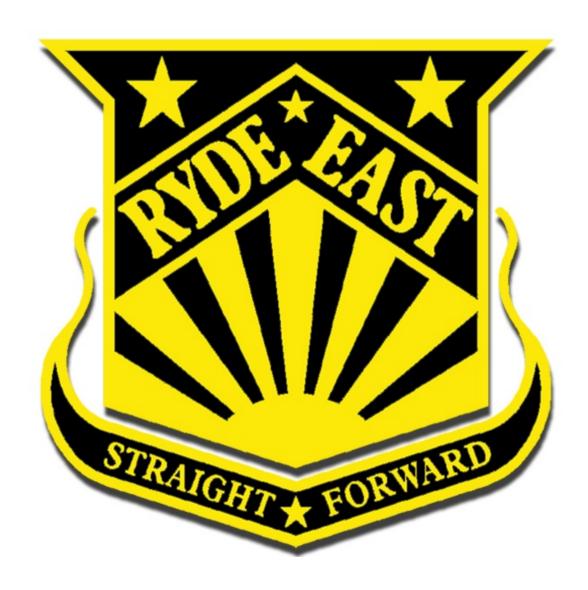# Strategic Improvement Plan 2021-2024

Ryde East Public School 4257

School vision and context

School vision statement

Ryde East Public School strives for excellence, equity and inclusiveness in a safe, respectful school environment. We engage in evidence-based education practices, high-quality teaching and are supported by our vibrant community. To challenge students to continually improve, we endeavour to equip our students with the knowledge, skills and dispositions for lifelong learning. Students are supported through innovative practices that focus on wellbeing and academic excellence. We foster collaborative and authentic partnerships with all members of our diverse school community. We value positive relationships with parents to enhance learners' engagement, progress and achievement.

School context

Ryde East Public School is a Metropolitan North primary school located in North Ryde, close to Wallumatta Nature Reserve, with a student enrolment of 526. Our student demographic includes 178 (34%) students who identify as having English as an Additonal Language or Dialect, and 7 (1.33%) Aboriginal students. Ryde East Public School has a strong connection to the local community with an active parent community and supportive Parents and Citizens Association.

Our school has strong sporting, creative and performing arts programs. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. In response to community consultation, specialist staff have been engaged to target learning in specific areas, including PE and Music. Students have access to a wide range of extra-curricula activities, such as dance, visual arts, choir, band, robotics, tennis and chess.

Over the past three years, the staff and school community have enhanced the school environment to better support collaborative practices, educational programs and resourcing. The aim has been to ensure students are at the centre of all decision making, and that they have an understanding of themselves as reflective learners. In 2019 and 2020 the school completed a comprehensive review of current practices in line with the High Potential, Gifted Education Policy. This led to the clustering of students based on their potential in the domain of 'Intellect'. In 2021 this process will be supported to include the 'Physical' domain.

Evidence from the Situational Analysis identified a need to use data driven practices that ensure all students are able to access the curriculum at their point of need. 2020 saw an increase in the use of formative assessment practices and regular data talks across the school K-6. In 2021 a whole-school assessment scope and sequence will be developed. System-negotiated targets in Reading and Numeracy have been identified based on our NAPLAN data analysis. A focus on valid and reliable data collection will be used to develop greater consistency of judgement within stages and across the school, and this will inform future directions for student learning and teacher development.

Staff will continue to experience high quality targeted professional learning that aligns with the school's strategic directions. School services and external consultants will be accessed to support us in achieving these aims. In 2020 the executive team and school staff undertook professional learning based on the five elements of Formative Assessment and Visible Learning Practices. Staff have also undertaken professional learning in the areas of Assessment and High Expectations from the What Works Best research. This professional learning is the focus of our professional practice and pedagogical understanding in 2021.

All students are developing an understanding of the Learning Dispositions: risk-taking, perseverance, adaptability, self-motivation and communication. These underpin the expectations of students when they are learning and include the beginning phases of developing Learning Intentions and Success Criteria (LISC) as part of the Visible Learning journey.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine evidence-based teaching practices that are responsive to current research. Staff will further embed data driven practices that are responsive to the learning needs of students when developing quality teaching and learning programs.

Improvement measures

Target year: 2022

NAPLAN Top two bands - Reading

Improvement of 8.5% of students achieving in the top two bands to reach our lower bound system-negotiated target.

Target year: 2022

NAPLAN Top two bands - Numeracy

Improvement of 9% of students achieving in the top two bands to reach our lower bound system-negotiated target.

Target year: 2023

NAPLAN Students achieving expected growth - Reading

Improvement of 18.2% of student achieving expected growth to reach our lower bound system-negotiated target.

Target year: 2023

NAPLAN Students achieving expected growth - Numeracy

Improvement of 16.7% of students achieving expected growth to reach our lower bound system-negotiated target.

