

Strategic Improvement Plan 2021-2024

St Andrews Public School 4481



School vision and context

School vision statement

Children, First and Foremost

School context

St Andrews Public School is located in Campbelltown , in South West Sydney and has a Family Occupation and Education Index of 95. The school has an enrolment of 792 students which includes 8% Aboriginal students, 39% from English as an Additional Language or Dialect (EALD), an Opportunity Class (OC) and five support classes including 2 - IO, 1 - IO/AU, 1 - MC and 1 - IM.

The school's vision statement, 'Children, First and Foremost' is clearly visible across our setting and is at the heart of all decision making. The school has excellent resources to cater for students and their individual learning needs and provides a variety of extra curricular activities such as a dance group, band, table tennis, debating, Tournament of Minds and many additional opportunities. Students have access to a beautiful and stimulating sensory garden and a Structured Play Area (SPA) has been designed to support our students who require additional support on the playground.

The school has a Student Prefect Leadership Team, Student Representative Council (SRC) and a Junior Aboriginal Education Consultative Group (AECG) which meet on a weekly basis and are active in the future direction of the school.

Our school has an active parent support group that meet each week to support the school and each other and to contribute to decisions that are being made for our children and their learning.

The Situational Analysis highlighted the need to have a clear focus on maximising student learning outcomes in Literacy and Numeracy, develop a professional learning community prioritising student growth by establishing a learning culture of high expectations and for the school community to take a collective responsibility for student learning, growth and success.

The school has created collaborative systems to plan, implement, monitor and evaluate processes and practices to ensure high levels of accountability. These processes provide feedback to consistently refine teaching practices to improve student outcomes.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy, and to build educational aspiration, committing to the implementation of effective, explicit teaching methods and develop consistent assessment practices to support continual progress and achievement for all students.

Improvement measures

Target year: 2024

A minimum of 12.7% growth for Year 3 and 5 students achieving in the top two bands in NAPLAN reading. (system-negotiated target)

Target year: 2024

A minimum of 12.7% growth for Year 3 and 5 Aboriginal students achieving in the top two bands in NAPLAN reading. (system-negotiated target)

Target year: 2024

A minimum of 14% growth in students achieving expected growth in NAPLAN reading. (system-negotiated target)

Target year: 2024

A minimum of 14% growth in Aboriginal students achieving expected growth in NAPLAN reading. (system-negotiated target)

Target year: 2024

All students achieving at least 15% growth in Year K-6 will achieve expected growth when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in Literacy. (school determined target)

Target year: 2024

A minimum of 12% growth for Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy. (system-negotiated target)

Initiatives

Effective Curriculum Implementation

- Develop a thorough understanding and use of the NSW Syllabus documents and Literacy and Numeracy Learning Progressions across the school.
- Develop consistent evidence based Literacy and Numeracy pedagogy and programs across all classes.
- Develop explicit teaching practices in Literacy and Numeracy
- Develop practices that consistently use student learning goals to support quality differentiation.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised responsive learning opportunities.
- Embed and use professional learning models and collaboration to build teacher capabilities and collective pedagogical practice.
- Professional learning specifically supporting the development of high quality and consistent Literacy & Numeracy pedagogy, teacher judgement and assessment across all grades.

Data Driven Practices

- Embed sustainable whole school processes, including professional learning, for collecting, analysing and monitoring data.
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- Embed collaborative practices in data collection to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

The school leadership team model collaborative leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement through:

Curriculum Planning and Delivery

- Executive staff display deep levels of understanding around the effective use of formative assessment strategies and support teachers in embedding formative assessment strategies during stage collaboration.
- Teaching and learning programs reflect a deep understanding of curriculum and differentiated practices in response to student need.
- All teaching and learning programs are responsive, showing evidence of revisions based on student assessment.

Pedagogy

- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- -Expert knowledge demonstrated in the development of learning goals and success criteria in Literacy and Numeracy ensuring explicit strategies are implemented in all classrooms.
- -All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- Teachers can explain how and why they implement specific teaching strategies within their classroom.
- Teachers have opportunities to collaborate, observe demonstration lessons, receive shoulder to shoulder teaching support and continual feedback.

Assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

A minimum of 12% growth for Year 3 and 5 Aboriginal students achieving in the top two bands in NAPLAN Numeracy. (system-negotiated target)

Target year: 2024

A minimum of 10.8% growth in students achieving expected growth in NAPLAN Numeracy. (system-negotiated target)

Target year: 2024

A minimum of 10.8% growth in Aboriginal students achieving expected growth in NAPLAN Numeracy. (system-negotiated target)

Target year: 2024

All students achieving at least 15% growth in Year K-6 will achieve expected growth when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in Numeracy. (school determined target)

Target year: 2024

Value-add: K-3 Delivering to Excelling, Y3-5 Working towards Delivering to Sustaining and Growing. Y5-7 Delivering to Excelling.(school determined target)

Initiatives

- Embed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

- Evidence of teachers using formative and summative assessment data to accurately track and monitor student achievement.
- Collaborative development of quality assessments that have direct links to the NSW Syllabus and Learning Progressions.
- Valid teacher judgement is evident across the school through regular collegial discussions regarding student assessment data.

