

# Strategic Improvement Plan 2023-2026

## Ingleburn Public School 2206



# School vision and context

## School vision statement

Ingleburn Public Schools, school vision is to provide an innovative and collaborative learning environment that empowers all to be future focused global citizens. We aim to bring about a cultural change that ensures our students are best equipped and empowered to be creative, productive, curious, resilient, socially responsible and empathetic learners who become responsible citizens that positively contribute in an ever-changing world. Students are at the heart of our journey, creating teaching and learning environments that enable students to be healthy, happy, engaged and successful, so they can Connect, Succeed and Thrive.

## School context

Ingleburn Public School is part of the St Andrews Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 439 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. Our school celebrates diversity with over 64% of our students from language backgrounds other than English and representing a wide variety of cultural groups and approximately 5% are of Aboriginal and Torres Strait Islander background. We promote understanding, acceptance and inclusivity in all programs. These experiences allow students to engage and succeed in a rapidly changing world.

We are committed to providing innovative programs to develop skills in global citizenship, creativity, collaboration, critical thinking and creativity, to ensure students reach their full potential. We value the importance of providing students with opportunities in, sporting activities and programs, performance in the creative arts, debating, public speaking, robotics, chess challenges, drama groups, United Student Council representative and many more initiatives. These opportunities provide students with positive academic outcomes, such as students' grades and educational aspirations, improved attendance, pro-social behaviours and overall love of school.

We have a strong focus on high quality teaching and learning. We are dedicated to providing a caring and quality learning environment with a commitment to developing the whole child. Collective efficacy and collegiality are central to the school's success in improving student outcomes for 2023-2026. Collaborative planning, highly effective teaching practices, and professional learning will be a focus throughout our plan and will build upon quality differentiated instruction for all students.

Future focused pedagogy and innovative practices that engage and inspire students to be problem solvers form the foundations of our school plan and strategic directions. There is a commitment to excellence and achievement in all areas of education, which shapes learning experiences that are authentic, challenging and engaging. We have a strong focus on all teachers knowing their students well, valuing them as learners and understanding how to support their learning using Universal Design for Learning, inclusive education that meets the needs of all our students. Teachers will continually challenge their students to achieve their personal goals, encouraging continuous improvement and life-long learning for all.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in Literacy and Numeracy, and to build educational aspiration, we will commit to the implementation of explicit, effective evidence based teaching methods and develop consistent assessment practices to support continual progress and achievement for all students. Our teachers will draw upon relevant and reliable data to make evidence-informed decisions about teaching and learning, and further refine their practice through quality targeted professional learning

## Improvement measures

### School Excellence Framework

Achieve by year: 2026

School demonstrates growth from Delivering to Sustaining and Growing in the theme of 'Data Skills and Use' (School Excellence Framework- 'Teaching')

### School Excellence Framework

Achieve by year: 2026

School demonstrates growth from Delivering to Sustaining and Growing in the theme of 'Curriculum and Assessment' (School Excellence Framework- 'Learning')

### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in "Understanding Texts" over the year, using the learning progressions.

### Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth in "Number Sense and Algebra", using the learning progressions.

## Initiatives

### Highly Effective Teaching Practices

- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice
- In Literacy, teachers will develop a shared understanding of evidence-based high impact teaching strategies that are consistently informed by the best available research, student feedback, practice and valid evidence of student learning.
- Develop quality targeted and whole school literacy intervention strategies to address and identify improvement measures.
- In Numeracy, teachers will develop a shared understanding of evidence-based high impact teaching strategies that are consistently informed by the best available research, student feedback, practice and valid evidence of student learning showing improvement and growth
- Develop quality targeted and whole school numeracy intervention strategies to address and identify improvement measures.
- Re-calibrate and adjust planning to ensure improvement measures are measured.

