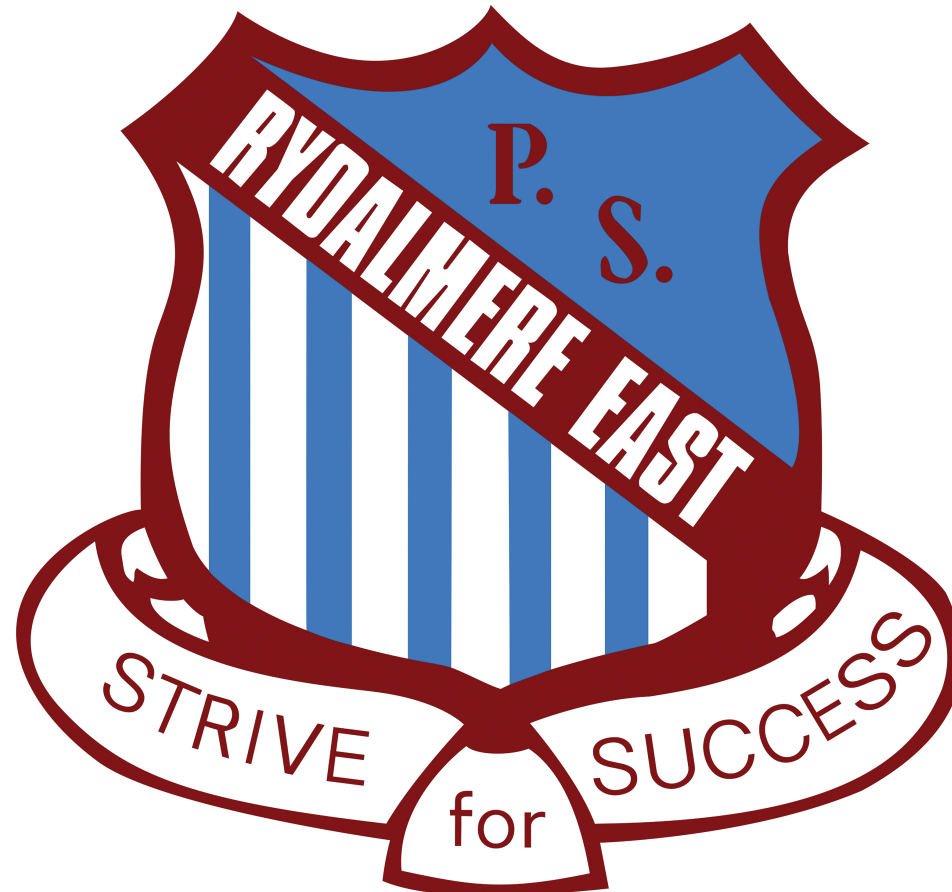


# Strategic Improvement Plan 2022-2026

## Rydalmere East Public School 4123



# School vision and context

## School vision statement

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Rydalmere East Public School's aim is to empower all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. This will enable them to be life-long learners, to participate in and contribute to the global world and practise the core values of the school: respect, excellence and perseverance.

## School context

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Rydalmere East Public School is a school of approximately 170 students (this includes students enrolled in preschool). The school works hard to promote the values of honesty, empathy and respect for others. The school delivers programs to students in preschool, support classes and mainstream K-6 classes. The staff work collaboratively to provide the best learning experiences for all students. The school endeavours to address the complex needs of the school community. These needs are ; highly transient student population, defence families and the complex needs of indigenous students and those from low socio-economic groups within the community.

Through our situational analysis, we have identified the need to embed quality teaching practices in literacy, specifically reading and numeracy. This will be achieved through the use of high impact teaching strategies. Students will utilise effective self-directed learning opportunities to develop independent practice. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student proficiency and growth in all learning areas through the further development and refinement of data driven practices and the development of strong foundational skills in literacy and numeracy. We will implement high impact teaching strategies to ensure quality, consistency and evidence based pedagogical practice.

## Improvement measures

### Reading growth

Achieve by year: 2023

### READING GROWTH

All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

### Numeracy growth

Achieve by year: 2023

### NUMERACY GROWTH

All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

### Assessment

Achieve by year: 2026

### Assessment

100% of student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.

