

# Strategic Improvement Plan 2023-2026

## Auburn West Public School 1075



# School vision and context

## School vision statement

To foster successful, resilient citizens with a commitment to lifelong learning through best practice, continuous growth, innovative teaching and learning, and challenging intellectual inquiry.

## School context

Auburn West Public School provides inclusive K-6 education for a diverse community located on the western edge of the suburb, adjacent to Auburn Botanical Gardens. Current enrolment stands at 560 with 23 classes, including 98% of students from a non-English speaking background. In addition to English as an Additional Language or Dialect (EAL/D) teachers, community language programs in Arabic and Turkish support students in their learning. The school receives additional funding to implement innovative programs that aim to ensure equity, social and resourcing goals are addressed. Students, staff, parents and the wider community work together to promote excellence, where *'effort is the key'*.

Students at Auburn West Public School are at the centre of all school decision making. The school community works together to ensure *'Every student is known, valued and cared for'*. The Learning Support Team facilitates programs, including Positive Behaviour for Learning (PBL) and deploys resources to support the wellbeing and academic performance of all students, allowing them to *'connect, succeed and thrive'*. Students are provided with a range of extra-curricula and learning opportunities which seek to support and extend their learning. Examples include: PSSA, school sport, STEM, technology, creative and performing arts, student leadership and Tournament of Minds.

Staff at Auburn West Public School are professional, collaborative and caring. Wellbeing and capacity development are priorities. Professional learning is differentiated and targeted to the range of career experiences for all staff. The Executive leadership team is augmented by two Deputy Principal Instructional Leaders through the Early Action for Success (EA4S) program. Instructional leadership and co-teaching are a focus across the school as leaders work with teachers to meet the challenge of continual improvement through reflection and implementation of well researched practices, the analytical monitoring of student performance data and transforming pedagogy into innovative practice.

The school has completed a situational analysis and has identified three areas of strategic focus - student growth & attainment, wellbeing & engagement, leadership & agency - which build on the work and improvement achieved in the previous school planning cycle. The initiatives and programs of the strategic directions will see the realisation of the school's vision including a focus on continuous growth and improvement, high expectations, self-regulated learners, goal setting, inquiry learning and creativity, student voice and leadership and parental engagement. The school initiated and fosters a number of professional partnerships to assist in delivering its vision and strategic plans.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading and numeracy, staff will further develop and refine evidence-based quality teaching and learning practices and curriculum differentiation that are responsive to the needs of all students. Students become self-regulated learners who can monitor and reflect on their own progress and work with teachers to direct future learning.

## Improvement measures

### Reading growth

Achieve by year: 2023

Year 3 2023 student data demonstrates improved reading text level scores compared to the same cohort in 2022.

### Numeracy growth

Achieve by year: 2023

Year 3 2023 student data demonstrates improved flexible additive strategies compared to the same cohort in 2022.

## Initiatives

### Reading

- To indicate that student progress and achievement on these external measures (Check in Assessment and NAPLAN) is consistent with progress and achievements on internal assessments (Week 38 Traffic Light Sheet Data)
- An integrated approach to quality literacy teaching, planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the needs of all students through a focus on explicit instruction;
- Community engagement with reading where students value reading and achieve improved reading proficiency; and
- Build a systematic networked approach to improving reading through a partnership with two primary schools and one high school.

### Numeracy

- To indicate that student progress and achievement on these external measures (Check in Assessment and NAPLAN) is consistent with progress and achievement on internal assessments (PLAN 2 Data)
- Embed an inquiry based approach to mathematics, which incorporates number talks and reflection, that are integrated into KLAs; and
- Deliver High Impact Professional Learning (HIPL) to build teacher capacity to be responsive and strategically plan effective numeracy lessons.

### Transitions and continuity of learning

#### Improve whole-school structures and processes for transition : -

- from end of current school year into new school year;
- from preschool to Kindergarten;
- from Year 6 to Year 7;
- for students identified for support by LST;

## Success criteria for this strategic direction

**Curriculum** - The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable; and

Students' learning and courses of study are monitored longitudinally (for example K-2; K-6) to ensure continued challenge and maximum learning.

**Effective Classroom Practice** - All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

**Transitions and continuity of learning** - 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.

## Evaluation plan for this strategic direction

- Internal Traffic Light Sheet Data (K-6 Student reading Level Data)
- NAPLAN data
- Check in assessment data
- PLAN 2 data
- School based assessment data & annotated artefacts
- EAL/D annual survey
- EAL/D School Evaluation Framework (yearly)
- Year 1 Phonics screening assessment
- Year 2 Phonological Awareness assessment for targeted students
- Transition data

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- for students from an Aboriginal background;
- for New Arrival students with EAL/D needs; and
- for students who arrive throughout the school year.

## Strategic Direction 2: Wellbeing and engagement

### Purpose

To ensure that all students are able to connect, succeed and thrive, there will be a planned approach to whole school wellbeing that supports student's cognitive, physical, social, emotional and spiritual development and fosters positive and engaged relationships with all members of the school community.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

**Attendance** - 3.4% uplift of students attending >90% of the time.

#### Wellbeing

Achieve by year: 2023

**Wellbeing** - Student TTFM surveys reflect a growth in students identifying positive levels of wellbeing with an uplift of 3%.

