

Strategic Improvement Plan 2023-2026

Homebush West Public School 5251



School vision and context

School vision statement

Vision 1

In our school, students are nurtured, inspired, and challenged. There is joy in our learning. As they develop every student will become an increasingly expert learner, a confident and creative individual equipped with the skills and understandings to make sense of their world and contribute to their community with voice and agency. Our aspirational community shares the commitment for every student to be a confident, respectful, successful learner.

Our vision is success for every student, every teacher, every leader, and every member of the school community evidenced by improving learning, wellbeing, and performance outcomes.

School context

Homebush West Public School provides an excellent education for our students from Kindergarten to Year 6. The school is in a medium-density urban setting within the Strathfield Public Schools Network. Acknowledging Aboriginal connections to the Wangul Clan, Darug Tribe, the school has a long history, established in 1912 it currently comprises 600 students, 95% from culturally diverse backgrounds. 60% of our students were born in Australia, 40% born overseas, 95% of parents were born overseas. Our families come from more than 22 countries globally. Our main community languages are Telugu, Mandarin, Tamil, and Hindi.

The school enjoys an outstanding reputation in the wider community. The highly professional, collaborative staff are focused on embedding evidence-based contemporary practice, engaging with high-impact professional learning, and building staff and leadership capacity. Our culture of high expectations features student-centric decision-making. The school provides a safe, welcoming environment that promotes a strong sense of belonging and connectedness.

Teaching at Homebush West PS is stage-based. Students from Year 1 to Year 6 are taught in multi-age, co-teaching groups. We implement a highly successful Middle School program for Stage 3 (Y5&6) students. We offer a broad range of rich learning opportunities with a strong creative and performing arts focus. We are committed to supporting students develop lifelong physical, social, and emotional wellbeing skills and strategies. We continue to be a BYOD school K to 6 embedding contemporary, digital teaching and learning within authentic, integrated curriculum delivery.

Additional enriching opportunities offered include orchestra and ensemble groups, musical instrument tuition (strings, woodwind, drums, piano, and guitar), dance, French and Spanish classes, tennis, table tennis, chess, and coding. The school offers on-site before and after school care.

As a result of significant consultation with the school community, we ensure all literacy and numeracy and wellbeing practices have high efficacy, embed curriculum reform, and strengthening whole school monitoring of learning *to ensure student growth and attainment*. Instructional leaders will improve teacher data skills and use and effective classroom practice, through collaboration utilising improved coaching, mentoring feedback and professional development practices, *to increase teacher impact and success*.

As an outcome of significant research and gap analysis, we are enhancing well-being practices including social, emotional literacy, student voice, and agency. We are ensuring an inclusive learning environment challenging learning environment as we strengthen community partnerships and evolve learning support practice to enhance student outcomes in our pursuit to ensure *equity and excellence through expert leadership and management*.

We value the contribution of all our partners and stakeholders who work with us to achieve educational excellence and support continual improvement.

Strategic Direction 1: Student growth and attainment

Purpose

Implement evidence-informed practice to maximise literacy and numeracy outcomes and well-being for all students.

Improvement measures

Numeracy growth

Achieve by year: 2023

Check-in Assessment: Numeracy

An increase in the percentage of students per grade performing above the mean in Numeracy Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.

Reading growth

Achieve by year: 2023

Check-in Assessment: Reading

An increase in the percentage of students per grade performing above the mean in Reading Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.

Curriculum Planning and Monitoring

Achieve by year: 2026

All curriculum planning and monitoring is explicit, syllabus informed, clearly sequenced, centrally access and evidence dynamic implementation strategies.

Assessment Practices

Achieve by year: 2026

Evidence based assessment practice is evident at SEF excellent level in all learning programs and classrooms improving student achievement.

Initiatives

Strengthened Curriculum

- A whole-school approach to curriculum planning and delivery K-6, focusing on effective classroom practice to achieve literacy and numeracy growth for every student, every year.
- Curriculum reform is expertly embedded in every classroom by teachers with strong syllabus knowledge.
- Strengthened curriculum monitoring processes ensure clear and compliant scope and sequences that enhance syllabus content and outcomes across stages.
- Learning evaluations reflect student progress and feedback, and include future teaching directions.

