

Strategic Improvement Plan 2021-2024

Greenacre Public School 1123



School vision and context

School vision statement

Greenacre Public School is committed to developing and maintaining a transparent learning culture where there is a shared responsibility for student growth. With high expectations our students will become critically literate and socially adaptable citizens. Each will be able to achieve their individual potential and make sense of their world.

School context

Greenacre PS is a dynamic primary school delivering primary education from Kindergarten to Year 6. Our school is located in the inner south west of metropolitan Sydney. Established in 1921 we continue our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of over 820 students. We have a team of highly committed teachers, support and ancillary staff ensuring the specific needs of our children are met in safe and responsive learning environments. Our cultural diversity is our greatest asset enriching the social and educational experiences of our children, teachers and parents. Our population has students from non-English speaking (98%) and English speaking backgrounds who come together with a strong sense of identity and partnership. We have a support unit with classes for students with mild and moderate intellectual disabilities and an opportunity class for academically gifted Year 5 and Year 6 students with high potential.

Explicit and systematic teaching in literacy and numeracy, along with using data to inform practice are focus areas in our school. We aim to maintain high learning expectations, teach students to persist through challenges and difficulties in learning, encourage students' awareness of broader life opportunities and support students to reach their personal best.

Our staff commit to their professional growth to build a school with a culture that focuses on continual improvement. Meaningful relationships based on trust and mutual respect along with the well-being of all people connecting with our school is crucial to student success. The school is committed to open communication and evidence informed practice.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise outcomes in literacy and numeracy through implementation of evidence informed practice and explicit teaching to build strong foundations for academic success and ensure every student is challenged and shows growth.

Improvement measures

Target year: 2022

The proportion of Year 3 & Year 5 students achieving in the top 2 bands in NAPLAN numeracy increase by 5.2% from baseline

Target year: 2022

The proportion of Year 3 & Year 5 students achieving in the top 2 bands in NAPLAN reading increases by 5.5% from baseline.

Target year: 2023

Increased percentage of students achieving expected growth in NAPLAN reading to increase by 8.8% to reach the lower bound target

Target year: 2023

Increased percentage of students achieving expected growth in NAPLAN numeracy to increase by 8.8% to reach the lower bound target.

Target year: 2024

70% of Kinder students achieve Level 9, Year 1 students achieve Level 17 and Year 2 achieve Level 21 in reading.

Initiatives

Explicit Quality Teaching

Embed and use High Impact Professional learning (HIPL) structures to build teacher pedagogical content knowledge in literacy and numeracy

Implement a whole school research informed approach to quality teaching, curriculum planning and delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students in literacy and numeracy.

High Expectations for all students

Processes developed to ensure tracking and monitoring of all student progress with tiered intervention provided when needed: LST, Support Unit, OC class, EALD

High Impact Professional learning (HIPL) in High Potential and Gifted Education Policy, to personalise learning and understanding.

Executive lead the implementation of evidence informed whole school practices in literacy and numeracy

Success criteria for this strategic direction

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.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Teachers employ evidence-based effective teaching strategies and explicit teaching is embedded in classroom programs to ensure all students are improving

Teachers are proficient in their planning, assessing and teaching of literacy and numeracy

EAL/D (English as an additional language or dialect) and LST (learning and support teacher) teams are collaborative and are an integral component of whole school approaches to language, literacy and numeracy programs.

Students have ownership of their learning through active engagement in reflection, feedback and goal setting. They can articulate what they are learning and why.

The support unit has evidence informed policies, procedures, programming and assessments in place and students are integrated in a meaningful way across the school

Evaluation plan for this strategic direction

Questions:

1. To what extent are we achieving our purpose and meeting our progress and improvement measures?
2. How effectively has HIPL enhanced explicit teaching, along with changes in planning, programming and assessing across the school?

Evaluation plan for this strategic direction

3. To what extent are processes in place in LST, support unit and across the school to track, monitor and provide intervention?

Data:

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

- NAPLAN data
- Scout data
- Internal school data - reading levels, teaching and learning programs
- Literacy and Numeracy PLAN2 data
- Staff surveys
- Interviews
- Observation

Analysis

Analysis will be embedded within the initiatives through termly reviews and the school will review progress towards improvement measures annually. The questions underpinning the termly reviews are

1. Where are we going?
2. Where are we now and how do we know?
3. How do we move learning forward?
4. What did we learn?
5. Who has benefited and who has not?

Implications:

Analysis findings will inform where to next

Strategic Direction 2: Thinking Culture

Purpose

To build the capacity of staff to sustain a culture of evidenced informed, collaborative and reflective practice so the whole school community are active agents in their own learning.

