

Strategic Improvement Plan 2022-2026

Earlwood Public School 1807



School vision and context

School vision statement

At Earlwood Public School we are committed to ensuring every student and teacher is inspired, challenged to learn and continually improve in a respectful, inclusive and supportive environment.

Teachers, parents and students work in partnership towards school excellence to maintain high expectations and develop responsible, engaged and successful learners who are known, valued and cared for.

School context

Earlwood Public School acknowledges the traditional custodians of the land on which our school stands, the Wangal, Bedigal and Kameygal people of the Eora Nation. We pay respect to the courage of Elders past and present. With loyalty we recognise and respect their cultural heritage, beliefs and relationship with the land, which continue to be important today. With courtesy we remember this is, was and always will be Aboriginal land.

Earlwood Public School is located in South West Sydney and is a major hallmark in the area proudly serving its diverse learning community, while upholding its reputation of academic and sporting excellence and student wellbeing. The school has an enrolment of 638 students.

Working in partnership and complimenting the work of staff towards school excellence, the school is characterised by a highly supportive and active multicultural community. 80% of students have a language background other than English with Greek and Chinese families representing the largest groups. The Greek Community Language Program is offered to all students and English as an Additional Language or Dialect teachers provide support to students whose first language is not English..

All students are encouraged and supported to be active participants in their own learning. The school has two Opportunity Classes, a support class for students with a physical disability and a team of itinerant teachers who support students in schools with vision impairment.

An extensive array of extra-curricular opportunities in Sport, Public Speaking and Debating, Coding and Robotics, Creative and Performing Arts including Dance, Choir and Band, along with environmental initiatives enable our students to excel through a range of activities.

The school's staffing entitlement in 2022 was 44 teaching staff and 5 non-teaching staff. The school employs a business manager 2 days per week and an instructional leader using school funds. Our executive team is stable with the majority being here for more than 4 years. 20% of our staff are in their early career as teachers. There is a 5% turnover of staff each year with the average length of service in the current position 16 years. .

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that Earlwood Public School has historically high student achievement, however, growth in both reading and numeracy are areas for explicit focus in the new school plan.

Data has also demonstrated that students would appreciate further challenge and engagement in English and maths and that a greater focus on personalised learning is required. This will be achieved with an emphasis on explicit teaching practices that

School vision statement

School context

demonstrate differentiation, goal setting and explicit feedback. Student engagement coupled with high expectations will underpin the work in this area.

2. Explicit systems and practices for differentiation and assessment

Evaluation of improvement measures indicated that we need to further develop staff expertise in the analysis and use of data to inform planning and teaching practice while assisting staff to develop and implement a range of assessment strategies. We are continuing to develop our understanding and use of formative and summative assessment practices to be more consistent and to cater for the full range of learning needs.

This focus is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to differentiate the curriculum and embed evidence-informed teaching strategies for every student in every classroom. The Instructional leader, with a focus on the explicit differentiated teaching of numeracy and regular data conversations will lead much of the work in this area.

3. Wellbeing

Optimising the wellbeing of all will be the central and overarching theme driving school improvement while providing the optimal learning environment and strategies for our students to connect, succeed and thrive. EPS is in the enacting stage of implementing Mindfulness to staff and students and this will continue into the new school plan with ongoing professional learning and implementation by class teachers incorporating regular mindful breaks throughout the school day.

In addition further investigation into Learning Dispositions will be planned. Learning Dispositions refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning and therefore the outcomes of their learning. Positive dispositions include independence, courage, curiosity, concentration, creativity, responsibility, resilience, patience, perseverance, playfulness, imagination, being interested in things, enjoying problem- solving, being a good listener, assessing and taking risks.

Student voice is a vital part of the teaching and learning cycle and the quality of school life. We will continue to provide opportunities for students to express their voice through increased opportunities in decision making and students and teachers designing solutions together.

Strategic Direction 1: Student growth and attainment

Purpose

Maximise learning outcomes in reading and numeracy to build strong foundations for academic success.

Improvement measures

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

An uplift of 5% of students achieving in the top two bands in NAPLAN numeracy.

NAPLAN expected growth - Reading

Achieve by year: 2023

An uplift of 4.1% of students achieving expected growth in NAPLAN reading from the baseline data.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

An uplift on 2.5% of students achieving expected growth in NAPLAN numeracy from the baseline data.