Assessment Efficacy

- Consistent approaches are implemented K-6, in the creation of assessments, evidence-based judgement and moderation.
- Assessment data K-6 is centrally collated and shared utilising the most effective technology.
- Professional development focuses on summative and formative assessment expertise for all teachers. Students and parents understand assessment practice.
- Assessment data is regularly monitored and reviewed to inform and improve teaching and learning.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations and courses of study are monitored longitudinally K-6 to ensure continued challenge and maximum learning. SEF/L/C/CP - Excelling

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. SEF/L/C/CT&LP - Excelling

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. SEF/L/C/D - Excelling

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. SEF/L/A/FA - Excelling

The school analyses student progress and achievement data and respond to trends in student achievement, at individual, group and whole school levels. SEF/L/A/SA - Excelling

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/L/A/WSM - Excelling

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. SEF/L/SPM/SG - Excelling

Students and parents understand the assessment approaches and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. SEF/L/A/SE - Excelling

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The extent to which student outcomes in literacy and numeracy are maximised, through integrated assessments and data informed practices, will be determined by regular review of the following data and evidence sources:

- External data - *NAPLAN and Check-in Assessment* results in years 3 and 5 (actual and growth)
- Internal data - centrally collated, with formative and summative results (reading, writing, numeracy)
- Literacy, numeracy data - PLAN2, student work samples, standardised test data (*PAT/Burt/Spelling*).
- Professional learning plans and meeting records with associated staff feedback
- Teaching learning programs, lesson plans, with evidence of adjustments and feedback.
- Assessment focus groups - small groups tracking student work samples and teacher anecdotal records collectively.
- Individual student learning goal records, digital.
- *Primary Curriculum Self-Assessment Survey*
- Scope and Sequences - all KLAs
- Stage Programs - compliant, literacy and numeracy capabilities evident

The evaluation plan will involve:

- Planned, frequent review of these data sources to ensure they are progress towards improvement measures
- Scheduled reflection on SEF statements of excellence to guide future planning

Strategic Direction 2: Impact and success

Purpose

Improve the capacity of all staff to develop and implement evidence-informed pedagogy and become outstanding educational leaders.

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Improvement measures

Data Skills and Use

Achieve by year: 2026

All teachers articulate data literacy evidencing improved data analytics which evidence regular, accurate, data use that informs all planning and programming.

Professional Learning

Achieve by year: 2026

Increase the number of staff accredited at Highly Accomplished or Lead.

Educational Leadership

Achieve by year: 2026

All staff solicit and receive agile, formalised and informal ongoing feedback and reflective opportunities to track and measure improved teaching practice at point of need..

Initiatives

Effective Classroom Practice

All staff work collaboratively to identify, understand and implement the most effective, evidence-based teaching strategies.

- Instructional leaders identify, promote, upskill, model and team-teach the most current evidence-based strategies, in order to build the capacity of all teachers.
- Professional learning for all staff addresses high impact instruction with a focus on explicit teaching, feedback, metacognitive strategies, visible learning, classroom management and differentiation.
- English and mathematics programs are grounded in research, with a particular focus on best practice in our identified areas of reading and numeracy.
- Structures are embedded to provide opportunities for collaboration between colleagues, driving ongoing improvement in teaching practice and student results.

Data skills and use

Effective processes for data analysis and reflection are used for identifying individual growth and informing curriculum delivery.

- Professional learning develops skills for all staff in data literacy, data analysis and data use in teaching.
- Instructional Leaders (ILs) work alongside teachers in using data to monitor and assess student progress and design future learning on a class, group and individual level.
- Integrated formative assessment and focused feedback is embedded into daily classroom practice, addressing individual progress and guiding future teaching.
- Scheduled data discussions occur at a classroom, stage, executive and whole-school level in order to analyse student progress and evaluate growth.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. SEF/T/PS/L&NF - Excelling

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. SEF/T/ECP/ET - Excelling

All learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. SEF/T/ECP/CM - Excelling

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. SEF/T/L&D/CP&F - Excelling

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 and gaps in student achievement decrease. SEF/LD/EL/IL - Excelling

All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. SEF/T/DS&U/DL - Excelling

Staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. SEF/T/DS&U/DUP - Excelling

Reporting on school performance is based on valid and reliable data and analysis. SEF/T/DS&U/DA - Excelling