Achieve by year: 2026

- The school's self-assessment in the Wellbeing for School Excellence Framework theme of attendance improves from a baseline of delivering to excelling.

Achieve by year: 2026

**Sport & Physical Health** - Student TTFM surveys reflect a growth in student participation in sport with an uplift of 8%.

Achieve by year: 2026

- Improvements in school self-assessment across the three domains of the Sport and Physical Activity: School Health Check (organisation; teaching and learning; and partnerships) from a baseline of below delivering to excelling.

### Initiatives

#### Attendance

- Establish a whole-school attendance model to provide high-impact professional learning, build high expectations for regular student attendance and collective responsibility between staff, students, parents and carers.
- Expertly use attendance data to monitor, review, analyse and respond to student attendance patterns in partnership with parents and carers.

#### Wellbeing and Engagement

- Embed the Wellbeing Framework for Schools and the Student Behaviour Strategy for all students to connect, succeed and thrive.
- Improve students' sense of belonging through positive staff, student, family and community connections.
- Embed universal preventative, positive learning processes and targeted and intensive programs through Positive Behaviour for Learning.
- Provide meaningful, engaging and consultative personalised support programs to enable students to achieve success.

#### Sport and Physical Health

- Develop a Sport and Physical Activity guideline, that incorporates the PDHPE syllabus, Physical Literacy Continuum and quality assessment embedded across the school.
- Build teacher capacity and collective pedagogical practice using high impact professional learning to deliver inclusive health and physical education programs.
- Develop community partnerships with a range of providers and community organisations to promote physical activity and healthy living choices.

### Success criteria for this strategic direction

**Attendance:** Teachers, parents and the community work together to embed high expectations of student attendance. Regular student attendance is valued, rewarded and celebrated.

**Wellbeing and engagement:** There is school-wide, collective responsibility for student wellbeing. Responsibility for student learning and success is shared by staff, families and students. Students strive towards and achieve meaningful goals that reflect high expectations and planning for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

**Sport and physical health:** There is an evidence based, whole school approach to physical activity and health and teachers are able to embed high quality, inclusive physical activity and health practices in teaching and learning programs.

### Evaluation plan for this strategic direction

**Attendance:** To what extent has on time and overall attendance improved ?

Attendance data including LAMP sheets; Attendance review meetings; Attendance reward programs

**Wellbeing and engagement:** To what extent do school wellbeing processes support the wellbeing of all students?

Wellbeing Framework and School Excellence Framework self-assessment; Positive Behaviour for Learning data; Learning Support Team data, support plans, referrals, access requests, NCCD data; Community participation and feedback including Tell Them From Me and internal surveys

**Sport and physical health:** To what extent has students' sport participation and the schools' School Health Check assessment improved?

Sport participation rates; School Sports Physical Activity

## Strategic Direction 2: Wellbeing and engagement

### Evaluation plan for this strategic direction

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Health Check; Physical Literacy Continuum data; Tell Them From Me data

## Strategic Direction 3: Leadership and agency

### Purpose

In order to maximise the development of strong foundations for academic success in all key learning areas we will promote student agency and voice through positioning students, staff and parents as partners in learning whereby students are able to deliver their best and continually improve as learners, leaders, creative and critical thinkers.

### Improvement measures

Achieve by year: 2026

#### Student Agency

- Student TTFM surveys reflect a growth in students who are interested and motivated in their learning with an uplift of 11%.
- Student TTFM surveys reflect a growth in students who set challenges with an uplift of 14%.
- Student TTFM surveys reflect a growth in students understanding of explicit teaching practices and feedback indicators with an uplift of 12%.

Achieve by year: 2026

- 100% of identified green+ students are provided with opportunities to explore and engage in learning that extends and challenges them.

Achieve by year: 2026

- Wellbeing (individual learning needs) = Excelling
- Curriculum (differentiation) = Excelling
- Assessment (student engagement) = Excelling

Achieve by year: 2026

**High Potential Gifted Education** - 100% of teachers are trained in understanding and using the HGPE policy to implement strategies that appropriately challenge students.

### Initiatives

#### High Potential Gifted Education

- Students will be supported and empowered to challenge their learning and future goals by teachers who have working knowledge of the High Potential Gifted Education Policy. Students will be given opportunities through school processes and programs that develop their talents in one or more of the 4 domains - intellectual, creative, social-emotional and physical.
- The school will develop the wider community's understanding of the High Potential Gifted Education policy and demonstrate how students are being identified, supported, catered for and challenged.

#### Student Agency

- Empower students to connect, explore and share ideas in a constructive and reflective environment through the SRC (Student Representative Council) and school-wide leadership program.
- Embed an inquiry approach to teaching and learning to ensure students have skills to investigate, create and solve problems through STEM, Design Thinking, digital literacy and ICT skills.
- Empower students to become leaders of their own learning and progress through visible learning processes.

### Success criteria for this strategic direction

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

**Wellbeing** - There is 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 student's wellbeing and learning needs in consultation with parents/carers.

**Assessment** - Feedback from students on their learning derived from assessments informs further teaching.

**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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

### Evaluation plan for this strategic direction