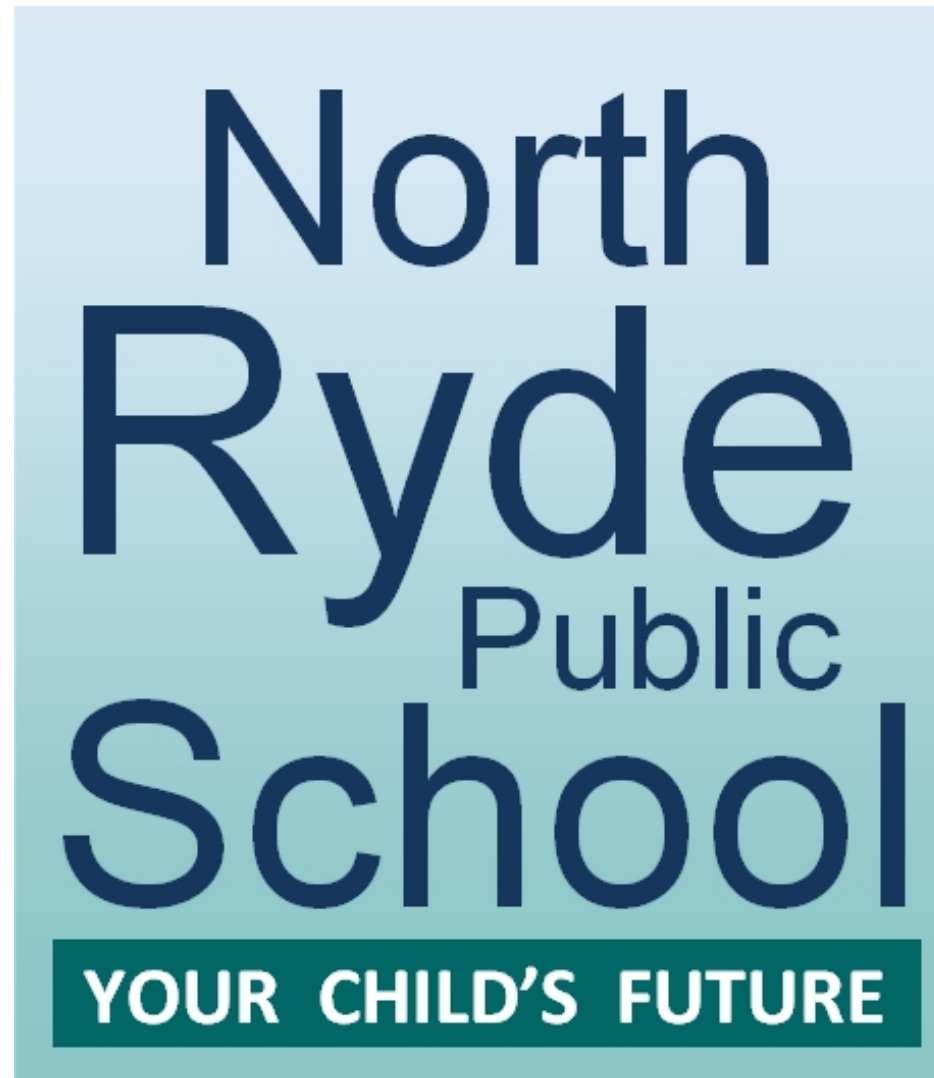


Strategic Improvement Plan 2021-2024

North Ryde Public School 3022



School vision and context

School vision statement

North Ryde Public School is a place where the education and care of each child is of greatest importance. Our goal is to develop students who are successful learners, confident and creative individuals, and active and informed citizens.

School context

North Ryde Public School is a place where education and student wellbeing are paramount. Our school has been an integral part of the local community for over 140 years. We are proudly continuing a tradition of academic excellence, personal responsibility and citizenship.

Our staff hold high expectations of all students and foster a passion for learning in a stimulating environment. Our teaching team is committed to ongoing professional development and the implementation of innovative learning programs. Students benefit from the active participation of parents and community members in all aspects of school life. Our shared goal is to develop students who are successful learners, critical thinkers, confident and creative individuals, and active and informed citizens.

The school has 409 students with 65% NESB students, speaking over 30 different languages. The school has doubled in the last 10 years. We currently have 17 classes.