## Initiatives

### Literacy Action Plan

**In Literacy we will challenge and refine pedagogy and embed data driven sustainable teaching practice to develop strong foundational skills. The evaluation of this data will regularly be used to inform:**

- The inclusion of intensive reading practices school wide.
- A focus of the "Big Six" of teaching reading and embed sustainable whole school processes for collecting and analysing data.
- Inclusion of Intensive Reading Comprehension Program in Stage 3.
- In Term 3, initiate effective use of scope and sequences to plan learning experiences tailored to children's ages and developmental levels. Mentoring by Assistant Principals to upskill staff understanding of the Teaching and Learning cycle.
- Teacher collaboration on student assessment and effective use of CTJ.
- Assistant Principal to be upskilled in the 'Big Write' program and to be delivered to staff through PL.

### Mathematics

**The school will implement a whole school approach to teaching Mathematics that enables teachers to drive sustainable improvement.**

- Professional Learning will focus on explicit teaching of numeracy concepts across K - 6
- Use of Learning Progressions to identify individual student progress.
- Preparation for the implementation of the new K-2 mathematics syllabus in 2023

## Success criteria for this strategic direction

- Literacy and numeracy are taught explicitly in all subject areas. (SEF Effective Classroom Practice)
- Student assessment data is used school wide to identify student achievement and progress (SEF Data Skills and use)
- Teaching and learning programs across the school are dynamic, showing evidence of revisions based on feedback of teaching practices (SEF Teaching and Learning Programs)
- Consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF Assessment)
- Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF Assessment)

## Evaluation plan for this strategic direction

### Question:

To what extent have we seen the impact of Mathematics initiatives and the Literacy Action Plan?

### Data:

- NAPLAN data
- Student progress checked and monitored against progressions and syllabus standards using PLAN 2
- Check-In Assessment data
- PAT test.
- IEP's

**Analysis:** Analysis of student growth and attainment will be monitored through stage data tracking and whole school progress monitoring at regular intervals. The school will review annual progress toward the improvement measures

**Implication:** The findings suggest implementation of CAT, consistent use of CTJ and utilisation of

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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benchmarking across K-6.

## Strategic Direction 2: SD 2 Stronger Learning Environments

### Purpose

Build a culture of high expectations and inclusion through authentic engagement with parents and the broader community to support students' academic, physical, social, and emotional growth.

### Improvement measures

#### COMMUNITY ENGAGEMENT

Achieve by year: 2026

#### COMMUNITY ENGAGEMENT

An improvement in the theme of "Community Engagement" to the level of Excelling as measured by the School Excellence Framework.

#### Parent Engagement

Achieve by year: 2026

#### Parent Engagement

Most parents or caregivers attend a school event each year.

#### EFFECTIVE CLASSROOM PRACTICE

Achieve by year: 2026

#### EFFECTIVE CLASSROOM PRACTICE

An improvement in the element of "Effective Classroom Practice" to the level of Excelling as measured by the School Excellence Framework.

#### Engagement

Achieve by year: 2026

#### Engagement

All parents are actively viewing SEESAW leading to an increased engagement in their children's activity at school.

#### DATA SKILLS AND USE

Achieve by year: 2026

### Initiatives

#### Community Engagement

**Develop a planned approach to whole school wellbeing that supports active community involvement. Our students and community will be actively connected to learning, support positive respectful relationships and develop a strong sense of belonging to the school community.**

- Build on collaborative partnerships with students, teachers and the community to have shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved outcomes.
- Implement evidence based approaches including the social-emotional framework to build positive learning in the classroom characterised by supportive relationships.
- Increase opportunities for communication, engagement for Defence Community, Aboriginal community, multicultural community and Cumberland Community of Schools network.

#### Data Skills and Use

**Commit to continuous improvement through the implementation of effective teaching practices, assessment and data analysis. This will be achieved through:**

- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Professional Learning on Visual Learning Strategies to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and

### Success criteria for this strategic direction

- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF Learning Culture)
- All teachers use research based teaching pedagogy with processes in place to evaluate, refine and scale success. (SEF Learning and Development)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively cater for the range of equity issues in the school. (SEF Educational Leadership)
- 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. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF Curriculum)

### Evaluation plan for this strategic direction

#### Question

To what extent have the changes in teacher practice increased engagement within the whole school community?

