

# Strategic Improvement Plan 2021-2024

## Green Valley Public School 2075



# School vision and context

## School vision statement

---

Green Valley Public School aims to foster a safe and inclusive environment to develop resilient, well-rounded learners who are challenged to reach their full potential. In partnership with families and community, this will be achieved through staff who are collaborative, responsive to individual student needs and give actionable feedback, based on rigorous evidence-based assessment practices.

## School context

---

Green Valley Public School is located in South Western Sydney and is part of the Cowpasture Network of schools within the Metropolitan South and West School Performance Directorate of NSW Department of Education. The school has a student enrolment of 409. The school culture is that of collaboration, high expectations, connectedness, and quality teaching and learning. Parents of our students have high expectations of their children and the school.

Our school is supported by a strong and vibrant multicultural community with 85% of our students coming from a Language Background other than English. The school has over 40 different languages spoken with the main languages other than English being Arabic, Vietnamese and Hindi. 10% of the student enrolment is made up of students from a refugee background and 2% identify as Aboriginal or Torres Strait Islander.

The school has a Family Occupation and Education Index (FOEI) of 142. The majority of the school's equity funding will be used to employ additional staff to meet the wellbeing and learning needs of our students.

Our classrooms are well-resourced, fully air-conditioned and up to date with latest technology. In order for our students to excel, a range of different extra-curricular opportunities are offered in sport, creative arts, technology, environmental education, and wellbeing, whilst also supporting those who demonstrate high potential and giftedness (HPG).

Through our situational analysis we have identified a need to enhance our collaborative practices to improve student outcomes. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. Further work will occur around assessment and feedback practices involving all staff. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy to ensure students achieve expected growth and attainment in their learning.

The school will have a continued focus on meeting the wellbeing needs of our students. We will build on staff successfully planning for and delivering quality differentiated instruction to all students, including those with additional needs and those identified as high potential of gifted abilities..

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success we will further develop consistent assessment and feedback practices across the school that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

An uplift of 4.7% of students in the top two skill bands for NAPLAN Numeracy.

### Target year: 2022

An uplift of 4.4% of students in the top two skill bands for NAPLAN Reading.

### Target year: 2023

An uplift of 10.3% of students achieve expected growth in NAPLAN Numeracy.

### Target year: 2023

An uplift of 2.7% of students achieve expected growth in NAPLAN Reading.

### Target year: 2024

More than 80% of students will have achieved the set benchmark of the 'understanding texts' sub-element of the Literacy Progressions.

Kindergarten - Level 4, Year 1 - Level 5, Year 2 - Level 6, Year 3 - Level 7, Year 4 - Level 8, Year 5 - Level 9, and Year 6 - Level 10.

### Target year: 2024

More than 80% of students will have achieved the set benchmark within the Additive Strategies sub-element of the Numeracy Progressions.

## Initiatives

### Quality Feedback Practices

Build the capacity of staff to provide high quality feedback in reading and numeracy that is clear and explicit, suits student age and ability levels and improves student outcomes through;

- Developing experts of effective classroom practice in the delivery of feedback through 'Observation of Professional Practice' to ensure staff are providing students with detailed and specific feedback about what they need to do to achieve growth as a learner.
- Developing a culture of delivering explicit feedback at all levels, such as: teacher to teacher, and student to student.

### Quality Assessment Practices

Embed formative and summative assessment practices in numeracy and reading that gauge not only achievement of student learning but learning potential.

- Consistent school wide practices for assessment are established and used to monitor, plan and report on student learning in numeracy and reading
- Evaluate and embed data informed assessment practices to identify and drive the implementation of the High Potential and Gifted Education Policy
- Participate in the Embedding Formative Assessment professional learning suite to build and embed high quality assessment practices across all areas of learning, with a particular focus on reading and numeracy.

## Success criteria for this strategic direction

### Quality Feedback Practices

- As students move through the school they are better able to articulate their learning goals and needs
- Teachers are adept at giving feedback at the students' level of need that contributes to their next steps in learning.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve (*SEF-TE: Effective Classroom Practice [Feedback]*).
- Students are proficient in providing feedback to their peers in reading and numeracy.