In 2020 our school had External Validation. From the evidence and data collected from this, together with the situational analysis we have identified a need for data driven practices that ensure that all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction for students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system negotiated target areas in Reading and Numeracy.

Work will take place by reviewing and developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement across the school.

Our work with small groups and individual students will be responsive and well documented. Pre and post assessments will be carried out to assess the impact of this support.

Continual monitoring of student performance data will determine areas of need and success at the 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 literacy and numeracy and to build strong foundations for academic success, we will further refine and sustain data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands - Reading

Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be at or above the school's lower bound system-negotiated target in reading of 71.3%.

Target year: 2022

NAPLAN Top 2 Bands - Numeracy

Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be at or above the school's lower bound system-negotiated target in numeracy of 66.3%.

Target year: 2023

Expected Growth - Reading

Improvement in the percentage of students achieving expected growth in NAPLAN to be at or above the school's lower bound system-negotiated target in reading of 76.3%.

Target year: 2023

Expected Growth - Numeracy

Improvement in the percentage of students achieving expected growth in NAPLAN to be at or above the school's lower bound system-negotiated target in numeracy of 85.5%.

Initiatives

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. This will be achieved through:

- Professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Analysis of data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Reviewing and adapting teacher practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embedding data informed formative assessment practices as an integral part of daily instruction in every classroom.

Explicit Teaching

A whole school approach to explicit teaching is used to optimise learning progress for all students. This will be achieved through:

- Focused Professional Learning in literacy and numeracy as identified through data analysis that will target specific areas.
- Implementation of evidence based professional learning and programs
- Stage/grade and Learning and Support teams working together to reflect, plan and implement units of work to support literacy and numeracy.
- Reviewing and adapting practices to track learning growth of individual students.

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

- All teachers use formative assessment data to accurately track and monitor student achievement in Literacy and Numeracy.
- All teachers use summative assessment strategies to inform teaching and learning to lead to measurable improvements in all curriculum areas.
- The Learning and Support Team is collaborative and assist teachers across the school. They are an integral part of building teacher capabilities.

Evaluation plan for this strategic direction

Question

What has been the effectiveness of data driven practice? How can we measure the impact of our targeted professional learning? Is our professional learning meeting the students needs?

Data

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:

- NAPLAN data
- Check In Assessment data
- InitialLit data
- Year 1 Phonics Screening data
- Internal Assessment data
- Student work samples

Evaluation plan for this strategic direction

- Students PLP's

Analysis

The evaluation plan will involve:

- Regular review of these data sources to discuss their effectiveness in assisting us reach our intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Continual triangulation of data sources including quantitative and qualitative, internal and external data. Data will be analysed and help determine next steps.

Implications

Rigorous analysis of the data to determine impact, will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Catering for diverse learners

Purpose

An integrated approach to quality teaching, curriculum planning and delivery to be responsive to the needs of students.

Improvement measures

Target year: 2024

High potential and gifted students are identified and catered for in the classroom and have personalised learning goals to extend their learning.

Target year: 2024

- Staff use the most current evidence-based strategies to support students with ASD and emotional regulation to reach their personal goals and achieve at or above grade appropriate levels.

Initiatives

Differentiation

Differentiated curriculum is delivered to meet the needs of students at varying levels of achievement, including adjustments to support learning or increase challenge. We will achieve this through:

- Delivery of professional learning that will enable staff to have a clear understanding of the new High Potential and Gifted Education policy.
- Implementing procedures for identification and tracking of high potential students K-6.
- Embed differentiated activities and reflections for identified students into class programs.
- Targeted professional learning that supports staff in meeting the needs of high performing students.

Informed Practice

Student learning and success is a school wide collective responsibility which is shared by teachers, parents and students. We will achieve this through:

- Professional learning to provide all staff with effective strategies to improve engagement and student outcomes for students with ASD
- Professional learning that provides teachers with the skills to understand and implement strategies for emotional regulation.
- Evaluate and refine Learning and Support Team practices to ensure consistency and effective monitoring of students and to work with other school teams to review and analyse student data to enable targeted support and the development of personalised learning and support plans as well as behaviour plans.

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all students, showing evidence of adjustments and differentiation to cater for individual needs and to improve student outcomes.

