

Strategic Improvement Plan 2021-2024

Homebush Public School 2173



School vision and context

School vision statement

To be a school of excellence that empowers all students to embrace learning, achieve their highest potential and thrive through positive wellbeing.

School context

Homebush Public School has an enrolment of 516 students, including 98% of students from a non-English speaking background. Our school serves a diverse community and has a strong focus on teacher professional learning with an emphasis on teacher professional learning in visible learning using explicit teaching. All staff are committed professionals who place learning and wellbeing at the centre of their teaching practice. Our teachers are motivated and work collaboratively in stage teams. Positive Behaviour for Learning (PBL) brings together our whole-school community to contribute to developing a positive, safe and supportive learning culture for our students. The school also has a strong sporting and creative arts tradition with an emphasis on inclusivity.

To inform this Strategic Improvement Plan, authentic community consultation with both the parent and staff community has occurred. The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement in this School Improvement Plan are: student growth and attainment, effective classroom practice, Assessment data skills and analysis. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations in academic success, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Theme: Value-add - Excelling.

Achievement of 2022 system-negotiated targets:

Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 8.9%.

Target year: 2022

Theme: Value-add - Excelling.

Achievement of 2022 system-negotiated targets:

Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.8%

Target year: 2023

Theme: Student Growth - Excelling.

Achievement of 2023 system-negotiated targets:

Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 3.4%.

Target year: 2023

Theme: Student Growth - Excelling.

Achievement of 2023 system-negotiated targets:

Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 1.9%.

Initiatives

Shared understanding and responsibility for improvement in Reading

In reading, we will embed sustainable whole school processes for collecting and analysing data. This data will be used to inform:

Explicit teaching strategies that meet students' individual learning needs

Impact of teaching strategies on student learning

High impact professional learning and school resourcing

Teachers will apply research based professional learning in the complex cognitive processes of reading.

Shared understanding and responsibility for improvement in Numeracy

In numeracy, we will embed whole school processes for collecting and analysing data. The evaluation of this data will be used to inform:

Explicit teaching strategies designed to students' individual learning needs

Whole school numeracy focus to regularly assess, collate and analyse student progress to inform next steps in teaching.

A full range of assessment strategies to determine teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Teachers will apply research based practices in how students construct their mathematical understanding, including the implementation of IfSR (Interview for Student Reasoning) to assess students and tailor teaching to address individual learning capabilities.

Success criteria for this strategic direction

Teachers have a shared belief that all students can and will improve. (SEF - High Expectations)

Teachers share and model a consistent understanding of best practice in the teaching of reading and numeracy. (SEF - Effective Classroom Practice)

Teachers understand and explicitly teach reading 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 - Literacy and Numeracy)

Teachers collaborate to monitor and evaluate individual and collective student progress data, and identify progress measures to improve student performance in reading and numeracy. (SEF - Data Skills and Use)

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 have led to improved learning. (SEF - Curriculum)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

What has been the impact of embedding sustainable whole school processes for collecting and analysing data? Has this resulted in improved classroom practice and student performance in reading and numeracy?

What research based practices have been applied in the teaching of reading and numeracy?

Data:

External Performance Measures: NAPLAN, SCOUT

Evaluation plan for this strategic direction

Value-added data, check in assessments, PAT tests, Renaissance Reading.

Internal Performance Measures: Class Observations, running records, IfSR, student Personalised Learning Plans, teacher devised assessments.

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures regularly.

Implications: The findings of the analysis will inform:

- * Future actions and next steps.
- * Annual reporting on school progress measures.

Strategic Direction 2: Effective Classroom Practice

Purpose

Teachers will maintain high expectations of their students, know their students well, value them as learners, and use evidence-based effective teaching practices that challenge their students to achieve continuous improvement.

Improvement measures

Target year: 2024

High Expectations: Excelling.

High Expectations: School staff emphasise academic skills and hold high expectations for all students to succeed. This will be evidenced in Tell Them From Me student and staff survey data.

Teaching and learning programs across all KLAs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Uplift of 15% of students from 2023 stating that they are able to apply high skill and high challenge in their learning from Tell Them From data.

Target year: 2024

Explicit Teaching: Excelling.

100% of teachers will design and implement explicit and systematic teaching and learning experiences to enhance student learning.

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. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Initiatives

High Expectations

High expectations are linked with higher achievement and performance for all students. All students are challenged and engaged in order to develop their highest potential. A culture of high expectations is supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

Collaboration is key to ensuring teachers provide high quality, differentiated teaching and learning experiences and strategies that challenge their students and encourage continuous improvement. Through strategic collaboration, teachers uphold a shared responsibility and accountability of quality teaching and assessment practices that successfully impacts students' growth and attainment.