### Data Driven Practices

- Develop a whole school approach to data collection and analysis to inform the teaching and learning cycle and progress tracking
- Review and adapt practice to ensure reliable assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Develop targeted and ongoing staff professional learning programs to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.
- Re-calibrate and adjust planning to ensure improvement measures are measured.

## Success criteria for this strategic direction

### Highly Effective Teaching Practices

- All teachers identify, understand and implement the most effective, evidence- based teaching in Literacy and Numeracy across the school
- All Teachers will employ high expectations and high impact teaching strategies
- School leaders co-design and provide the environment and structure for purposeful and personalised ongoing professional learning
- EAL/D, Aboriginal Education and Enhance Learning and Empowerment Team collaboratively exchange student information with classroom teachers and negotiate learning goals as an integral component of whole school approaches to language, literacy and numeracy programs
- Teachers collaborate to share curriculum, knowledge of data, feedback about student progress and achievement which support high expectations of and meet the learning needs of all students.
- Our school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- Student data demonstrates that student progress and achievement is statistically similar to or above statistically similar schools on external measures.

### Data Driven Practices

- Student progress and achievement is regularly mapped to the Learning Progressions in literacy and numeracy and used responsively as an integral part of classroom instruction.
- Data informed strategies are adopted to optimise student achievement and growth in literacy and Numeracy
- Visible learning intentions, success criteria and differentiated questioning strategies are used regularly in literacy and numeracy learning
- Whole school process for collecting and analysing data (NAPLAN, Check- In, Best Start and Year 1

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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- Phonic Screener and Data on PLAN 2 and Scout)
- Teachers clearly understand, develop and apply a full range of assessment strategies -in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF Teaching: Data Skills and Use indicates improvement from Delivering to Sustaining and Growing)
  - Valid and consistent teacher judgment of data collection, monitoring, and analysis is evident across the school. (SEF Learning: Assessment indicates improvements from Delivering to Sustaining and Growing)

## Evaluation plan for this strategic direction

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### Question:

Does the data show improvement in Literacy and Numeracy achievement across the school? Are teachers using a consistent approach to how data is collected, analysed and used to inform teaching and learning?

Has the new curriculum been implemented throughout the school?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- NAPLAN data
- SCOUT
- Best Start
- Check-in assessment data
- Literacy and Numeracy PLAN 2 data
- Class formative and summative assessment tasks
- School scope and sequences and teaching and learning programs

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measure have been achieved.

### Implications

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures
- Executive team and stages meet regularly to analyse school data.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Ongoing review and triangulation of data sources including quantitative and qualitative, internal and external data.
- After analysing School Improvement Plan data, a determination will be made as to Where to Next?

# Strategic Direction 2: Wellbeing and Engagement

## Purpose

At Ingleburn Public School we strive to create a dynamic and inclusive learning community that inspires curiosity, fosters creativity, and prepares students for success in an ever-changing world. Reflecting on student wellbeing over the pandemic years we know the impact that emotional wellbeing has on student learning and achievement. We recognise the importance of the individual in the success of their own learning and aim to create an environment where students can connect, succeed, and thrive. We will embed a whole school approach to student wellbeing and personalised learning where there is a collective responsibility for student learning and success whilst establishing productive connections with the broader school community.

## Improvement measures

### Student Wellbeing

Achieve by year: 2026

A school-wide system for tracking, monitoring, collecting and analysing student learning needs and wellbeing data is embedded to drive whole-school wellbeing practices

### Aboriginal Education

Achieve by year: 2026

Aboriginal and Torres Strait Islander perspectives, histories and cultures are embedded into our school programs and learning is enhanced by the use of quality literature, resources, experiences and excursions.