Data

- Valid data analysis is evident across the school. This underpins triangulation of data during collaborative leadership discussions.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Assessment data is collected in Literacy and Numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction to direct learners and learning.

Evaluation plan for this strategic direction

Question

To what extent have we achieved Strategic Direction 1 and demonstrated improvement of student outcomes in Literacy and Numeracy?

Data

The evaluation plan will involve:

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

directions:

- External Assessment
- NAPLAN data
- Scout - Value added data
- PAT - Literacy and Numeracy
- Best Start
- Check in assessment
 - Internal Assessment
- Literacy and Numeracy PLAN2 data,
Phonics Screening/ Fountas and
Pinnell/ SENA/ Data Wall
 - Student PLPs , IEPs
 - Student focus groups.
 - Spirals of Inquiry data analysis
 - Student work samples

Analysis

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- -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 in weeks 4 and 9 including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

After analysing the data a determination will be made as to:

- future actions (short, medium and long term)
- the use of data to inform annual reporting and progress against improvement measures.

Strategic Direction 2: High expectations through a continuous improvement of culture and opportunities to develop self and others

Purpose

To develop a professional learning community prioritising student growth whereby a culture of high expectations is created by focusing on continuous self development in learning.

Improvement measures

Target year: 2024

15% increase of students can set future learning goals accurately reflecting areas of development required and can justify their decisions.(school determined target)

Target year: 2024

A sustainable whole school approach to Effective Assessment Practices for, as and of learning. (school determined target)

Target year: 2024

100% of teachers are applying feedback and demonstrating evidence of implementation and change to practice in alignment with PDP goals.(school determined target)

Target year: 2024

20% of classroom teachers have developed leadership skills and are leading initiatives across the school.(school determined target)

Target year: 2024

Students are active in providing feedback and creating initiatives to improve learning and decision making in developing school culture across the wider community.(school determined target)

Target year: 2024

Effective partnerships with the school and Western Sydney University in delivering professional learning to support preservice teachers and teachers across the St

Initiatives

Effective Assessment Practices

Creating a culture of high expectations where professional learning assists staff to individually grow and develop professional practice through

High Expectations

- Establish clear and consistent expectations for own learning and behaviour
- Guidance and support structures in place to assist students/staff towards meeting expectations
- Students/staff to self reflect and identify areas of strength and areas of improvement required based on evidence.
- Continue to provide professional learning for staff on visible learning pedagogy and methods of monitoring the impact of these strategies.

Effective Feedback

- Detailed and specific feedback to achieve growth as a learner
- Encourage self assessment, reflect and monitor progress as individuals based on data

Collaboration

- Seek PL opportunities to refine knowledge, skills and understanding in evidence based teaching practices
- Analyse how different teaching approaches impact on student learning
- Work with colleagues to plan, develop and refine teaching and learning programs or initiatives throughout the school
- Work in partnership with colleagues to achieve shared collaboration goals

Leadership Development

Success criteria for this strategic direction

Effective Assessment Practices

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- Teachers respond to trends in student achievement at individual, group and whole school levels.
- Individual approaches evident in learning programs and/or management of behaviour based on student need
- Students communicate what has been taught using consistent language
- Students reflect against a criteria and assess their strengths and areas to develop
- Students participate in a range of additional opportunities and feel connected.

Leadership Development

- 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

Strategic Direction 2: High expectations through a continuous improvement of culture and opportunities to develop self and others

Improvement measures

Andrews network focusing on student learning and wellbeing.(school determined target)

Initiatives

Professional learning to upskill existing and upcoming staff and student leaders in areas such as:

- develop their leadership capacity
 - Improve self-awareness by engaging in PL to improve practice
 - Individuals seek own professional learning based on PDP goals
 - Upskill about role of mentor
 - Mentor colleagues in areas of need
 - Engage in coaching role/collaborative leadership role to support staff/student learning.
 - The school provides enriching opportunities to increase student leadership.
 - Students lead initiatives that value the perspective and opinions of all students and act on them in a way that genuinely shapes the learning and decision-making at the school
 - Establish roles and responsibilities
 - Leading university lectures to model how data is utilised to effectively program
 - Leading behaviour management sessions across the St Andrews Network
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Success criteria for this strategic direction

achievement decrease

- The Collaborative Leadership Model establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement through sustainable structures.
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers
- The school embeds evidence based practices from the themes within "What works best" to promote continuous improvement through professional learning
- The leadership team establishes professional learning community which is focused on continuous improvement of teaching and learning
- Teachers use their Performance and Development Plans (PDP's)to continually build their capacity to ensure every student experiences high quality teaching.
- Evidence of adjustments made to teaching and learning programs as a result of structured conversations.
- Staff engage in structured conversations that reflect on practice and identify effective strategies to improve teaching and learning.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school is recognised as excellent and responsive by it's community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues across many schools.