- All teachers are well trained in catering for high potential and gifted students and are able to ensure students are continually challenged and are being extended.
- All teachers and SLSO's have a common language and strategies to support students with ASD and emotional regulation.
- Student surveys indicated they are challenged and feel valued and teachers are responsive to their needs.
- Students with additional needs have improved student outcomes and have more sustained emotional regulation.

Evaluation plan for this strategic direction

Questions

How can we ensure we are catering for the needs of individual students? How will we analyse the success of our evidence based programs?

Data

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:

- NAPLAN data
- Check In Assessment data
- Internal Assessment data
- Tell them from me data
- Student work samples

Evaluation plan for this strategic direction

- Students PLP's
- student survey's
- Class programs
- Behaviour book

Analysis

The evaluation plan will involve:

- Regular review of these data sources to discuss their effectiveness in assisting us reach our intended improvement measures and cater for the needs of students.
- Regular professional discussions around the high potential and gifted education policy along with the new behaviour policy.
- Continual triangulation of data sources including quantitative and qualitative, internal and external data, data will be analysed and help determine next steps.

Implications

Rigorous analysis of the data to determine impact, will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Collaboration

Purpose

Creating a school culture that promotes collaboration and sharing through evidence-informed practices.

Improvement measures

Target year: 2024

- North Ryde will have a current and consistent technology across the school.
- Highly skilled teachers integrating technology to improve student outcomes.
- Teachers sharing with the broader network best practice in embedding technology into everyday practice.

Target year: 2024

- Tell Them from me data indicates 5% increase in parent approval of parents feeling welcome and informed.
- Communication about student progress is best practice and is evident in all classrooms.

Target year: 2022

Attendance

Increased percentage of students attending school more than 90% of the time to be at or above the school's lower bound system negotiated target of 90.2%

Initiatives

Collaborative Practice and Future Focused Learning

Create the conditions and culture that support meaningful teacher collaboration through:

- Professional learning on collaborative practices that build collective efficacy to support teacher professional growth to deepen their teaching practice
- Collaborative planning, reflection and evaluation of teaching and learning programs embedded into everyday practice.
- Embedding technology into teaching and learning programs to improve student engagement and outcomes.
- Differentiated '*Technology for Learning*' professional learning for teachers that caters for individual needs and builds teacher capacity.
- Upgrading the school's IT infrastructure allowing students and teachers to have ongoing and uninterrupted access to online services.

Strong Partnerships

Create the conditions and culture that support meaningful communication and partnerships between all stakeholders. This will be created through:

- Embedding learning intentions and success criteria into all teaching and learning programs.
- Valuing and supporting student voice.
- Implement three-way interviews between teachers, students and parents where students articulate their thinking and learning and collaboratively set personal goals with their teachers and communicate these to their parents.
- Teachers and students reflecting on their learning and setting achievable learning goals to work towards.
- Fostering communication between parents, students and teachers to support students to achieve their

Success criteria for this strategic direction

Collaborative practice becomes part of the culture of North Ryde Public School. Where classrooms and teachers are open to sharing and learning from each other.

- A whole school system and integrated approach to building a culture of collaboration include scheduled team meetings to work together on collaborative programming and consistent teacher judgement.
- During collaborative planning meetings, student assessment data is used to reflect on teacher effectiveness and inform future school directions.
- The principal and school leadership team model curiosity and endeavour to source evidence-based best practice in collaboration.
- Technology TPL is individualised and delivered using the expertise of staff to enhance our collective knowledge.
- Teachers and students can articulate how technology has been used to enhance the curriculum.
- Teachers have a more diverse range of knowledge of technology to implement across the curriculum.

Evaluation plan for this strategic direction

Questions:

How can we maximise our collaboration and partnerships with our students and the wider school community? How can we improve or get more feedback from our families?.

Data:

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:

- Parent surveys

Strategic Direction 3: Collaboration

Initiatives

personal best.

Evaluation plan for this strategic direction

- Tell them from me data
- Student surveys
- Teacher surveys
- Student work samples
- Focus groups

Analysis:

The evaluation plan will involve:

- Regular review of these data sources to discuss their effectiveness in assisting us reach our intended improvement measures.
- Regular professional discussions around the School Excellence Framework elements and themes.
- Continual triangulation of data sources including quantitative and qualitative, internal and external data, data will be analysed and help determine next steps.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.