Target year: 2024

School-based target:

Initiatives

Effective classroom practices: Reading

Embed a sustained, whole-school approach in the teaching of effective, evidence-based practices in reading that cater for the diverse needs of all students. We will do this through:

- differentiated professional learning experiences that build a collective understanding of the five essential skills for reading, where these are embedded in the English syllabus (including the new curriculum) and the ways in which they are to be explicitly taught to all students

- instructional leadership in the classroom to facilitate the modelling of collective practice, collaboration and teacher feedback

- the planning, implementation and regular monitoring of evidence-based quality teaching and learning programs that strategically and explicitly build student proficiency across the five core reading skills (phonemic awareness, phonics, vocabulary, fluency, comprehension)

- a focus on enriching and extending students, through strategic and targeted support, to ensure that all students are challenged throughout their learning

- developing a deep understanding of key progression points in reading K-6 to support staff to teach reading effectively

Effective classroom practices: Numeracy

To further embed our culture of agreed evidence-based practices in the delivery of quality teaching focused on the improvement of students numeracy skills. We will do this through:

- providing differentiated professional learning opportunities that build on current staff expertise, curriculum knowledge and pedagogical understanding

- effective methods will be identified, promoted and modelled

Success criteria for this strategic direction

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

Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. (SEF - Lesson planning)

All teachers understand and explicitly teach literacy 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 focus)

Teaching and learning programs describe expected student progression in knowledge, understanding and skill. (SEF - Teaching and learning programs)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Instructional leadership)

Evaluation plan for this strategic direction

Questions:

Are staff consistently utilising evidence-based practices in literacy and numeracy?

What impact are these practices having on student learning outcomes?

Data: The school will 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. The

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement in the following SEF elements:

Explicit teaching - work toward excelling

Lesson planning - achieve/maintain excelling

Literacy and numeracy focus - achieve/maintain excelling

Teaching and learning programs - work toward excelling

Instructional leadership - work toward excelling

Initiatives

- implementation of the new mathematics syllabus K-2, including a review of our current scope and sequence
- teaching and learning programs across the school showing evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning

Evaluation plan for this strategic direction

following data sources will be used:

- NAPLAN and Scout Data, including Check-In assessments 3-6
- Results from the Phonological Awareness Diagnostic Assessment K-2 and the Phonics Screener (Year 1)
- SENA assessments K-6 (where applicable)
- Interview for Student Reasoning (IfSR) for Number and place value (NP)
- NSW Mathematics progression data
- NSW syllabus online assessments to diagnostically assess each student 3-6
- K-6 Teaching and learning programs K-6
- What Works Best Teacher Self-Evaluation Toolkit
- Student work samples (both digital and written in literacy and numeracy)
- Lesson observation feedback records
- School Excellence Framework Self-Assessment Survey results

Analysis: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

The implications will be considered and will form the future directions of 'where to next' in achieving the improvement measures set out in this plan.

Strategic Direction 2: Responsive and flexible assessment practices

Purpose

To support students' progress and achievement and maintain a culture of continuous improvement, teachers will monitor, plan and report on student learning. Staff will apply a full range of quality assessment strategies into teaching practices across the school. Data will be utilised to provide effective and timely feedback to students, reflect on teacher effectiveness and inform future school directions.

Improvement measures

Target year: 2024

School-based target:

100% of staff have quality assessment embedded into their everyday practice and are able to demonstrate strong evidence of this practice at a minimum level of Proficient against all of the descriptors in standard 5 (Assess, provide feedback and report on student learning) of the Australian Professional Standards for Teachers.

Target year: 2024

School-based target:

Improvement in the following SEF elements:

Parent engagement - work towards excelling

Whole-school monitoring of student learning - work towards excelling

Student engagement - work toward excelling

Internal and external measures against syllabus standards - achieving/maintaining excelling

Whole school reporting - work towards excelling

Initiatives

Data skills and use in planning

Ensure effective strategies and processes for data analysis, tracking and planning are used as a basis for responsive curriculum delivery. We will do this through:

- the provision of Professional Learning experiences to increase data literacy and the use of data to inform planning and teaching to understand 'where to next'

- the establishment of school-wide practices to provide robust evidence of student learning with a focus on achieving consistency between internal and external measures of student growth and achievement. This includes using a centralised location to harvest and analyse data

- providing instructional leadership on how to track student progress by supporting the provision of data talks in stage team meetings, increasing the consistency of teacher judgement and the understanding of A-E reporting scales

- using our ongoing evaluation of student learning to modify teaching practice.

- building staff capacity to use a broad range of data to identify students who may benefit from extension and additional challenge, including target areas for growth and improvement in programs, practices and procedures

Quality assessment practices

Establish consistent, school-wide practices for assessment that are used to monitor, plan and report on student learning. We will do this through:

- the provision of Professional Learning experiences to ensure that teachers have a broad repertoire of quality assessment strategies for students at the individual and cohort level

- integrating quality assessment practices into teaching and learning experiences, including using a bank of class assessment tools, to ensure effective diagnosis of barriers to learning and to challenge

Success criteria for this strategic direction

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (SEF - Parent engagement)

The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. (SEF - Whole school monitoring of student learning)

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. (SEF - Student engagement)

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (SEF - Internal and external measure against syllabus standards)

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. (SEF - Whole school reporting)

Evaluation plan for this strategic direction

Question:

Is assessment being used consistently, flexibly and effectively to improve student learning outcomes and identify trends in whole-school growth and achievement?

