

Strategic Improvement Plan 2021-2024

Rozelle Public School 7435



School vision and context

School vision statement

Rozelle Public School is an inclusive environment that inspires and challenges all. Commitment to proactive wellbeing practices ensure every child is known, valued and cared for with a strong sense of belonging to our school community. High expectations, quality teaching and innovative practice drive academic achievement and holistic approaches ensures students are on a pathway to lifelong learning and continued success.

School context

Rozelle Public School, located on Wangal Country in Sydney's inner west, sits in the heart of the Rozelle village community. Our school culture of connectedness and inclusion fosters strong partnerships with the P&C, parents, caregivers and the wider community. The school caters for students from preschool to Year 6 with a current enrolment of 650. Learners are from diverse backgrounds, with 22% of our students identifying as having a language background other than English. High calibre staff work collegially to ensure student wellbeing, growth and attainment. An active Learning Support Team closely monitors wellbeing and implements both learning support and enrichment programs. An established wellbeing framework, that includes Restorative Practice, is embedded across the school and supports all students. Our attendance rates are high with over 93% of students attending school each day. Rozelle Public School is well resourced and learning environments are equipped with technology and designed for cooperative teaching and learning. Our school library is an innovative learning hub where students engage in flexible pedagogy guiding self-directed and creative learners. Outdoor spaces include a netball/basketball court, climbing equipment, woodlands area and two playing fields. A range of engaging programs are offered including dance, debating, band, ukulele, choir, performing & visual arts, public speaking, chess and sports. Authentic connection to the local community and a strong commitment to environmentally sustainable practices continue to be championed by our school's Green Team. An extensive, well-established, quality before and after school care program accommodates the needs of our many working families.

Through our situation analysis we have identified the need to improve student performance data particularly in NAPLAN. The school consistently performs above state average yet aims to close the gap with statistically similar school groups (SSG). Although the school has system-negotiated reading and numeracy targets, writing and spelling have also been identified as areas for uplift and improvement. We have identified the need to use data driven, evidence-based practices to optimise learning programs. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistent teacher judgment across the school. Engagement with school services will help build an understanding on how to achieve this along with our Instructional Leadership initiative.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to optimise student learning outcomes in literacy and numeracy to build strong foundations for academic success. Staff will be supported in their delivery of evidence-based teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

74.6% of students in Top 2 bands for Reading (uplift from baseline of 6.91%) by 2022

Target year: 2022

61.9% of students in Top 2 bands for Numeracy (uplift from baseline of 8.41%) by 2022

Target year: 2023

75% Achieving expected growth in Reading (uplift from baseline of 2.36%) by 2023

Target year: 2023

57% of students achieving expected growth in Numeracy (uplift from baseline of 7.84%) by 2023

Initiatives

Systematic, Evidence Based Teaching Practices

- Systematic implementation of evidence-based literacy programs responsive to the needs of students.
- Systematic implementation of evidence-based numeracy programs responsive to the needs of students.
- Formative assessment pedagogy and data informed practices are embedded across all literacy and numeracy programs.

Personalised Learning

- Expertly use student assessment data to reflect on teaching effectiveness and deliver personalised and responsive learning opportunities inclusive of HPGE students.
- Ongoing professional learning that supports valid and consistent teacher judgment through the analysis and use of literacy and numeracy progressions.
- Embed and use effective professional learning structures, including Instructional Leadership that builds teacher capacity in differentiated curriculum delivery.
- Implement evidence based procedures, programs and practices that meet the learning needs of all HPGE students that facilitate talent development in the creative, physical, intellectual, social and emotional domains.

Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data. (SEF TD / Professional Standards)
- Teachers employ evidence-based effective teaching strategies in literacy and numeracy. Teachers routinely use a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. (SEF LD / Assessment)
- Students can articulate their learning and understand what they need to learn next to enable continuous improvement. (SEF LD / Curriculum)
- Teachers use data effectively to evaluate student understanding of lesson content. (SEF TD / Data)
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. (SEF LD / Curriculum)
- 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. (SEF LD / Curriculum)

Evaluation plan for this strategic direction

Question: *How will we know quality teaching of Literacy & Numeracy is embedded and having impact on student outcomes?*

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.

- NAPLAN data, PAT assessment data, Year One phonics screening check, Literacy and Numeracy Check-in data, Scout - Value added data, Student work samples, PLAN2 data, Student ILPs & PLPs, Student focus groups.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Analyse the data to determine the extent to which the purpose has been achieved.

Analyse the data to monitor progress on the agreed improvement measures.