Strategic Direction 2: High expectations through a continuous improvement of culture and opportunities to develop self and others

Evaluation plan for this strategic direction

Question

To what extent have we developed a culture of high expectations that prioritises student growth and continuous self-development?

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

- External Assessment
 - NAPLAN data
 - Scout - Value added data
 - PAT - Reading and Numeracy
 - Best Start
 - Check in assessments
 - TTFM - Student and Teacher
 - Internal Assessment
 - Literacy and Numeracy PLAN2 data,
 - Phonics Screening
 - Fountas and Pinnell/SENA/Data Wall
 - PDPs
 - Observation notes
 - Evaluation of practices implemented by teachers due to the outcome of structured conversations

Strategic Direction 2: High expectations through a continuous improvement of culture and opportunities to develop self and others

Evaluation plan for this strategic direction

-Feedback from staff across the St Andrews network shows the value and implementation of these workshops.

-Responses from students at the University show confidence in learnings from the workshops.

Analysis

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- 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 in weeks 5 and 10 including quantitative and qualitative, internal and external data to corroborate conclusions.
- Aspiring Leaders are leading and taking on leadership roles.

Implications

After analysing the data a determination will be made as to:

- future actions (short, medium and long term)
- the use of data to inform annual reporting and progress against improvement measures.

Strategic Direction 3: Collective responsibility for student learning, growth and success

Purpose

To foster a school community which holds a collective responsibility for student learning, growth and success, underpinned by positive relationships, where learning is driven by a holistic approach to students based on their academic and wellbeing needs.

Improvement measures

Target year: 2024

10.5% growth in student attendance for students in K-6 (system-negotiated target)

Target year: 2024

10.5% growth in student attendance for Aboriginal students in K-6 (system-negotiated target)

Target year: 2024

A consistent 10% decrease each year in students arriving late to school/ being picked up early each year (school determined target)

Target year: 2024

Parent attendance at whole school events has consistently increased by 10% each year (school determined target)

Target year: 2024

10% of student growth across the EALD continuum each year (school determined target)

Target year: 2024

All students achieving at least 15% growth in Literacy Year K-6 will achieve expected growth when comparing start of year to end of year assessments. (school determined target)

Target year: 2024

Initiatives

Engagement

To create a culture of collective responsibility for student learning and improvement.

- Implementation of quality communication structures to provide both qualitative and quantitative data on student and parent engagement.
- Embedding of differentiated and targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.
- Provide ongoing opportunities to celebrate student achievement and success.
- Providing students with a voice where they want to be involved in their learning because their voice matters.
- Including school community in decisions, teaching and learning, and evaluative practices
- Developing strategies to promote improved student attendance across the school.
- Increasing the opportunities for students to engage in extracurricular programs.
- Developing programs and cultural experiences to engage Aboriginal and non-Aboriginal students in their culture
- Developing programs and cultural experiences to engage EALD students in their culture
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Engagement of all staff in professional learning to develop an understanding of the EALD progressions and to support EALD students.

Wellbeing

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Processes and procedures regularly monitored and communicated to staff and parents
- 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.
- Teachers involve students and parents in planning to support learning, and share expected outcomes.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to

Strategic Direction 3: Collective responsibility for student learning, growth and success

Improvement measures

100% of Aboriginal students are engaged in authentic student-led goal setting (school determined target)

Target year: 2024

An increase of 7.7% of students with positive wellbeing within our school in TTFM data. (system-negotiated target)

Target year: 2024

A 20% decrease in overall negative incidents (school determined target)

Target year: 2024

All students achieving at least 15% growth in Numeracy Year K-6 will achieve expected growth when comparing start of year to end of year assessments. (school determined target)

Initiatives

To foster a school community formed on positive relationships to drive a holistic approach to student growth and success.

- Implementing a whole school approach to wellbeing processes to ensure ongoing monitoring, analysis and evaluation of student behaviour, attendance, wellbeing and learning.
- School community involved in the development, monitoring and evaluating of Aboriginal PLPs
- Implement initiatives to support the wellbeing of staff
- Review and modify LST processes with ongoing evaluation to ensure that all students academic/social and emotional needs are supported

Success criteria for this strategic direction

ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and 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

Question

To what extent have we achieved Strategic Direction 3 to demonstrate improvement of student engagement and wellbeing?

Data

The collation of the following data sources to regularly analyse the effectiveness of our initiatives in achieving the improvement measures. These include:

- TTFM survey data
- Student/Parent/Staff forums data
- Attendance data (Sentral)
- Behavioural data (Sentral)
- Attendance at Parent Workshops
- SeeSaw usage data
- Wellbeing framework self-assessment data
- Goal achievement in PLaSPs and PLPs
- EALD Learning Progression Data
- Student engagement data
- Regular analysis of the initiatives and activity to evaluate if we are on track in achieving our improvement measures
- Ongoing team reflection and analysis

Evaluation plan for this strategic direction

- Regular PBL meetings to evaluate implementation and ensure ongoing monitoring and communication

Analysis

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- 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 in weeks 5 and 10 including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

After analysing the data a determination will be made as to:

- future actions (short, medium and long term)
- the use of data to inform annual reporting and progress against improvement measures