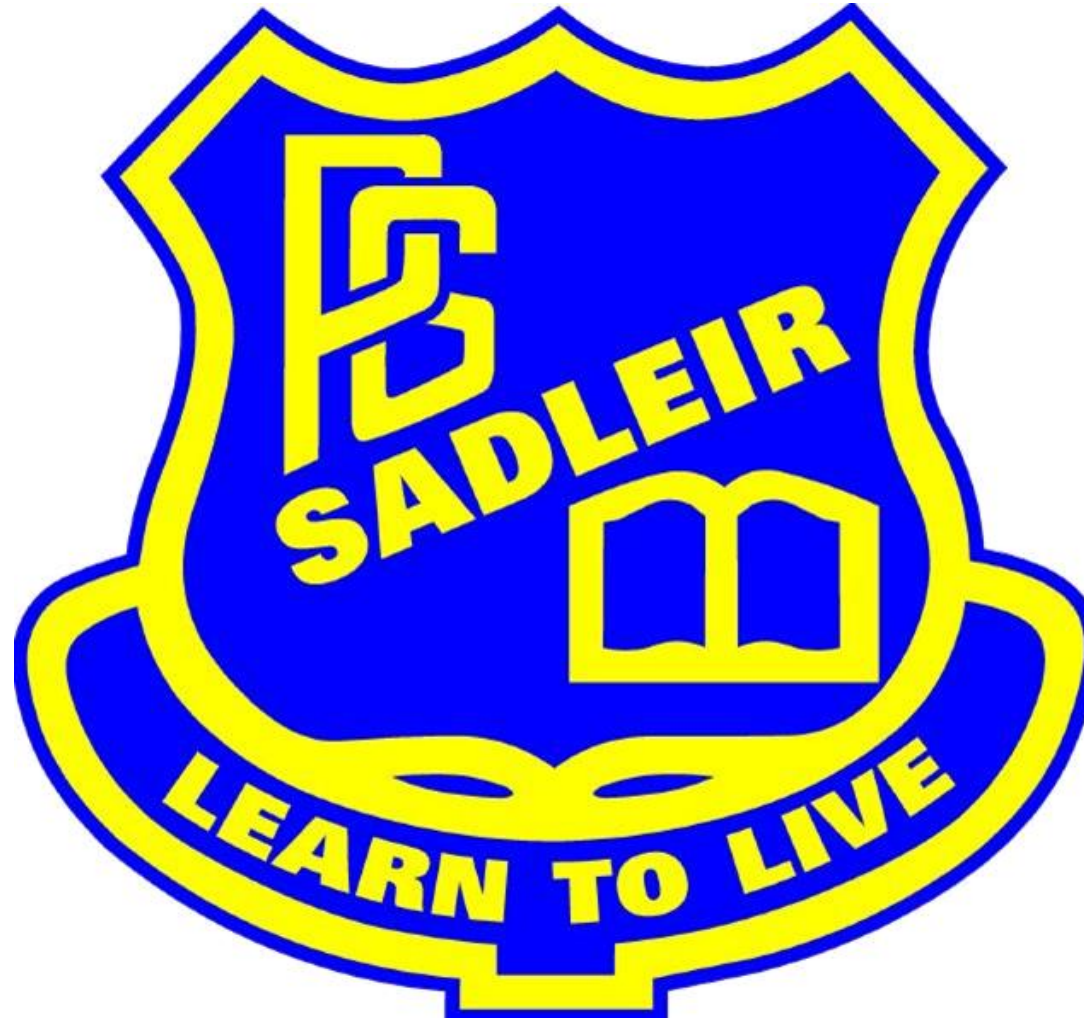


# Strategic Improvement Plan 2024-2027

## Sadleir Public School 4319



# School vision and context

## School vision statement

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Sadleir Public School values the central role of education in developing successful citizens of the future and equips students with the knowledge, understanding, skills and values to thrive. Our school culture is one of inclusion that embraces Australia's values and promotes Indigenous cultures as a key part of the nation's history, present and future.

Our vision at Sadleir Public School is to build pathways to success for all students.

## School context

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Sadleir Public School is a member of the Liverpool Network of schools in South Western Sydney. In addition to mainstream classes the school has a DOE preschool and a support unit for students with Autism and/or intellectual disabilities.

Aboriginal and Torres Strait Islander students make up 9% of the student population. 82% of students have a language background other than English with Arabic, Samoan and Vietnamese making up the largest language groups. The school has an Arabic Community Language program.

