

# Strategic Improvement Plan 2022-2026

## Ermington West Public School 4125



# School vision and context

## School vision statement

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At Ermington West Public School, our vision is to have the highest expectation of learning for every student. We will encourage, guide and challenge students so they can work to their full potential. We will build strong, collaborative partnerships with the school community and work towards a shared responsibility for student improvement to create confident and resourceful individuals who have the ability to thrive in life.

## School context

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Ermington West is part of the Carlingford Network of schools and is located in the north western area of Sydney. The school has an enrolment of approximately 135 students representing 27 language groups with approximately 5% of students who are Aboriginal. Our students come from diverse socio-economic backgrounds and there is a strong focus on belonging among the whole school community.

The school's motto, I Strive, encompasses the desire for students to reflect on and take responsibility for their own academic growth and improvement and as lifelong learners be engaged and active contributors in society. The school has high expectations of every student and provides a variety of learning opportunities so that students can strive to do their best.

There is a close partnership between parents, carers, school leaders and teachers to support the learning and wellbeing of students. The school has an active Parents and Community Association (P&C) who are involved in decision making about whole school matters.

Through the Situational Analysis the school has identified the need to embed high quality whole school literacy and numeracy practices which are data driven to drive student growth and attainment in reading and numeracy. Continual analysis and reflection of student data will determine areas for success and need at an individual, class and school level. Teachers will participate in literacy and numeracy professional learning which are evidence based to deliver explicit and differentiated teaching and learning experiences for students. Teachers will have high expectations of learning and communicate learning intentions and success criteria to students so there is a clear understanding of expectations for all students. Assessment data will be evaluated against collaboratively planned criteria to ensure consistency of teacher judgement and to give appropriate, effective and timely feedback to students about learning success and areas for further improvement.

There will be a stronger emphasis on collaborative practices where teachers and school executive have the opportunity to participate in professional learning communities and gain feedback about their practice to become effective leaders of teaching and learning in the classroom and across the school. Instructional Leadership will be a focus to develop a culture of whole school improvement through reflection of teaching practices. Staff will have opportunities to lead and collaborate within teams to implement, monitor and evaluate areas of the school strategic improvement plan and share results with the staff.

Whole school behaviour management and wellbeing systems will be implemented to promote a positive, safe and inclusive school environment where every student is given the opportunity to thrive. Partnerships and ongoing communication with parents, carers and members of the school community will continue to be fostered to support the learning and wellbeing of every student and ensure successful student transitions to primary school and into high school.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to achieve student improvement in reading and numeracy, we will deliver evidence based professional learning in reading, writing and numeracy to build teacher capacity to deliver explicit teaching and ensure that all students make learning progress.

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## Improvement measures

### Reading growth

Achieve by year: 2023

### Reading growth

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.

### Numeracy growth

Achieve by year: 2023

### Numeracy growth

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.

## Initiatives

### Reading and Literacy Practices

Embed a culture of high expectations in reading and literacy through the delivery of professional learning and evidence-based quality teaching and learning practices where student and whole school data is collected and analysed regularly to determine next steps for teacher practice and individual student improvement.

- Assistant Principal Curriculum and Instruction (APCI) position to build teacher capacity in delivering priority areas through targeted PL, data analysis and the implementation of high-quality practices in reading and literacy.
- Visible and consultative leadership to support staff through the implementation of English K-2 and 3-6 curriculum reforms to deliver explicit reading and literacy practices to support all students, including EaLD students.
- Embed the InitialLit Reading program K-2 to improve students reading, skills and monitor improvement across K-2 to reflect on practice.
- Establish small group targeted intervention to address areas of need as determined by data analysis.
- Deliver PL on HPGE and embed policy in reading and literacy practices.
- Consistent and scheduled formative and summative assessment practices embedded in teaching and learning programs to monitor student progress

### Numeracy Practices

Embed sustainable whole school practices in the delivery of the curriculum and the collection and analysis of data to reflect on and respond to priorities across the school and individual student needs.

- Assistant Principal Curriculum and Instruction (APCI) position to build teacher capacity in delivering priority areas through targeted PL, data analysis and the implementation of high-quality practices in number and numeracy

## Success criteria for this strategic direction

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims (*High Expectations- Sustaining and Growing*)

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (*Differentiation- Sustaining and Growing*)

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them (*Teaching and Learning Programs- Sustaining and Growing*)

Processes for regular collection of literacy and numeracy data are embedded in whole school literacy and numeracy practices. Data is analysed by teams to identify gaps in learning across the school and for evaluation of individual student performance.. Teaching and learning programs are adjusted to respond to needs. (*Effective Classroom Practice- Sustaining and Growing*)

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. (*Feedback- Sustaining and Growing*)

Consistency of teacher judgement is evident and teachers are using collaboratively developed criteria to assess student performance. Teacher judgement correlates closely with external student performance data in reading and numeracy. (*Data Use In Teaching- Sustaining and Growing*)