Implications:

The findings of the analysis will inform future directions and budget allocation.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Our purpose is to ensure a strategic and planned approach to whole school wellbeing processes that support all students to engage, succeed, thrive and learn.

Improvement measures

Target year: 2024

Tell Them From Me student wellbeing data improves to be above 90% (an uplift of 4.7%).

Target year: 2022

93.3% of students attend school 90%+ by 2024 (an uplift of 4.27% from our baseline data)

Target year: 2024

Measured against the SEF, the school is excelling in the element of Wellbeing for the following themes:

- ***A planned approach to wellbeing***
- ***Behaviour***
- ***Individual learning needs***

Initiatives

Wellbeing practices that maximise learning

- Evaluate, refine and continuously improve whole school, evidence based practices that support student wellbeing and engagement.
- Refine systematic processes that support and maintain high attendance rates and improve attendance for identified or at risk students.
- Implementation of systems and structures that promote staff wellbeing.

Engaged Learners

- High-quality professional learning for all staff that supports the design and delivery of high impact, high engagement learning experiences across the curriculum to improve student outcomes.
- School wide opportunities for authentic student voice and leadership that increase belonging and engagement.
- Initiatives are responsive to community values, promoting student engagement and connection to local, national and global communities and the natural environment.

Success criteria for this strategic direction

Success Criteria

- Respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school. (SEF LD / Wellbeing)
- There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. (SEF LD / Wellbeing)
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF LD / Wellbeing)
- Through systematic processes, teachers, parents and the community work together to support high attendance rates. Personalised approaches improve attendance rates for all students, including those at risk. (SEF LD / Learning Culture)
- Systematic approaches to collecting and valuing student voice are evident. Student voice is shared celebrated and encouraged with our community.
- Teachers deploy effective and engaging teaching strategies based on WWB research and practices
- The school trials innovative practices and has processes in place to evaluate, refine and measure success (SEF TD/ Learning & Development)
- Teachers are supported to trial innovative and evidence-based practices. (SEF TD/ Learning & Development)

Evaluation plan for this strategic direction

Question: How will we know that our students are engaged to succeed, thrive and learn?

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.

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

- Scout attendance & engagement data, Sentral Wellbeing and Attendance Data, SEF analysis, Tell Them From Me survey data, Student, staff and community focus groups

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Analyse the data to determine the extent to which the purpose has been achieved.

Analyse the data to monitor progress on the agreed improvement measures.

Implications: The findings of the analysis will inform future directions and budget allocation.

Strategic Direction 3: Collaboration

Purpose

Our purpose is to engage in effective professional collaboration that explicitly aims to improve teacher practices and student outcomes.

Improvement measures

Target year: 2024

All staff effectively collaborate to drive ongoing school improvement.

Target year: 2024

Measured against the SEF, the school is excelling in the element of Learning & Development for the following themes:

- **Collaborative practices and feedback**
- **Expertise and Innovation**
- **Professional Learning**

Initiatives

Collaborative Practices - Teaching

- Embed school wide processes that promote a culture of collaborative planning, learning and evaluation that improves individual, team and school wide practices.
- Strengthen and facilitate a strong culture of collaboration where teachers are supported and support one another to continuously develop their skills and knowledge.
- High impact professional learning focused on collaboration and current research and pedagogy from the Department of Education (What Works Best CESE).

Collaborative Practices - Community

- Strengthen and enhance collaborative partnerships with parents, the wider community, local businesses and communities of schools, to benefit school and student learning outcomes.
- Proactive strategies and collaborative approaches that support student learning and wellbeing at key transition points.
- Sustain effective partnerships with students, parents, carers and the wider community to promote engagement so students connect, succeed and thrive and achieve personal excellence.

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (SEF TD/ Learning & Development)
- Teachers collaborate with staff in other schools to share and embed good practice. (SEF TD/ Learning & Development)
- Teaching staff demonstrate and share their expertise within their school and with other schools. (SEF TD/ Learning & Development)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF LD / Educational Leadership)
- Staff evaluate professional learning activities to identify, promote and implement the most effective strategies that have led to improved student engagement. SEF TD/ Learning & Development)

Evaluation plan for this strategic direction

Question: *How will we know meaningful teacher collaboration is having impact on student outcomes?*

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.

- professional learning records, external & internal student performance measures (NAPLAN, PAT) performance and development plans, teaching programs, observations of teaching practice, focus groups, surveys of staff, students and parents, TTFM data

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO

Strategic Direction 3: Collaboration

Evaluation plan for this strategic direction

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Analyse the data to determine the extent to which the purpose has been achieved.

Analyse the data to monitor progress on the agreed improvement measures.

Implications:

The findings of the analysis will inform future directions and budget allocation.