Strategic Direction 2: Impact and success

Initiatives

Evaluation plan for this strategic direction

The extent to which highly effective, data informed practices are evident in every setting, will be determined by the following data and evidence sources:

- ILs - staff feedback, self-assessment and student outcomes in SD1
- *High Impact Professional Learning* (HIPL) tool
- PDPs - observations, feedback and evidence demonstrate teacher growth
- Reflective Practice - data walls, revised programs, student work samples, walkthroughs, rounds and lessons study samples show gains
- *Collaborative Practice Model* - demonstrates increased feedback and self reported changes in practice.
- Student voice feedback (ongoing audits).
- Meta analysis professional data dialogue
- Data confidence surveys (staff, parents, students).
- Self reflections on evaluative practitioner checklists.

The evaluation plan will involve:

- Systematic review of these data sources to ensure they triangulate and track achievement of improvement measures
- Scheduled discussions and reflective sessions demonstrate SEF statements of excellence to guide future planning

Strategic Direction 3: Equity and excellence

Purpose

Innovation and revision ensures school leadership, policies, practices, resources, and partnerships support the wellbeing and learning success of every student, teacher staff member and leader.

Improvement measures

Wellbeing

Achieve by year: 2026

Whole school wellbeing approach embedded across the school.

Individual Learner needs

Achieve by year: 2026

Inclusive practices are explicit and implemented effectively.

Attendance >90%

Achieve by year: 2023

Increase to upper bound proportion of students attending >90% of the time.

Wellbeing

Achieve by year: 2023

Increase by >3% from 2022, the proportion of students reporting a sense of belonging at school.

Success, Advocacy and Belonging

Achieve by year: 2026

Each year students demonstrate an increase in positive responses for expectations for success, advocacy and sense of belonging.

Parent Partnerships

Achieve by year: 2026

Parent feedback demonstrates annual increased satisfaction and capacity to partner for educational success.

Initiatives

Wellbeing

Students are engaged, empowered and responsible, for taking charge of their own learning, behaviour, relationships and wellbeing.

- Social and emotional wellbeing programs equip students with the skills and understanding to be resilient, persevere and thrive as learners and citizens.
- Student voice provides opportunities for students to increase agency and engagement and contribute to learning and assessment design.
- Whole school behaviour practices reflect new policies, all practices align with policy research and evidence base, enhancing wellbeing and engagement.
- Parents are supported and resourced to partner effectively with the school to support increased student resilience.

Individual Learner Needs

There is school wide collective responsibility for student learning and success which is shared by parents and students. All practices are inclusive and enriching. All students are challenged and all adjustments, resourcing, policy and practices lead to improved learning.

- Learning support practices empower all stakeholders to respond expertly to identified needs.
- Access to staff expertise to support, challenge and extend students is at point of need. A case management approach ensures improved learning.
- High potential and gifted education practices are explicit and implemented effectively.

Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning. SEF/L/W/B - Excelling

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. SEF/L/W/APAW - Excelling

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. SEF/T/ECP/CM - Excelling

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. SEF/L/LC/HE - Excelling

There is a collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by information about each student's wellbeing and learning needs in consultation with parents/carers. SEF/L/W/ILN - Excelling

Management practices and processes are responsive to community feedback and work to improve service delivery and customer experience. SEF/LD/EL/SD - Excelling

The leadership team measures parent and student satisfaction and shares its analysis and actions in response to the findings with its community. SEF/LD/MP&P/CS - Excelling

Evaluation plan for this strategic direction

The extent to which an optimal conditions for student wellbeing and catering successfully for individual learning needs will be determined by the following data and evidence sources:

- Stage programs, wellbeing and weekly behaviour data.

Strategic Direction 3: Equity and excellence

Evaluation plan for this strategic direction

- Parent/student/teacher feedback, surveys and internal data
- *Personal and Social Capability Learning Continuum* Survey
- Wellbeing policy
- *Tell Them From Me* surveys
- *School Assessment Tool* Survey: Communicate, Connect learning at home and at school, Participate.

The evaluation plan will involve:

- Systematic review of these data sources to ensure that we are on track to achieving improvement measures
- Scheduled discussions and reflective sessions that address SEF statements of excellence and guide future planning.