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# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Development and implementation of scope and sequence for mathematics to ensure consistency in teaching and learning across the school.
- Visible and consultative leadership to support staff through the implementation of Mathematics K-2 and 3-6 curriculum reforms to deliver explicit reading and literacy practices to support all students, including EaLD students.
- Learning Intentions and success criteria are delivered through explicit teaching of numeracy skills so that students receive feedback about their learning and take ownership of achieving their learning goals.
- Establish small group targeted intervention to address specific areas of need as determined by data analysis.
- Maths Vocabulary focus to develop deep understanding of mathematical concepts. to improve problem solving skills.
- Deliver PL on HPGE and embed practices in all numeracy programs to identify students with potential in mathematics and support their improvement and growth.

## Success criteria for this strategic direction

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*Growing)*

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## Evaluation plan for this strategic direction

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Have we achieved our purpose and can the quantitative and qualitative data collected reflect student improvement in reading, writing and numeracy?

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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The following data sources will be utilised to analyse the effectiveness of the initiatives in achieving the improvement measures for reading and numeracy.

- Check in assessments- SCOUT data
- Student work samples
- Exit tickets
- IntialLit data
- Internal data- phonics assessments (pre and post), reading levels, rubrics,Diagnostic number assessments, IFsR
- Student IEP's and PLP's
- Learning walk throughs and teacher observation- PDP's

Data will be reviewed at regular intervals and this will be embedded in the implementation and progress monitoring section of the SIP.

School executive and staff will have regular and annual discussions around the SEF elements and themes to determine whether evidence collected correlates with the school's self assessment. The SEF will be updated annually.

Annually the school will review progress towards improvement measures and report on the progress made in the Annual School Report which is published on the school Website.

After analysing the data the school will make a determination about future actions in regards to the strategic directions of the SIP.

# Strategic Direction 2: Collaborative Practices

## Purpose

In order to develop great teachers and future leaders, we will create a strong culture where teachers feel supported to engage in professional discussion, observation&cedil; reflective practices and meaningful collaboration to drive high level improvements across the school community.

## Improvement measures

### Differentiation

Achieve by year: 2026

### Differentiation

100% of teaching and learning programs will have embedded evidence of data informed differentiated activities.

### Feedback and Consistent Teacher Judgement

Achieve by year: 2026

### Feedback and Consistent Teacher Judgement

100% of teachers are utilising a range of assessment data to make consistent teacher judgement for feedback to students.

## Initiatives

### Collaborative Planning Practices

Implement and embed effective collaborative practices across the school to improve teacher efficacy, curriculum delivery, assessment practices and student learning.

- High Impact professional learning, reading and discussion around evidence-based collaboration and explicit teaching practices including What Works Best 2020 Update to improve knowledge of school leaders and teachers.
- Resourcing and planning to support regular teacher collaboration in the planning and delivery of the curriculum to share expertise and innovative practices in stage teams and across the school.
- Implement and embed collaborative consistent teacher judgement structures to identify gaps in learning and responsive teaching practices
- Structured Lesson and Peer Observation practices which are aligned to the school's professional development practices to support reflection and feedback leading to improvement in teaching practice.
- Develop systems for regular and clear communication with parents about student performance and authentic collaboration on how to support their child's progress.

### Leadership through Collaboration

Through instructional leadership and management recognise and promote future school leaders and grow their capabilities to communicate, lead and monitor the strategic improvement plan.

- High Impact professional Learning for school leaders and aspiring school leaders in analysing data to identify areas for improvement in performance and practice across the school.
- School Leadership plan and coordinate targeted and whole school professional learning which is aligned to teacher's professional development goals (PDP's) and the priority areas of the Strategic Improvement

## Success criteria for this strategic direction

Our success will be measured by the following criteria:

- PL timetables are developed and shared with all staff in priority areas. Targeted and whole school PL is delivered with reflection and discussion time embedded. (*Professional Learning- Sustaining and Growing*)
- Teachers regularly collaborate to improve teaching and learning in their stage group. Negotiated observations are evident with feedback given to improve practice. Targeted PL is planned and delivered. (*Collaborative Practice and Feedback- Sustaining and Growing*)
- Assessment criteria is collaboratively developed across stages for consistent teacher judgement. CTJ Practices are planned regularly and there is evidence of stage collaboration to address gaps in learning. (*Data Use in Teaching- Sustaining and Growing*)
- Clear structures and timelines are evident for lesson observations and negotiated peer observations with feedback provided to improve practice. (*Collaborative Practice and Feedback- Sustaining and Growing*)
- Parents are presented with clear information about what and how well their children are learning through accessible formats. Parents are provided with information on how to support their child. Surveys conducted to gain feedback about reporting to parents' procedures. (*Parent Engagement- Sustaining and Growing*)

## Evaluation plan for this strategic direction

The progress of the plan will be evaluated at monthly school leadership meetings, by executive reviewing the frequency of access to Google Drive, community feedback of this communication method, evaluation of PL through Cumberland Community Connection.

