation plan for this strategic direction

Evaluation Plan

Visible School Evaluation

Question: Do we understand whether our SIP is having an impact? Have our leaders improved their ability to evaluate school improvement?

Data: SPaRO progress monitoring and annual reflection. External validation and ASR. PDP goals and progress. Executive focus group. Data wall and associated implications and celebrations.

Analysis: Analyse the data to determine whether we understand our impact and whether our leaders have improved their ability to evaluate.

Strategic Direction 2: Leadership Development

Initiatives

Sprints and improvement in teacher practice across stage teams is maintained by the leadership team in the staff annex.

Evaluation plan for this strategic direction

Implications: Where do we go from here? What are the next steps?

Collective and efficacious teams

Question: Have our stage teams improved their collective efficacy?

Data: Staff survey. PDP statements. Observations of staff engagement including initiative taking.

Analysis: Analyse the data to determine whether teams are operating with improved collective efficacy.

Implications: Where do we go from here? What are the next steps?

Strategic Direction 3: Community Engagement

Purpose

Ensure high impact learning practices are understood, valued, and expected by parents and carers.

Improvement measures

Achieve by year: 2025

Communication resources for all significant teaching and learning strategies created and communicated to school community.

Achieve by year: 2025

Community survey indicates parents are more aware of significant teaching and learning strategies and are able to support improved outcomes.

Initiatives

Communication of best practice

Lead community understanding of best practice in teaching and learning through targeted communication.

- Key evidence based teaching and learning ideas gradually identified and defined through SD1 and SD2
- Communication resources such as info-graphics, audio and/or video explanations of each teaching and learning idea gradually created.
- Communication resources shared with community in newsletters, social media, special events, parent meetings and in stage communications.

Community implementation of best practice

Parents are given opportunity to implement the evidence based strategies and techniques being employed in classrooms.

- *What can you do as a parent* guides are created based on the communication resources described above.
- Opportunities for parents to learn about and apply the guides are provided as they are published.
- Parents are surveyed on their experiences with each guide/strategy to understand the impact on learning beyond the classroom.

Success criteria for this strategic direction

Communication of best practice

(SEF Learning culture - High expectations)

- Communication resources created and shared.

Community implementation of best practice

(SEF Learning culture - High expectations)

- *What you can do as a parent* guides are published.
- Parents are given opportunities to understand and apply the guides.
- Parents have an impact on student progress.

Evaluation plan for this strategic direction

Evaluation Plan

Question: Are parents more aware of how to support their child? Are they providing better support to their children?

Data: Communication resource and *What can you do as a parent* guides downloaded, viewed and/or requested. Survey of parents knowledge, use of resources and student progress.

Analysis: Analyse the data to determine whether the communication resources and guides had an impact on parent skills and student progress.

Implications: Where do we go from here? What are the next steps?

Russell Lea Public School (5132) -2021-2025