Explicit Teaching

Highly effective explicit teaching practices support student learning and improvement. Teachers collaborate to co-design explicit and systematic teaching and learning experiences that clearly explain what students are learning and why it is important for them to learn it. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

Teachers collectively collate and analyse assessment data to co-design teaching and learning programs and provide timely feedback to encourage student agency, progress and achievement.

Teachers will use evidence informed teaching practices and scope and sequences following syllabus outcomes to systematically build student understanding of skills, concepts and content knowledge. Teachers will collectively examine the beneficial effect size of intervention on student outcomes and pinpoint high impact teaching strategies that lead to improved student performance.

Success criteria for this strategic direction

Teachers have a shared belief that all students can and will improve. (SEF - High Expectations)

Teachers are skilled at explicit and systematic teaching strategies such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and breakdown knowledge. (SEF - Explicit Teaching)

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 has lead to improved learning. (SEF - Differentiation)

Teachers ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. (SEF - Curriculum Provision)

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can we demonstrate the impact of effective classroom practice on student outcomes?

What has been the impact of embedding sustainable whole school processes for improving classroom practice? Has this resulted in improved classroom practice and student performance in literacy and numeracy.

Is there an understanding that continuous improvement of practice is required for all staff, new or experienced?

Were processes in place to ensure curriculum requirements as detailed in Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 Policy are met?

Data:

Evaluation plan for this strategic direction

External Performance Measures: NAPLAN, SCOUT Value-added data, check in assessments, PAT tests, Renaissance Reading.

Internal Performance Measures: Class Observations, running records, IfSR, student Personalised Learning Plans, teacher devised assessments, lesson observations, support programs.

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures regularly.

Implications: The findings of the analysis will inform future actions and next steps.

Strategic Direction 3: Assessment and Data Skills and Analysis

Purpose

To enhance teacher knowledge in using systematic and reliable assessment information to evaluate student learning and implement change in teaching that leads to measurable improvement.

Improvement measures

Target year: 2022

Element: Assessment - a move towards Excelling.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Target year: 2024

Element: Data skills and use - Excelling.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

100% of teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practices to ensure equity.

Target year: 2022

Uplift of 3.5% of students attending greater than 90% of the time.

Initiatives

School Wide Assessment Practices and Protocols

Expert use of formative assessment strategies such as LISC (Learning Intentions, Success Criteria) provided through network of using the 'What Works Best' document, PSL and Instructional leader. The use of effective feedback practices provide the bridge between assessment and learning. The evidence also provides feedback to teachers, allowing them to evaluate and, if necessary, adapt or change strategies to ensure they are meeting the learning needs of their students.

Teachers use the 'What Works Best' document to inform decision making for effective assessment and the use of data to inform practice.

Teachers engage in professional learning that builds the analysis, interpretation and use of student progress and achievement data.

Data Skills and Use

Teachers collaborate across stages to share curriculum knowledge, data, feedback and other information to put faces on the data. This data is used to differentiate programs and lessons. Norms and protocols support a culture of ethical and responsible data use across the school.

Teachers collaboratively determine which data, evidence and artifacts will be collected across the school and will undertake a comprehensive analysis of student achievement data to identify patterns and trends across cohorts and curriculum areas.

Teachers work collaboratively and a culture of collective responsibility and accountability for all students' learning is the focus across the school with particular attention to attendance data.

Success criteria for this strategic direction

Assessment across the school is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. Teachers use formative assessments designed to check for understanding and provide students with feedback and support. (SEF -)

Teachers engage in professional learning that builds the analysis, interpretation and use of student progress and achievement data. (SEF -)

Data is collected across the school to ensure the assessment data collected is reflected in students growth and attainment. (SEF -)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on the learning outcomes. (SEF - Attendance)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in whole school assessment practices?

What has been the impact of embedding sustainable whole school processes for collecting and analysing data? Has this resulted in improved classroom practice and student performance in literacy and numeracy?

Can all teachers explain the pedagogical ideas behind assessment and the use of data to inform practice.

Does the school have systems and processes in place to support and regularly review tracking and monitoring of student achievement? Are there protocols in place to ensure a consistent approach to the collection and interpretation of data?

Data:

Evaluation plan for this strategic direction

Teachers analyse, interpret and use of student progress and achievement data to assess progress.

External Performance Measures: NAPLAN, SCOUT data, check in assessments, PAT tests, Renaissance Reading.

Internal Performance Measures: Student work samples, running records, class observations, formative and summative assessment tasks.

Analysis:

The 'What Works Best' document is used to inform decision making for effective assessment and the use of data to inform practice.

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures regularly.

Implications: The findings of the analysis will inform:

- * Future actions and next steps.
- * Annual reporting on school progress measures.