### Initiatives

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#### Plan

- Collaborative Partnerships with Cumberland Community of Schools for school leaders and aspiring school leaders to share knowledge around best practice and leadership skills.
  - Establish clear and consistent processes for the implementation and monitoring of the school improvement plan and improvement measures with all staff.
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# Strategic Direction 3: Wellbeing Practices

## Purpose

Create a positive school culture where students are known, valued and cared for and provide strategies to optimise students learning, behaviour and wellbeing. Develop effective partnerships with all members of the school community to collaborate and make informed decisions about student learning and wellbeing.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

### Attendance

Improvement in the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 84.1%.

### Positive School Culture

Achieve by year: 2026

### Positive School Culture

100% of teachers have embedded positive classroom and playground initiatives as explicitly described in the student management and discipline policy to create stimulating, engaging and safe environments for students.

## Initiatives

### Proactive, Preventive and Effective Approaches Across the School

Embed a whole school approach to classroom and playground management to create safe, positive and stimulating climates for learning and interaction across the school.

- Evidence based professional learning such as: Zones of Regulation and Classroom Management PL to develop knowledge and embed effective, explicit and evidence-based approaches to classroom management.
- Planned involvement of the school community in the development of school, classroom and playground expectations and disciplinary actions. which reflect best practice and DET Inclusive, Engaging and Respectful school policies.
- Delivery of Behaviour and Playground Management Programs across the school community.
- Regular monitoring by school leaders and teachers of whole school, class and playground management systems/policies to reflect on and make changes to meet needs across the school.
- Embed positive classroom and playground initiatives to create stimulating, engaging and safe environments for students
- Refinement of individual student behaviour plans to reflect evidence-based practices including SMART goals and feedback.
- Collaboration with Learning and Support, DET Behaviour specialists to deliver professional learning on managing complex and challenging behaviours and plan for the implementation of strategies across the school.
- Collaboration with AECG, Aboriginal Community Liason Officers (ACLO) and parents/carers to develop effective partnerships to support student behaviour and engagement at school.
- Effective collaboration with parents/carers to plan for and manage complex student learning needs and

## Success criteria for this strategic direction

Our success will be measured by:

- Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. (*Behaviour- Sustaining and Growing*)
- A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. (*Classroom Management- Sustaining and Growing*)
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.. (Individual Learning Needs- Sustaining and Growing)
- The school collects, analyses and uses data including reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. (Planned Approach to Wellbeing- Sustaining and Growing)
- The leadership team analyses responses to school community satisfaction measures (*Community Satisfaction- Sustaining and Growing*)
- The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. (Transitions and Continuity of Learning- Sustaining and Growing)

## Evaluation plan for this strategic direction

Have we achieved our purpose and can the quantitative and qualitative data collected reflect improvements in student wellbeing and evidence of a positive school culture across the school?



# Strategic Direction 3: Wellbeing Practices

## Initiatives

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behaviour.

- Develop effective systems to manage student transitions to and from the school.

## Positive School Culture

Embed strategic and planned approaches to wellbeing so that all students can connect, thrive and achieve.

- Professional learning, discussion and reflection on student engagement to inform teacher practices and build a culture of high expectations for all students..
- Professional Learning for all staff on Aboriginal Education to support the aspirations of students.
- Building Partnerships with Local AECG to develop relationships and deliver professional learning to support the connection, engagement and learning of Aboriginal and Torres Strait Islander students and strengthen relationships with the community.
- Professional Learning on Disability Education Standards and embed practices to ensure inclusive education for all.
- Embed HPGE policy and strategies across all curriculum areas.
- Develop effective timelines to monitor attendance and report on attendance issues in line with DET policies.
- Implement strategies for regular engagement with parents and internal and external support to improve student attendance and engagement at school.
- Develop and deliver evidence based whole school and targeted programs to teach healthy coping strategies.
- Review, refine and implement LST processes to identify, support and review students who have additional learning needs in consultation with parents and carers.
- Develop connections with external providers to implement whole school and targeted support programs for identified students.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives and this analysis will guide the school's future directions..

- Student/Parent/Teacher Focus Group Feedback
- Attendance Data
- Suspension Data
- LST Data/referrals
- Data analysis and improvement tracking of students on IEP's
- School Leaders and Teachers reflection of SEF Elements

## Evaluation Plan

The Evaluation Plan will involve:

- Term by term review of these data sources to provide clarity around whether we are on track for achieving the intended outcomes.
- Discussion and reflection of SEF elements and themes.
- Discussion and reflection of parent feedback.
- Review of external and internal qualitative and quantitative data to corroborate conclusions.

Analysis of the data will provide information that will guide future planning for the strategic improvement plan and improvements in practice and collaboration.

# Strategic Direction 3: Wellbeing Practices

## Initiatives

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- Planned support for Teacher Wellbeing
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