### School Excellence Framework

Achieve by year: 2026

School demonstrates growth and improvement from Sustaining and Growing to Excelling in the theme Wellbeing 'A Planned Approach to Wellbeing' (Learning Domain-School Excellence Framework)

Achieve by year: 2026

Increase the percentage of students attending school 90% of the time or more to be trending towards the upper

## Initiatives

### Student Wellbeing and engagement

- Consolidate and streamline our school-based Wellbeing and High Potential and Gifted Education Initiatives (e.g. Wakakirri, Yarning Circles, and Robotics) in order to nurture individual and collective wellbeing, improving student engagement and attendance.
- Develop a whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement.
- Use school developed surveys and Sentral data to capture student wellbeing as a basis to inform wellbeing programs and behaviour initiatives.
- Provide students with opportunities to use school and community spaces as learning tools to encourage global citizenship.
- Continually foster purposeful positive relationships with all stakeholders to build on a school-wide learning culture of student wellbeing to ensure shared and sustainable pathways for all students.
- Re-calibrate and adjust planning to ensure improvement measures are measured.

### Personalised Learning

- Embed a learning culture where teachers support students to co-construct learning goals and success criteria to make learning visible.
- Teachers are encouraging a growth mindset in all students by providing learning programs that cater for individual students learning needs social, use of the Curiosity and Powerful Learning framework and Theories of Action 'Harnessing Learning Intentions, Narrative and Pace'
- Improve on and embed sustainable whole school processes that meet the individual needs of all learners, ensuring that all students are appropriately challenged and all adjustments lead to improved student achievement.

## Success criteria for this strategic direction

### Wellbeing

- Establish a school wide program of wellbeing and High Potential Gifted Education initiatives to provide students with a wide range of opportunities and experiences to explore their own potential.
- Attendance data is collected and collaboratively analysed on a regular and planned basis to inform planning and targeted approaches for all students.
- School based learning environments are used by all students and maintained regularly. They are evaluated for their effectiveness in improving student learning and engagement on an annual basis.
- Embedding of differentiated and targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustments ensuring strategies are regularly reviewed.
- Increasing the opportunities for students to engage in extracurricular programs.

### Personalised Learning

- 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. This drives ongoing, school wide improvement in teaching practice and student results.
- Teachers respond to trends in student achievement at individual, group and whole school levels.
- Individual approaches evident in learning programs and/or management of behaviour based on student need
- Curiosity and Powerful Learning Theories of Action and Universal Design for Learning pedagogies are evident in curriculum planning
- Students can articulate the purpose of key learning experiences and create and use success criteria to evaluate their learning
- Students demonstrate growth mindset in learning

## Strategic Direction 2: Wellbeing and Engagement

### Improvement measures

bound system-negotiated target

### Initiatives

- Ensure Aboriginal and Torres Strait Islander students are supported to achieve their potential academically, socially and with knowledge of culture.
- Re-calibrate and adjust planning to ensure improvement measures are measured.

### Success criteria for this strategic direction

- that is tailored to their needs
- Aboriginal and Torres Strait Islander students are provided with quality opportunities for personalised and cultural learning.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
- 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.

### Evaluation plan for this strategic direction

#### Question

Do students have a greater understanding of their own potential and their own areas of strength and areas for development ?

Do extra-curricular activities provide opportunities for talent development, student potential and student interest?

Are teachers providing opportunities for students to choose learning spaces that support learning intentions and community connection?

#### Data

- Evidence of UDL and C&PL in curriculum planning
- Sentral reports
- PLaSPs, PLPs, BSPs
- School developed wellbeing surveys
- Weekly stage wellbeing, attendance and behaviour discussions
- Case management meetings
- Assessment Tracking (to identify HPGE)
- Student voice

## Strategic Direction 2: Wellbeing and Engagement

### Evaluation plan for this strategic direction

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- Professional reflection on programs and PDP reviews

#### Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

#### Implications

- Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future
- School planning to provide continuous improvement
- The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.