School-determined target - Reading

Achieve by year: 2026

Greater than 80% of students achieve at or above expected growth in determined reading school-based assessments.

School-determined target - Numeracy

Achieve by year: 2026

Greater than 80% of students achieve at or above expected growth in determined numeracy school-based assessments.

Initiatives

Personalised Learning

- Explicit, challenging student learning goals, based on syllabus outcomes (and learning progressions) with clear expectations and encouragement to pursue higher levels of achievement in reading and numeracy.
- Effective classroom practice in literacy and numeracy is informed by current research.
- Develop a differentiated staff professional learning program to continually build teacher capacity to use data to inform their teaching practice to improve student achievement.
- High impact, evidence based-teaching strategies are used for instruction in reading and numeracy.

Explicit Feedback

- Embed a learning culture that enables students to create, receive feedback to achieve their learning goals.
- Provide professional learning on how to provide effective student feedback to ensure feedback is explicit, timely and related to the success criteria.
- Structures and processes to ensure that all teachers effectively use explicit instruction to show students what success looks like.

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 explicit teaching practices.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.

Evaluation plan for this strategic direction

Question:

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

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

* Check in assessment data

Evaluation plan for this strategic direction

- * PROBE data
- * Learning sprint data analysis
- * Student work samples
- * Literacy and numeracy PLAN2 data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The evaluation plan will involve:

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- * Regular professional discussion around the School Excellence Framework elements and themes.
- * Executive team and whole staff reflective sessions.
- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate 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: Explicit Systems and Practices for Assessment and Differentiation

Purpose

Ensure explicit systems and practices for assessment and differentiation are embedded through the focus on data driven teaching practices that are responsive to the needs of students at different levels of achievement.

Improvement measures

Assessment

Achieve by year: 2026

- An increase in teacher capacity from baseline data, in delivering and evaluating a range of quality formative and summative assessments to cater for all learning needs.

Collection and Analysis of Data

Achieve by year: 2026

- An increase in teacher capacity from baseline data, in monitoring data and evaluating measurable improvements to inform teaching.

Effective Teacher Practice

Achieve by year: 2026

- An increase in teacher capacity from baseline data, in planning adjustments and differentiating teaching practice and programs to address student needs.

Initiatives

Assessment

Embed a range of flexible and responsive assessment strategies to inform student progress, teaching and learning.

- Provide professional learning on effective formative and summative assessment strategies.
- Develop and use effective assessments to inform teaching and learning.
- Review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth and report student achievement.

Collection and Analysis of Data

Implementation of effective longitudinal processes for data collection and analysis to inform responsive curriculum delivery.

- Engage in professional learning on Sentral data collection systems and develop whole school protocols.
- All staff use data collection features on Sentral to record and communicate student assessment data and other relevant information.
- Engage in further professional learning to build knowledge and understanding of data literacy.

Effective Teacher Practice

Embed responsive and differentiated practices across the curriculum to meet the needs of all students.

- Instructional leader and APC&I provide individual professional learning for teachers to increase their capacity in assessing students, evaluating data and delivering differentiated learning experiences that challenge and engage all students in numeracy.
- Provide evidence based professional learning on differentiation and catering for students at all levels

Success criteria for this strategic direction

Assessment:

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- Staff respond to trends in student achievement, at individual, group and whole school levels.

Collection and Analysis of Data:

- Teachers analyse, interpret and extrapolate data and use this to inform planning, identify interventions and modify teaching practice.
- Teachers are equipped with data literacy skills to monitor student data longitudinally on a centralised system to evaluate teaching and learning programs over time.