Data: The school will 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. The

Ryde East Public School (4257) -2021-2024

Strategic Direction 2: Responsive and flexible assessment practices

Initiatives

students to improve their performance

- undertaking the Visible Learning Initiative through Corwin to ensure staff are evaluators of their own impact, that students know what they need to learn, how to learn it and how to evaluate their progress

- building teacher capacity to confidently communicate to parents about individual students' learning progress and areas of development

Evaluation plan for this strategic direction

following data sources will be used:

- NAPLAN and Scout data including Check-In assessments 3-6
- Literacy and numeracy progression
- Teaching and learning programs K-6
- What Works Best Teacher Self-Evaluation
- Data collected by staff as part of their regular practice through questioning, observation and discussion
- School Excellence Framework Self-Assessment Survey
- Professional Development Plan, including use of The Australian Professional Standards for Teachers
- Feedback from parents through surveys and forums
- HIPL School Self-assessment Tool

Analysis: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications: The implications will be considered and will form the future directions of 'where to next' in achieving the improvement measures set out in this plan.

Ryde East Public School (4257) -2021-2024

Strategic Direction 3: Wellbeing and engagement

Purpose

To maximise opportunities for all students to connect, succeed and thrive, there is a school-wide, collective responsibility for student learning and success. Evidence-based, whole school wellbeing practices are identified and implemented consistently by all staff. Staff will continue to proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Improvement measures

Target year: 2022

Attendance

Decrease proportion of students attending less than 80% of the time, achieving our lower bound system-negotiated target.

Target year: 2022

Wellbeing

TTFM data indicates an increase in the proportion of students reporting expectations for success, advocacy, and sense of belonging at school, achieving our lower bound system-negotiated target.

Target year: 2024

School-based target:

Improvement in the following SEF elements

Behaviour - work towards excelling

Attendance - work towards excelling

Transitions and continuity of learning - achieve excelling

A planned approach to wellbeing - work towards excelling

Initiatives

A planned approach to wellbeing

Embed a consistent, whole-school approach to student wellbeing that encompasses a variety of evidence-based practices to improve student engagement, learning outcomes and positive behaviour. We will do this through:

- reviewing our current whole-school practices around Positive Behaviour for Learning and appropriate behaviour management strategies to ensure that they align with the new DoE behaviour strategy

- prioritising a restorative approach to relationships across the school community and provide staff training and support for implementation through Adam Voigt

- engaging in further professional learning, supported through professional dialogue and modelling in relation to the Zones of Regulation and social skills programs as a focus for our wellbeing program

- building and supporting a culture of high expectations and community engagement, resulting in improved educational outcomes for all students along the continuum of potential, including targeted interventions to challenge and support students.

- monitoring attendance and developing strategies to support targeted students and families to increase levels of school engagement and attendance

- using a centralised location to store, harvest and communicate wellbeing data, to support staff and students at key transition points within and between school years

Collaborative parent partnerships and community engagement

Further develop meaningful relationships between parents and teachers with the shared goal of maximising learning outcomes for students, and strengthening our school's engagement between students, teachers, parents, support staff and the community. We will do this through:

Success criteria for this strategic direction

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF - Transitions and Continuity of Learning)

Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.(SEF - Attendance)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - A Planned Approach to Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF - Behaviour)

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community, this includes the regular elicitation of feedback from parents and the broader school community. (SEF - Community Engagement)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community (SEF - Community Satisfaction)

Evaluation plan for this strategic direction

Questions:

Have the systems and processes put in place for enhancing student wellbeing and engagement been successful and how do we know?

Have the systems and processes put in place for

Ryde East Public School (4257) -2021-2024

Strategic Direction 3: Wellbeing and engagement

Improvement measures

Community engagement - work towards excelling

Community satisfaction - work towards excelling

Initiatives

- establishing consistent expectations for how teachers communicate with parents to support student learning and wellbeing

- reviewing the social media plan and communication strategy to positively promote the school to parents and the community, e.g. positive school promotion through newsletters, social media and the school app, providing information to parents around current and relevant issues

- establishing a clear process for parents to provide feedback to the school about what is working well, along with suggestions for improvements.

- using initiatives such as Harmony Day and National Day of Action Against Bullying to invite health and wellbeing partners to present workshops for students, parents and teachers

- designing, developing or reviewing community collaboration strategies that support learning and wellbeing appropriate for students across the continuum of potential

Evaluation plan for this strategic direction

enhancing community engagement and parent partnerships been successful and how do we know?

Data: The school will 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. The following data sources will be used:

- Tell Them From Me survey results
- Sentral wellbeing data
- Attendance data
- Personalised Learning and Support Plans
- Parent feedback through surveys and focus groups
- Scout Data
- School Excellence Framework Self-Assessment

Analysis: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications: The implications will be considered and will form the future directions of 'where to next' in achieving the improvement measures set out in this plan.