# Strategic Direction 3: Empowered Teaching and Learning

## Purpose

The last few years have seen change at Ingleburn Public School. The implementation of Hive Learning (a multi-age grouping approach), consolidation of Universal Design for Learning (UDL) and establishing a data-driven approach has shown a need for personalised professional development for teachers. We understand that high impact professional learning sets the foundation of improving teaching and learning practices for ongoing growth in student progress and achievement. We aim to provide opportunities for teachers to improve their understanding of innovative and future focused teaching and learning, UDL, the new NSW Curriculum and Curiosity and Powerful Learning by David Hopkins. Evidence of this will be seen in their teaching and learning experiences provided for students.

## Improvement measures

### Professional Learning

Achieve by year: 2026

Tailored professional learning that aligns with the school's priorities and individual teacher's goals

### Systems

Achieve by year: 2026

Explicit and structured systems are evident that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

### School Excellence Framework

Achieve by year: 2026

School demonstrates growth from Sustaining and Growing to Excelling in the theme of Learning and Development 'Expertise and Innovation' (Teaching Domain- School Excellence Framework)

### School Excellence Framework

Achieve by year: 2026

## Initiatives

### High Impact Professional Learning

#### High Impact Professional Learning

- Create a system of reflection and evidence collection to better inform our approach of school improvement
- Enable collaborative learning amongst teachers by providing opportunities for them to work together to plan and implement instructional strategies, share best practices, and provide feedback and support to one another
- Facilitate differentiated Professional Learning linked to PDP's to enable all staff to share expertise and inspire improvement in practice
- Re-calibrate and adjust planning to ensure improvement measures are measured

### Innovative Teaching and Learning

- Adopt a creative approach to the implementation of the new curriculum and appropriate Curiosity and Powerful Learning strategies that align with the school's vision
- Universal Design for Learning pedagogy is embedded in everyday teaching and learning
- Up skill teachers and students in the effective and purposeful use of technology in the classroom.
- Empower staff with the knowledge and confidence when planning for authentic future focused teaching and learning
- Re-calibrating and adjusting planning to ensure improvement measures are measured.

## Success criteria for this strategic direction

### High Impact Professional Learning

- Professional learning activities are evaluated to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers and leaders collaborate with staff in other schools to establish a professional learning community
- Explicit systems are embedded that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school- wide improvement in teaching practice and student results.
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress
- The school embeds evidence based practices to promote continuous improvement through professional learning
- The leadership team establishes professional learning community which is focused on continuous improvement of teaching and learning
- Teachers use their Performance and Development Plans (PDP's) to continually build their capacity to ensure every student experiences high quality teaching

### Innovative Teaching and Learning

- Teachers trial innovative practices and has processes in place to evaluate, refine and scale success.
- All teachers receive evidence based and future focused Professional Learning and shoulder to

# Strategic Direction 3: Empowered Teaching and Learning

## Improvement measures

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School demonstrates growth from Developing to Sustaining and growing in the theme of Learning and Development 'Collaborative Practice and Feedback' (Teaching Domain- School Excellence Framework)

## Success criteria for this strategic direction

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- shoulder support to improve practice and build collegiality
- Students take responsibility and develop agency, initiative and critical thinking skills in an ever changing world.
- Enhanced student engagement, motivation and learning outcomes through a focus on innovative curriculum provisions
- Regular and ongoing planning, monitoring and evaluation of whole school approaches and program to effective teaching practices.

## Evaluation plan for this strategic direction

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### Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of teacher practice and leadership?

### Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- High Impact Professional Learning School Self Assessment Tool
- Program feedback analysis showing continual improvement of teachers using data to drive differentiated curriculum provision.
- Student & staff visible learning perception survey every 6 months.
- Student agency focus group videos every six months.

### Analysis

Analysis will be embedded within the initiatives with ongoing monitoring of progress towards the improvement measures.

## Strategic Direction 3: Empowered Teaching and Learning

### Evaluation plan for this strategic direction

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#### Implications

The findings of the analysis will inform:

- future directions
- future actions
- annual reporting on school progress measures to ensure teachers and leaders embed best practice.