

Strategic Improvement Plan 2023-2026

Ironbark Ridge Public School 4638



School vision and context

School vision statement

Continuous growth for all through high impact practices and learner agency in a nurturing, inspiring environment.

School context

Ironbark Ridge Public School opened in 2005 and will have an enrolment of approximately 850 students at the commencement of 2023, including 70% of students from a language background other than English. It is a modern, attractive school situated in a rapidly growing area of North-Western Sydney. The school has developed a well-deserved reputation for the quality of educational instruction and individual learning challenge, as well as the nurturing care provided to all students of all abilities.

The core values of the school are proudly articulated through the school motto: *Strength, Respect, Excellence*. These ideals provide students with character traits to strive to embody, and an aspirational framework for many of our school programs. The focus is always on learning and personal growth at Ironbark Ridge, with the expectation that all members of the community are: Safe, Responsible and Respectful. The school has NSW Department of Education Opportunity Classes for Years 5 and 6. The holistic development of all learners is of paramount importance and this can only be achieved when in close partnership with parents and the local community.

Rigorous *Situational Analysis* conducted during 2021 and 2022, involving high levels of community consultation with students, parents and staff, highlighted many areas of strength and excellence in school achievement. Student reading results in both external and school-based assessments has shown significant sustained growth in recent years highlighting effective teaching and learning in this area. Numeracy results in external assessments shows particularly positive growth in problem solving and working mathematically from Year 3 to Year 5. There are a number of areas for future improvement:

1. Assessment practices require further development and consistency to support both teaching and learning. Differentiated instruction will be driven by data collection and analysis. Student involvement in the learning process through self-assessment and learner agency is to become a major focus in the new strategic improvement plan.
2. Reporting procedures do not currently match the school's ongoing focus on growth. More regular, improved communication about learning in classrooms is required as an integral aspect of effectively reporting on learning progress.
3. Through annual 'Tell Them From Me' surveys, students continue to report low levels of '*Sense of Belonging*' at the school. This measure of overall wellbeing will become a focus.

As a result, the 2023-26 Ironbark Ridge Strategic Improvement Plan (SIP) is directed towards the continual improvement of high impact teaching and learning in Literacy and Numeracy, collaborative inquiry into evidence-based teaching practices, developing responsible, autonomous assessment-capable learners, creating authentic, productive learning partnerships with our community, and building school spirit and a sense of belonging at Ironbark Ridge to provide a strong foundation for individual student growth.

Strategic Direction 1: Student growth and attainment

Purpose

Learner growth & attainment…

- A focus on Growth - to ensure every student, every staff member, every leader, and our school makes at least a year's growth every year through self-determination and learner agency.
- Collaborative Inquiry & Evaluation - to enhance the school culture of collaborative practice, evaluative thinking and build collective efficacy.

Improvement measures

Reading growth

Achieve by year: 2023

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

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.

A Focus on Growth

Achieve by year: 2026

Student **growth** is measured and reported in English and Maths each semester through progress reports.

Teachers achieve ongoing **growth** as evidenced against the Australian Professional Standards (& Descriptors) for Teachers (APSfT) through annual self-assessment.

Initiatives

A Focus on Growth

To ensure every student, every staff member, every leader, and our school makes at least a year's growth every year through self-determination and learner agency.

- Learner growth
- Teachers as learners

Collaborative Inquiry & Evaluation

To enhance the school culture of collaborative practice, evaluative thinking and build collective efficacy.

- Data literacy and evaluative mindset
- Collaborative inquiry into high impact classroom practices

Success criteria for this strategic direction

- Students are achieving higher than expected growth on internal school progress and achievement data. (SEF-SPM)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. (SEF-EL)
- All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (SEF-EL)
- There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process. (SEF-PS) In addition, whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (SEF-LD)
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. (SEF-PS)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF-LC)

Evaluation plan for this strategic direction

Questions: Can we demonstrate impact and improvement of student outcomes in Literacy and Numeracy?

Data: We will use a combination of data sources. These will include:

- Internal assessment, eg. pre and post-assessments, PLAN2

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- External assessment, eg. NAPLAN, Essential Assessment and PAT
- Assessment schedules, and learning plans/programs
- Data talks
- Student work samples, moderated
- Surveys, observations, student voice and feedback, etc.
- Staff PDPs

Analysis: Regular reviews and analysis will occur within executive meetings and during communication meetings with staff. Annually the school will review progress towards the improvement measures.