Improvement measures

Target year: 2024

In Tell Them From Me staff data there will be an uplift of 10% from the baseline of 6.9 (2020) in the area of *Collaboration*

Target year: 2024

In Tell Them From Me staff data there will be an uplift of 10% from the baseline of 7.4 (2020) in the area of *Data Informs Practice*

Target year: 2024

In Tell Them From Me staff data there will be an uplift of 10% from the baseline of 6.2 (2020) in the area of *Leadership*

Initiatives

Data to Inform Practice

Develop teacher understanding of evidence based reflective practice and evaluative thinking

HIPL in data literacy, data analysis and data use in teaching for all staff.

Implementation of an assessment framework to align school practices

Use Instructional Leader positions to work with teachers using data to monitor and assess student progress using internal and external data to design future learning on a whole class, group and individual level.

Collaborative Professionalism

Build understanding of collaborative practices and design ways for teachers to collaborate and work together effectively

Implement effective observation and feedback protocols across the school

Build leadership capacity at all levels of the school - student as leaders, teachers as leaders, aspiring leaders (SLIF) and executive leadership

Success criteria for this strategic direction

HOP and team meetings provide time for teachers to collaborate, reflect and talk about data

All teachers have a sound understanding of student assessment and data collection and analysis using this to inform planning, identify interventions and modify teaching practice.

Induction processes are in place at all levels across the school - beginning teachers, ECT, new teachers and executive

Mentoring and coaching support is in place to ensure the ongoing development and improvement of all teachers and executive

The 10 tenets of collaborative professionalism are in place across the school (Hargreaves and O'Connor)

Systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific feedback are embedded across the school

Staff are high performing as measured against the Australian Professional Standards and their opportunities are in place to continually build their capacity to ensure every student experiences high quality teaching.

The leadership team implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Evaluation plan for this strategic direction

Questions:

1. To what extent are we achieving our purpose and meeting our progress and improvement measures?
2. To what extent has staff capacity improved in data analysis and using reflective practice to inform teaching

Evaluation plan for this strategic direction

and learning?

3. To what extent do leaders establish effective, sustainable systems and instructional leadership practices that build the capacity of teachers to improve practice?

4. To what extent are the ten tenets of collaborative professionalism being implemented and embedded?

Data:

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

- Observations
- Teaching and Principals Standards
- Tell Them From Me Survey
- PDPs
- Teacher Feedback
- Self Assessment against the SEF

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Strategic Direction 3: SD 3 Engagement in Learning

Purpose

To maximise family-school partnerships and positively influence student learning

Improvement measures

Target year: 2022

Increase by at least 3.6% (from the baseline) the students reporting positive well-being as evidenced by Tell Them From Me to achieve the lower bound system negotiated target.

Target year: 2022

Increase by 5.3% the students attending school for 90% of time or more to achieve the lower bound system negotiated target

Target year: 2023

Increase the percentage of students that are able to show empathy and care about how others are feeling by 5% based on SEL survey data (2020 baseline)

Target year: 2024

Increase the percentage of students that are able to control their emotions and remain calm often or almost always by 5% based on SEL survey data (2020 baseline)

Initiatives

Family Engagement

Develop high quality parent education opportunities and communication to support students' learning and mindsets.

Design and implement a whole school strategy for family engagement using the work of Karen Mapp and the Family-School Partnerships Framework 7 Key Dimensions of Effective Practice

Evaluate and redesign reporting processes to parents to allow greater engagement in learning.

Wellbeing

Partnership with TOOLBOX to build understanding in social emotional learning via implementation across the school community.

Evaluate and redesign school behaviour systems and awards structures

Design and implement a whole school attendance strategy focusing on processes, data analysis and key messaging to support teachers, students and families

Success criteria for this strategic direction

Formal and informal structures in place to allow teachers to directly and regularly engage with parents to improve understanding of student learning and work in partnership to strengthen student outcomes.

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.

The 12 tools of TOOLBOX are embedded across the school and reflected in behaviour and wellbeing systems, including induction processes where all new staff are trained in TOOLBOX

Common language and respectful relationships are evident and widespread among students and staff and ensure optimum conditions for student learning across the whole school.

A school-wide approach to effective and positive classroom management is evident and a whole school reward system in place.

Attendance data is regularly analysed and is used to inform planning

Students, parents and staff articulate and understand the importance of attending school and work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

Evaluation plan for this strategic direction

Questions:

1. To what extent have students displayed self-awareness, self-management, social awareness, relationship skills and responsible decision making?
2. To what extent do teachers and parents model and ensure a common language and approach to wellbeing

Evaluation plan for this strategic direction

that sustains positive relationships and a sense of belonging?

3. To what extent are families effectively engaged and involved in learning?

Data:

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

- TTFM Survey
- SEL student surveys
- Well-being and SEL integrated into teaching and learning programs
- Positive and negative in school behaviour data
- SCOUT data attendance
- SENTRAL behaviour and attendance data and reports
- School Assessment Tool - Reflection Matrix

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