Effective Teacher Practice:

- Teaching and learning programs are dynamic, showing evidence of adjustments and differentiation.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in whole school assessment, collection and analysis of data and effective teacher practice?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose of Explicit Systems for Assessment and Differentiation:

Strategic Direction 2: Explicit Systems and Practices for Assessment and Differentiation

Initiatives

- including whole school, stage, class, small group and individual.
- Professional learning on implementing the K-2 mathematics syllabus.
 - Embed programming practices to ensure the design of future learning reflects assessment and monitoring of student achievement and ongoing adjustments.
 - IL meets individually with classroom teachers to discuss their student data and needs, classroom practice and differentiation strategies to challenge and engage students in their learning.
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Evaluation plan for this strategic direction

Assessment:

- Staff surveys
- Teaching and learning programs
- Whole school assessment schedule
- Lesson observations
- Formative and summative assessments
- Teacher feedback

Collection and Analysis of Data:

- Analysis of trend data at individual, class, grade, stage and whole school levels
- Data checks on the whole school system
- Feedback from professional learning on formative and summative assessment strategies

Effective Teacher Practice:

- Differentiation evidenced in annotated teaching programs and program supervision feedback
- Data gained from IL surveys, reports and observations demonstrating increased teacher capacity in pedagogy and differentiation
- Teacher peer observations
- Feedback from observations of evidence based teaching approaches to improve practice
- Implementation of new K-2 mathematics syllabus through professional learning and reflections

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The evaluation plan will involve:

* Regular review of data sources to provide clarity around whether we are on track for achieving the intended

Strategic Direction 2: Explicit Systems and Practices for Assessment and Differentiation

Evaluation plan for this strategic direction

improvement measures.

* Regular professional discussions around the School Excellence Framework elements and themes.

* Executive team and whole staff reflective sessions.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

After analysing the data a determination will be made as to the future of the five years' work and where to next?

Strategic Direction 3: Connect, Succeed, Thrive

Purpose

The school community will thrive in a positive learning environment equipped with the social and emotional skills to develop a strong sense of belonging and connectedness.

Improvement measures

Student Engagement

Achieve by year: 2026

- Increase in the percentage of students from 2025 experiencing higher levels of wellbeing in the areas of Engagement, Perseverance, Optimism, Connectedness and Happiness (EPOCH measure of wellbeing).

Attendance (>90%)

Achieve by year: 2023

- The percentage of students attending school > 90% of the time meets or exceeds the lower bound system-negotiated target.

Wellbeing

Achieve by year: 2026

- An upward trend of students reporting positive wellbeing in internal and external data sources.

Initiatives

Student Engagement

Ensure students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

- Investigate the importance of the 'Learning Dispositions' furthering students' skills, engagement and deep understanding.
- Research the impact of 'Learning Dispositions' and the 'Learning Pit'.
- Trial 'The Learning Pit' and 'Learning Dispositions' as a model to provide students with language to think and talk about their learning thus building their resilience, wisdom and self-efficacy.

Attendance

- Review whole school systems to ensure staff raise attendance concerns and understand their roles and responsibilities for action.
- Seek to establish, promote and maintain positive relationships with families and carers where attendance concerns are raised.
- Create a structure where students with identified attendance issues have a check point within the school.

Wellbeing

Students will have a strong sense of belonging and well developed social and emotional skills to confidently engage in their learning.

- Review all wellbeing initiatives, including mindfulness programs and strategies, with findings/enhancements implemented.
- Explore Social and Emotional Learning (SEL).
- Establish links between Social and Emotional Learning (SEL), the new PD/H/PE syllabus documentation and the Personal and Social Capability learning continuum.

Success criteria for this strategic direction

Wellbeing

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Students have well-developed social and emotional skills, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

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.

Student Engagement

Students are committed to their learning through meaningful, engaging and rewarding personalised learning experiences.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in student engagement and wellbeing?

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

Evaluation plan for this strategic direction

direction.

Wellbeing

- The EPOCH measure of wellbeing
- Child and Adolescent Mindfulness Measure
- Wellbeing Framework Self assessment pre and post data
- Them From Me (TTFM) survey results
- School based data from SENTRAL
- The Personal and Social Capability learning continuum (ACARA)
- Learning and support team meeting records
- LaST Referral data

Student Engagement

- Them From Me (TTFM) survey results
- School based data from SENTRAL
- LaST Referral data
- Individual learning and behaviour programs.

Attendance

- Scout Data - Attendance data
- School based data from SENTRAL
- Learning and support team meeting records
- LaST Referral data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The evaluation plan will involve:

* Regular review of these data sources to provide clarity around whether we are on track for achieving the

Evaluation plan for this strategic direction

intended improvement measures.

- * Regular professional discussion around the School Excellence Framework elements and themes.
- * Executive team and whole staff reflective sessions.
- * Ongoing review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'