### Quality Assessment Practices

- Formative assessment is integrated into teaching practice in every classroom confirming that students learn what is taught (*SEF-LE: Assessment [Formative Assessment]*).
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction (*SEF-LE: Assessment [Formative Assessment]*).
- Formative assessment is practised expertly by teachers (*SEF-LE: Assessment [Formative Assessment]*).
- High-quality summative assessment tasks are designed and delivered in all classrooms.
- The school analyses student progress, achievement data, and a range of other contextual information (*SEF-LE: Assessment [Summative Assessment]*).
- Teachers respond to trends in student achievement, at individual, group and whole school levels (*SEF-LE: Assessment [Summative Assessment]*).

## Evaluation plan for this strategic direction

Q: To what extent have we maximised student learning

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

Kindergarten - Level 2, Year 1 - Level 4, Year 2 - Level 5, Year 3 - Level 6, Year 4 - Level 7, Year 5 - Level 8, and Year 6 - Level 8.

### Target year: 2024

More than 80% of students will have achieved the set benchmark within the Multiplicative Strategies sub-element of the Numeracy Progressions.

Kindergarten - Level 1, Year 1 - Level 2, Year 2 - Level 3, Year 3 - Level 4, Year 4 - Level 5, Year 5 - Level 6, and Year 6 - Level 7.

### Target year: 2024

A 75% and 49% uplift respectively of staff rate themselves as 'Excelling' in the School Excellence Framework, in the areas of 'Formative Assessment' and 'Summative Assessment'.

## Evaluation plan for this strategic direction

---

outcomes in reading and numeracy?

D: The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN data
- Scout - value added data
- Literacy and numeracy PLAN2 data
- Learning cycle data
- Student work samples
- Student specialist support group data e.g. Minilit
- School wide assessment data collected using the assessment schedule

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

I: This analysis will guide the school's future directions and report findings via the Annual Report.

# Strategic Direction 2: Enhancing collaborative practices

## Purpose

In order to establish a *positive* culture encompassing all stakeholders, we will develop collaborative approaches to build collective efficacy to enable staff to share their expertise, strengthen collegiality and work towards improving student outcomes.

## Improvement measures

### Target year: 2024

Tell Them From Me (TTFM) collaboration data increases.

### Target year: 2024

More than 75% of staff rate themselves as 'Excelling' in the School Excellence Framework, in the area of 'Feedback'.

### Target year: 2024

Move from Sustaining and Growing to Excelling in at least three of the five elements of the High Impact Professional Learning (HIPL) model as measured using the HIPL school self-assessment tool.

### Target year: 2024

More than 75% of staff rate themselves as excelling in the theme of 'Collaborative Practice and Feedback' in the Teaching domain of the SEF.

## Initiatives

### Enhanced Professional Learning

Provide high quality professional learning focusing on Reading and Numeracy.

- Participate in high impact professional learning on evidence-based practice in reading and evaluate current practice.
- Establish, implement and monitor new school-wide expectations, structures and procedures in reading with a focus on phonological awareness, phonics, fluency, vocabulary, and reading comprehension.
- Participate in explicit targeted professional learning in the sub-elements of the numeracy progressions (Additive Strategies and Multiplicative Strategies) to build teacher capacity to accurately assess, refine teaching practice and teach to their students' explicit point of need.
- High impact professional learning for Student Learning Support Officers (SLSOs) focused around unpacking the 'What Works Best' CESE document and applying it to their role.
- Participate in high impact professional learning on feedback and evaluate current practice.

### Enhanced Collaborative Practices

Establish whole-school culture of effective collaboration among all staff members to inform class, stage and whole school directions.

- All staff participate in ongoing, targeted 'Observation of Professional Practice' to foster a collaborative learning culture.
- Coordinated release time (additional RFF) to investigate, plan and design effective teaching strategies and programs.
- Instructional leader and team leaders foster collaboration and provide support in initiating and leading professional discussions with colleagues to evaluate practice and analyse data.

## Success criteria for this strategic direction

### Enhanced Professional Learning

- The five elements of the HIPL tool (*Professional learning is driven by identified student needs, school leadership teams enable professional learning, collaborative and applied professional learning strengthens teaching practice, professional learning is continuous and coherent, and teachers and school leaders are responsible for the impact of professional learning on student progress and achievement*) are evident throughout professional learning within the school.
- Evidence-based practice is embedded in reading lessons and programs across the school
- Staff are using the numeracy progressions in targeted sub-elements to assess student learning and inform their future teaching as evidenced by data being entered into PLAN2 regularly.
- In schools where there is a culture of continuous improvement, teachers and school leaders measure the impact of professional learning on student progress. (*HIPL-Element 5: 5.2*)

### Enhanced Collaborative Practices

- Collaboration is prioritised and sufficient time given to investing in the practice.
- Teachers engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes.
- Collaborative practices are evident between all staff across the school
- The school leadership team participates and applies the principles of the 'Leading Collaborative Teaching Practice' course.