Implications: Regular review will provide clarity around whether we are on track for achieving the intended improvement measures. Flexibility in the implementation process is crucial in ensuring deep change in practice and school culture, hence timeframes will evolve in response to measured impact.

Strategic Direction 2: High impact teaching and learning

Purpose

Systematic, continuous improvement through collaborative inquiry into the **Teaching and Learning Cycle**:

- *High Impact Assessment Practices*
- *High Impact Curriculum Design*
- *High Impact Instructional Expertise*

Improvement measures

High Impact Assessment

Achieve by year: 2026

- Teacher response in TTFM survey to "I discuss my assessment strategies with other teachers." increases to 9.0 points, an uplift of 0.6 pts.
- Continued uplift in "Data informs practice" classroom practice teacher self-assessment in TTFM survey - a further 0.6 points to 8.5/10, including teachers at Ironbark Ridge for 5+yrs scoring 9.0/10

High Impact Curriculum Design

Achieve by year: 2026

- All teaching and learning programs across all grades, in all Key Learning areas are dynamic, responsive to data-driven student need, and supportive of maximising engagement and growth from learners of all levels of need.
- 10% more parents surveyed respond positively to *"The school has sought your input into, or opinions about: Curriculum (KLA) delivery"* in TTFM data, from (20% to 30% of respondents)
- Increase of 10% in *"Students are interested and motivated in their learning."* responses to 80% of Yr4-6 students in TTFM data

High Impact Instructional Expertise

Achieve by year: 2026

- School-based student achievement and growth data supports an ongoing increase in students at all grade levels in all subjects being awarded 'Achieved' and 'Working Beyond' in syllabus indicators and

Initiatives

High impact assessment practices

A focus on assessment practices, resources, tools and techniques to maximise the effect of evaluative thinking and data-driven decision-making.

- Data talks & case management for differentiation
- Assessment-capable learners

High impact curriculum design

Rigorous cyclical curriculum review process to ensure the relentless improvement of Ironbark Ridge learning plans and programs.

- Responding to the New Curriculum Reform agenda
- Ensuring learning programs are culturally safe and inclusive

High impact instructional expertise

The development of consistent, high-impact instructional practices to maximise growth in all areas of learning

- Ensuring high-impact instruction in every classroom through an Ironbark Ridge model for Explicit Teaching
- Steps to Success - empowering learner agency

Success criteria for this strategic direction

High Impact Assessment Practices

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at an individual, group and whole-school levels. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF-A)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF-A)

High Impact Curriculum Design

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers involve students and parents in planning to support learning, and share expected outcomes. Students' learning and courses of study are monitored longitudinally (eg. K-2; K-6) to ensure continued challenge and maximum learning. (SEF-C)

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. (SEF-ECP)

High Impact Instructional Expertise

A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF-ECP)

The school uses embedded and explicit systems that

Strategic Direction 2: High impact teaching and learning

Improvement measures

- outcomes in Student Progress Reports.
- Uplift of students who report '*Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback*' from 7.7 to 8.5 points in TTFM data.

Success criteria for this strategic direction

facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF-L&D)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through our assessment practices, curriculum design and instructional excellence?

Data: We will use a combination of data sources. These will include internal and external assessments, student work samples, rubrics, observations, teaching programs, observations and annotations, surveys, focus groups, interviews.

Analysis: The analysis will be embedded within the initiatives through progress and implementation monitoring. Regular reviews and analysis will occur within executive meetings and during communication meetings with staff. Annually the school will review progress towards the improvement measures. Implications The findings of the analysis will inform future actions and will be conveyed to all stakeholders systematically throughout the year.

Implications: The evaluation plan will involve regular review and triangulation of data sources within our collaborative conferences, executive and stage meetings to analyse and review identified data sources and to provide clarity around whether we are on track for achieving the intended improvement measures. and around the School Excellence Framework elements and themes. After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?

Strategic Direction 3: A nurturing, inspiring place for learning

Purpose

To strategically cultivate a physical, social and emotional environment that will provide a solid foundation for maximising growth in all learners; a culture that is **The Ironbark Way**.