A significant number of students come from low socio-economic backgrounds. The school's Family Occupation Employment Index (FOEI) is 179 with 70% of students been identified in the lowest socio-economic quarter.

In 2023 the school participated in the External Validation process with Learning Culture, Educational Leadership, Wellbeing and Data Skills and Use being identified as areas of strength. The school's preschool undertook the Assessment and Rating process with a final overall rating of Exceeding.

Throughout 2023, the school implemented the new K-2 English and Mathematics Syllabus. Staff participated in a variety of targeted professional learning activities to ensure effective implementation in all classes. This process was led and supported by the Assistant Principal Curriculum and Instruction (APC&I). The school will continue to focus on the implementation of the 3-6 syllabus in 2024.

The school's learning support systems have been and continue to be enhanced. There are strong and productive partnerships with a significant number of agencies for the purpose of providing additional support for students with complex needs. The Allied Health team has continued to provide intensive support to students and families.

Home school community partnerships are fostered and highly valued. The school P&C is active and very supportive providing significant financial support via fundraising and successful grant applications. To support community partnerships, the school employs a Community Liaison Officer who runs parent workshops, a well resourced community room, breakfast club and a weekly playgroup. Parent feedback has indicated that they feel welcome in the school and that school leaders and teachers are approachable and caring.

# Strategic Direction 1: Student growth and attainment

## Purpose

Provide equitable access to the curriculum by building on students' experience, knowledge and skills to improve learning outcomes in literacy and numeracy. Support students on their individual learning journey through personalised plans that develop vital skills for now and in future years.

## Improvement measures

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

68% of students correctly answer stage based questions in the Years 3-6 Check - In assessment for numeracy by 2027.

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Students in years 3-6 2024 demonstrate improved reading scores compared to 2023 cohort.

## Initiatives

### Curriculum

Planned curriculum delivery is evidence informed, differentiated and promotes learning excellence where all students progress. Teaching and learning programs are responsive to the needs of students and syllabus requirements.

The priority areas are literacy and numeracy.

- Teaching, learning and assessment is syllabus based and differentiated to meet the specific learning needs of students across the full range of abilities in literacy and numeracy.
- Evaluative practices are embedded across the school ensuring teachers collect and collaboratively analyse authentic data to inform teaching and measure impact.

### Personalised Learning

Embed a school-wide learning culture based on high expectations, that enables personalised learning to occur for continuous and ongoing improvement in literacy and numeracy.

The Priority areas are Inclusive education practices, Aboriginal education and HPGE - in the academic domain.

- Students achieve meaningful goals that are supported by student centered education planning, differentiated teaching and reasonable adjustments.
- Enhancing partnerships with students and parents to develop individualised learning goals that set high aspirations for students, with ongoing review.

## Success criteria for this strategic direction

### Curriculum

- Students engage with rich teaching and learning experiences based on syllabus documents to develop their knowledge, skills and understanding in literacy and numeracy. **(SEF Learning, Curriculum, Curriculum provision)**
- Student learning is maximised through the use of explicit teaching of literacy and numeracy. **(SEF Learning, Curriculum, Curriculum provision. SEF Teaching, Effective classroom practice, Explicit teaching)**
- Student assessment data reflects improvement in literacy and numeracy outcomes. **(SEF Learning, Curriculum, Literacy and numeracy focus. SEF Teaching, Data skills and use, Data use in teaching)**
- Teaching and learning programs are dynamic, show evidence of consistent and reliable student assessment and continuous tracking of student progress and achievement. **(SEF Curriculum, Teaching and Learning Programs)**
- A whole school systematic and reliable approach to assessment is embedded to evaluate student learning over time, enact changes in teaching to improve student outcomes. **(SEF Learning, Assessment)**

### Personalised Learning

- All students have equitable access to the curriculum through differentiation and challenge. **(SEF Learning, Curriculum, Differentiation)**
- Students achieve their personalised learning goals and are academically on track. **(SEF Learning, Curriculum, Differentiation)**
- Staff expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities. **(SEF Learning, Assessment)**
- School wide systems are used to track and monitor student growth to inform action plans in literacy and

## Success criteria for this strategic direction

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numeracy. (*SEF Learning, Assessment*)

## 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 in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Scout data
- Student work samples
- Teaching and learning programs
- School based literacy and numeracy data
- NAPLAN data
- Check In Assessment data
- Student Personalised Learning Pathway plans
- Student Personalised Learning and Support Plans
- Individualised Education Plans
- Behaviour Support Plans
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 2: Quality teaching and educational leadership

## Purpose

Promote excellence in teaching through identifying understanding and implementing the most effective explicit teaching models with a priority given to evidence informed inclusive teaching strategies. Leaders demonstrate educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion and community engagement resulting in sustained and measurable whole school improvement.