## Evaluation plan for this strategic direction

Q: To what extent have we established a positive, collaborative school culture that has built the collective

## Strategic Direction 2: Enhancing collaborative practices

### Initiatives

---

- Collaborative planning as stage teams, to also include specialist staff and SLSOs so there is a collective ownership of learning goals and outcomes, for both individual and whole school.
- 

### Evaluation plan for this strategic direction

---

efficacy of staff?

D: The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Teacher self-reflection surveys
- Literacy and numeracy progression data
- TTFM
- SEF-Sa-S
- Collation of staff PDP goals
- Professional learning log
- HIPL

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

I: This analysis will guide the school's future directions and report findings via the Annual Report.

# Strategic Direction 3: Student Wellbeing

## Purpose

To ensure all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole-school wellbeing processes that are evidence-based and support high levels of wellbeing and engagement.

## Improvement measures

### Target year: 2022

Increase the proportion of students who attend school greater than 90% of the year.

### Target year: 2024

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower-bound system-negotiated target.

### Target year: 2024

Decrease negative recorded behaviours and suspensions by 20%.

### Target year: 2024

Self-assessment at Sustaining and Growing or above of the High Potential and Gifted Education (HPGE) policy statements 1.2 and 1.6 using the HPGE Evaluation and planning tool.

### Target year: 2024

Tell The From Me (TTFM) Perspectives of parents - School supports learning data increases.

### Target year: 2024

Tell The From Me (TTFM) Perspectives of parents - Inclusive school data increases.

## Initiatives

### Personalised Learning

Embed a whole-school approach to student wellbeing and engagement through quality differentiated instruction where there is a collective responsibility for student learning and success. This will be achieved through:

- Consistent school-wide practices in meeting individual learning needs of students through differentiation
- Developing opportunities for student voice within the school and within classrooms such as actively seeking student input about their learning and wellbeing.
- Staff collaborative practices focus on differentiation through the involvement of all stakeholders in the evaluation and design of teaching and learning programs.
- High impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education Policy to personalise learning and understanding to ensure every student is known, valued and cared for. Catering for the needs of diverse EAL/D groups and through the development of support plans (PLaSPs).
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised and differentiated learning opportunities.

### Building Positive Connections

There is a strategic and planned approach to build positive connections that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Implementation of a mentoring program through the establishment of initiatives such as the Green Valley PS Breakfast Club that identify strength and build resilience.
- Parent and community groups re-established to foster positive connections, including, P&C, Mission Australia and AECG

## Success criteria for this strategic direction

### Personalised Learning

- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students (*SEF-LE: Wellbeing [Individual Learning Needs]*).
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (*SEF-LE: Wellbeing [Individual Learning Needs]*).
- 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-LE: Curriculum [Differentiation]*).
- Student feedback and voice is included in personalised learning plans.

### Building Positive Connections

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Teachers involve students and parents in planning to support learning, and share expected outcomes.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (*SEF-LE: Learning Culture [Attendance]*).
- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school (*SEF-LE: Wellbeing [Caring for students]*).

## Evaluation plan for this strategic direction

Q: To what extent have we impacted positively upon

## Initiatives

---

- Strategic use of communication tools, such as: Seesaw, to discuss student wellbeing, attendance and learning with parents and carers in order to establish partnerships and positive connections between home and school.
  - Establish and embed school procedures for sharing information about student wellbeing with relevant stakeholders to support the continuity of learning for all students.
  - Review and update whole school wellbeing processes including Positive Behaviour for Learning (PBL) and You Can Do It (YCDI) to enable students to grow and flourish, do well and prosper.
- 

## Evaluation plan for this strategic direction

---

student wellbeing and engagement?

D: The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Sentral behaviour data
- TTFM
- Attendance data
- Breakfast club attendance data
- Flexible school based funding
- Academic Report data
- PLaSP & PLP data

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

I: This analysis will guide the school's future directions and report findings via the Annual Report.