- *Leaders of Learning*
- *Partnerships in Learning*
- *The Ironbark Way!*

Improvement measures

Partnerships in Learning

Achieve by year: 2026

- Uplift of 0.7 points (from 6.3 to 7.0) in the TTFM Parent survey measure "Parents are informed", and 0.8 points (from 6.5 to 7.3) for "Parents support learning at home"
- Increased response by Teachers in TTFM survey statements:- *"I use strategies to engage parents in their child's learning."* (Uplift of 0.9 points from 7.1 to 8.0)- and *"I share students' learning goals with their parents."* (Uplift of 0.9 points from 7.1 to 8.0)

Leaders of Learning

Achieve by year: 2026

- All students contribute a self-assessment comment about their learning goals and personal growth to their own Learning Progress Report each semester.
- Increase of 0.9 points in parental response to the TTFM statement: *"Reports on my child's progress are written in terms I understand."* to 9.0 points average, and 1.8 points to the TTFM survey statement: *"I am well informed about my child's progress in school subjects."* from 5.7 to 7.5 points average.
- Teachers self-assess their professional practice against the APSFT annually.

Wellbeing

Achieve by year: 2023

- An uplift of 3.6% in TTFM survey data to indicate that

Initiatives

Leaders of Learning

Empowering agency, engagement and responsibility in all learners

- Successful Learner Habits (SLHs), and engaged, inspired learning (authentic learner agency)
- Educational leadership, through mentoring and coaching relationships

Partnerships in Learning

Maximising the positive impact of relationships and teamwork, building collective efficacy

- Learning partnerships to support growth
- Upskilling the learning community

The Ironbark Way!

Creating culture and systems to best support risks in learning and growth

- 90%@90% Attendance
- School Spirit and a sense of belonging
- Action Plans for cultural inclusion

Success criteria for this strategic direction

- Effective *Learning Partnerships* with parents and students mean students are motivated to deliver their best and continually improve. (SEF-LC)
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. (SEF-LC)
- Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF-C)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF-R)
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. (SEF-R)
- School schedules ensure regular focus on wellbeing, school spirit and belonging, trust building, and time for mentor-style relationships for older students and staff to offer advice, support and assistance to help students fulfil their potential. (SEF-W)
- Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for learning across the whole school. (SEF-W)
- There is a whole school approach to improving service delivery and customer (parent and/or student) experience. The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. (SEF-MPP)

Evaluation plan for this strategic direction

Strategic Direction 3: A nurturing, inspiring place for learning

Improvement measures

at least 91.6% of students report positive wellbeing, and other school-based wellbeing data sources confirms this measure.

- An uplift of 9% in TTFM survey data to show at least 80% of Year 4 and Year 5 students reporting feeling a Sense of Belonging at Ironbark Ridge. Uplift of 5% of Year 6 students reporting Belonging, to 85% total.

Attendance >90%

Achieve by year: 2023

- Student Attendance to return to pre-pandemic levels, with at least 79% of students achieving a \geq 90% attendance rate across the calendar year (2022 figure was 58%).
- Reduction in students attending between 85-90% of the time - improvement from 14.1% pre-pandemic level, and from 22.7% in 2022, to 10%. Implementation of targeted communication program to students in this category during 2023.
- 50% decrease in proportion of students attending less than 85% of the time (19.25% in 2022) to 10% (pre-pandemic school figure was 6.9%).

Evaluation plan for this strategic direction

Questions: Do effective *Learning Partnerships* exist with almost all families in the school community? Has parental understanding of student progress reports, particularly the focus on growth, been enhanced by these initiatives? Are these revised/improved reports more valued by staff, students and parents? Do students feel pride in, and a sense of belonging to their school and their House? Does a culture of trust and collective efficacy exist between staff?

Data: A range of sources for evaluative data indicating satisfaction, depth of understanding and confidence will be used to evaluate each initiative and activity. These will include:

- Tell Them From Me survey data
- School-based surveys and polls
- Focus group quantitative feedback
- Exit slips after forums, meetings and events
- Student attitudinal surveys
- Timetables, schedules and event calendars will be evaluated and scored.

Analysis: The analysis will be embedded within the initiatives through progress and implementation monitoring. Regular reviews and analysis will occur within executive meetings and during communication meetings with staff. Annually the school will review progress towards the improvement measures. The findings of the analysis will inform future actions, with regular reporting.

Implications: The evaluation plan will involve regular review within our collaborative conferences, executive and stage meetings to analyse and review identified data sources, to provide clarity around whether we are on track for achieving the intended improvement measures and evaluation against the School Excellence Framework elements and themes. After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'