## Initiatives

### Effective teaching and collaborative feedback

Staff demonstrate excellence in teaching through high levels of professionalism and show a commitment to continuous professional growth leading to improved pedagogical practice. Teachers use evidence-based explicit teaching strategies utilising high quality curriculum resources.

- Accessing high impact, flexible and personalised professional learning that meets the needs of teachers to improve practice and student learning outcomes.
- Implement the Quality Teaching Model to facilitate formal mentoring and coaching opportunities to improve teacher practice and develop aspiring leaders.
- Implement explicit systems for collaboration, quality teaching and feedback to optimise learning and maximise teacher impact.
- Effective application of a range of formative and summative assessment strategies.

### Educational Leadership

Educational leaders support collective efficacy and high expectations to sustain a culture of effective evidence informed teaching and ongoing improvement. This includes every student achieving measurable progress and the closing of equity gaps.

- Collaborative practices are embedded across the school.
- Promote and sustain a culture of high expectations across the school.
- Leaders provide mentoring, professional learning and evidence-based resources to enable teachers to embed strong inclusive practices across the school.
- A sustained focus on reducing, with a view to eliminating, achievement gaps of key equity groups such as Aboriginal and Torres Strait Islander students.

## Success criteria for this strategic direction

- There is a strong, visible culture in the school that promotes and supports outstanding teacher and leadership. Staff are recognised for skills in leading high impact strategies and quality teaching practices. **(SEF - Professional Standards - Accreditation)**
- The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence informed future focused practices. **(SEF-Learning and Development- Expertise and innovation)**
- Formal mentoring and coaching support is provided to ensure the ongoing development and improvement of all teachers. **(SEF-Learning and Development-Coaching and Mentoring)**
- Teachers use explicit teaching strategies to optimise learning progress of students across the full range of abilities. **(SEF-Effective Classroom Practice-Explicit Teaching)**

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Scout data
- Student work samples
- Teaching and learning programs
- Quality teaching framework
- Quality teaching model
- School based literacy and numeracy data
- Check In Item Analysis data
- Student focus groups
- Tell Them from Me data

## Strategic Direction 2: Quality teaching and educational leadership

### Initiatives

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- Effective use of data to identify student achievement, progress and well-being needs.

### Evaluation plan for this strategic direction

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- Professional Development Plans (PDP)
- SEF SaS vs 3

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 3: Wellbeing and Engagement

## Purpose

Develop whole school wellbeing processes through a strategic and planned approach to supporting the wellbeing of students to enable them to connect, succeed, thrive and learn. Continue to foster positive and respectful relationship to enhance student wellbeing and create an optimal learning environment across the school. The whole school community work together to promote a high expectations culture of improved attendance rates for all students.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 87.67% in 2023 to 88.77% in 2027.

## Initiatives

### Wellbeing for success

Staff understand the wellbeing needs of students and capably develop and implement effective programs and procedures to ensure a positive approach in supporting students.

- Sustained attendance procedures regularly monitored and data driven.
- Review whole school wellbeing policies and procedures, as required.
- Targeted wellbeing initiatives planned, implemented and evaluated.
- Regular monitoring and analysis of data to identify trends.
- Positive and productive whole school community partnerships are evident.
- HPGE focus on strengthening social emotional programs.
- Promotion of student leadership.

## Success criteria for this strategic direction

A continued strategic and planned approach to enhance whole school processes that support the wellbeing of all students to enable them to connect, succeed, thrive and learn. **(SEF - Wellbeing- Planned Approach to Wellbeing)**

A high expectation culture supported by strong systems and practices that are designed to lift attendance rates. **(SEF - Learning Culture - Attendance)**

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me
- LST tracking systems
- Student Personalised Learning Pathways
- Student Personalised Learning and Support Plans
- School Excellence Framework V3- SaS
- High Potential Gifted Education Evaluation and Planning Tool
- Student focus groups and surveys

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.