#### Data

Data sources will extend across

- Attendance data for social gatherings
- Data from class teachers on students setting and achieving learning goals
- Tell Them From Me Surveys
- Teaching staff program feedback and annotations displaying differentiation

## Strategic Direction 2: SD 2 Stronger Learning Environments

### Improvement measures

#### DATA SKILLS AND USE

An improvement in the element of "Data Skills and Use" to the level of Excelling as measured by the School Excellence Framework.

#### Assessment

Achieve by year: 2026

#### Assessment

100% of student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.

### Initiatives

collective pedagogical practice.

### Evaluation plan for this strategic direction

#### Analysis

Ongoing analysis of the success of all initiatives and identify rears for improvement and or modification.

#### Implications

The findings of the analysis will inform future actions and where to next.

# Strategic Direction 3: SD 3 Wellbeing

## Purpose

To maximise student learning the school will implement a positive practical approach to wellbeing that increases engagement for all students including those with complex learning needs and develop students' self-regulation, growth and academic achievement.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

### Attendance

Increase the percentage of students attending school more than 90% of the time to be at or above the lower bound system negotiated target of 80.6%.

### Resilience

Achieve by year: 2026

### Resilience

All students are able to articulate how they better regulate their physical well-being, identify and manage their emotions and cultivate resilience

### Student Support Strategies

Achieve by year: 2026

### Student Support Strategies

100% of teachers confidently implement student support strategies for learning and wellbeing across the school to mitigate potential barriers to learning and address risk factors.

### Wellbeing

Achieve by year: 2023

### Wellbeing

Tell Them From Me data (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target of 87.5%.

## Initiatives

### Wellbeing and engagement

**Embed a school wide approach to student wellbeing and behaviour management so that a collective responsibility for students learning and behaviour is evident. Regularly collect and evaluate data which will be used to inform future practices:**

- Building teachers capacity to increase engagement with challenging students through ongoing professional learning.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance and wellbeing.
- Reviewing current Learning and Support team structure to ensure monitoring, analysis and evaluation is evident.
- Support Unit staff to adjust practice and embed the ongoing improvement in independence, self-direction and self-regulation as measured through IEP goal setting data
- Students progress tracked showing improvement in engagement and a decrease in negative incidents recorded as evidenced through data collected in SENTRAL
- Outdoor learning environments created to enhance wellbeing, focus and engagement of students P -6.

**The school will work collaboratively with colleagues, students and our community to ensure students and teachers maximise their potential in all aspects of their learning and work. We will use data to inform:**

- the selection of teaching strategies that strengthen student voice, leadership development and agency so that students have positive school experiences and can act as partners in school improvement
- the impact of implemented strategies that increase engagement with the school community
- the improvement of classroom practice by working

## Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing- sustaining and growing)

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.(SEF Wellbeing sustaining and growing)

There is a school wide collective responsibility for student learning and success which is shared by parents and students. Planning for learning is informed by sound holistic information about each students wellbeing and learning needs in consultation with parents/carers. (SEF Wellbeing sustaining and growing)

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. (SEF Wellbeing sustaining and growing)

## Evaluation plan for this strategic direction

### Question:

How can the school determine that its systems and processes for supporting student wellbeing, behaviour and engagement have been successful?

### Data:

The school will use data from SENTRAL and the Wellbeing Framework Self -assessment to analyse and address impact and effectiveness of program.

- Professional Development Plans.
- Individualised student plans
- SENTRAL Wellbeing Data

## Strategic Direction 3: SD 3 Wellbeing

### Improvement measures

#### SCHOOL EXCELLENCE - WELLBEING

Achieve by year: 2026

#### SCHOOL EXCELLENCE - WELLBEING

An improvement in the element of "Wellbeing" to the level of Excelling as measured by the School Excellence Framework.

### Initiatives

collaboratively and creatively to improve and strengthen teacher professional learning within school groups and the community of schools

### Evaluation plan for this strategic direction

- Incident reports.
- TTFM - Student wellbeing, family satisfaction.

#### Analysis

- Analysis data to determine the effectiveness of the program and processes.
- Analysis of collaborative practices amongst staff

#### Implications

- The findings of the analysis will inform future directions.