

Strategic Improvement Plan 2021-2025

Strathfield South Public School 3124



School vision and context

School vision statement

At Strathfield South Public School, we take charge of our learning, embrace new experiences together and challenge ourselves to improve every year. Our student community feels safe, supported and empowered to reach their full potential because every relationship is a shared responsibility and an opportunity to grow.

School context

Strathfield South Public School acknowledges our Aboriginal connections to the Wangal Clan and is located on the land of the Dharug Nation. Our school was established in 1881 and comprises of 640 students, approximately 90% of which are from culturally and linguistically diverse backgrounds.

The staff at Strathfield South Public School are highly professional, collaborative and committed. We enjoy an esteemed reputation for excellence, and support the wellbeing of every student through providing a safe, welcoming environment that promotes a sense of belonging and self-worth. Strong inclusive partnerships with our parent community are central to fostering student wellbeing, growth and engagement.

The school's thriving P&C, voluntarily manage our healthy canteen, run an efficient, online uniform shop, and advocate on our behalf, supporting initiatives that benefit all students. They also support our school through purchasing resources, as well as funding our speech and occupational therapy programs, improved quality learning spaces and technology upgrades.

Our School offers a diverse range of rich learning opportunities. All students attend Chinese, Korean or Italian language classes and have the opportunity to participate in a variety of critical thinking and creative programs including orchestra and string ensembles, dance, choir, engineering, public-speaking, drama, physical education and sports.

Strathfield South Public School completed a thorough and insightful situational analysis, in conjunction with a self-assessment process undertaken through external validation. The combined results revealed very clear focus areas for the school's Strategic Improvement Plan (SIP).

The first focus area considers the State-wide improvement direction, '*Student Growth and Attainment*'. In order to maximise student outcomes in literacy and numeracy, we will develop a whole-school approach to data informed practices and integrated assessment processes, meeting individual student needs and informing teaching and learning programs.

The second focus area identified through our analysis addresses '*High Impact Teaching that Builds Capacity*'. Here, we will establish strong collaborative programs, grounded in research and professional learning, that embed high impact teaching strategies and a continuity of learning across all stages.

The third focus area addresses '*Inclusive Relationships and Shared Responsibility*'. Through working together to create a supportive, challenging, critically reflective environment, we will ensure students are provided with optimal conditions for sustained, relevant and rigorous learning.

Ongoing reflection and consultation with the school community will be essential to the success of our SIP. Through continued high-quality school governance we will work to continually improve service delivery, community engagement and satisfaction.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student achievement in literacy and numeracy, through a whole-school approach to data informed practices, effective classroom practice and integrated assessment processes, that meet individual student needs and inform teaching and learning programs.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Improvement in the proportion of students achieving in the top 2 bands in NAPLAN reading by 10.82%.

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Improvement in the proportion of students achieving in the top 2 bands in NAPLAN numeracy by 6.93%.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increased percentage of students achieving expected growth in NAPLAN reading by 11.9% (uplift).

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increased percentage of students achieving expected growth in NAPLAN numeracy by 12.09% (uplift).

Feedback for Learning

Achieve by year: 2025

All students receive weekly individual formative feedback in reading and number tasks, based around learning intentions and success criteria, informing their future directions.

Learning Goals

Achieve by year: 2025

All students set, monitor, evaluate and provide future

Initiatives

Data Informed Practices

Effective processes for data analysis and reflection are used for identifying individual growth and informing curriculum delivery in reading and numeracy.

- Professional learning for all staff in data literacy, data analysis and data use in teaching.
- Teachers use data to inform planning and programming.
- A range of assessment strategies and feedback is embedded into daily classroom practice, addressing individual progress and guiding future teaching.
- Consistent approaches are implemented K-6, in the creation, moderation and collation of assessments.

Effective Classroom Practice in Reading and Numeracy

Understanding and implementing the most explicit and evidence-based teaching practices in reading and numeracy.

- Differentiated professional learning in reading and numeracy.
- Middle Leaders identify, promote, upskill, model and team-teach the most current evidence-based strategies in reading and numeracy, in order to build the capacity of all teachers.
- Evidence-based teaching practices are embedded by teachers.

Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. SEF/L/A/F - Excelling

The school analyses student progress and achievement data and respond to trends in student achievement, at individual, group and whole school levels. SEF/L/A/S - Excelling

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. SEF/L/A/WSM - Excelling

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/T/PS/L&NF - Excelling

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. SEF/L/SPM/SG - Excelling

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. SEF/T/DS&U/DS&UT - Excelling

All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. SEF/T/DS&U/DL - Excelling

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and

Strategic Direction 1: Student growth and attainment

Improvement measures

directions on their reading and mathematics learning goals each semester.

Assessment Practices

Achieve by year: 2025

Teaching and learning program audits show evidence of flexible and responsive assessment practices.

Attendance (>90%)

Achieve by year: 2023

Uplift of 3.4% of students attending greater than 90% of the time.

Success criteria for this strategic direction

reliable data and analysis. SEF/T/DS&U/DA - Excelling

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 until mastery is demonstrated. Student feedback is elicited by teachers and informs their teaching. SEF/T/ECP/F - Excelling

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/LD/EL/IL - Excelling

Evaluation plan for this strategic direction

The extent to which student outcomes in literacy and numeracy are maximised, through integrated assessments and data informed practices, will be determined by the following data and evidence sources:

- External data - *NAPLAN and Check-in Assessment* results in years 3 and 5 (actual and growth)
- Standardised test - *PAT* tests in reading and numeracy Years 1-6
- Internal data - whole-school spreadsheet with formative and summative results (reading and numeracy)
- Professional learning plans and meeting schedules with associated staff feedback
- Stage programs, lesson plans, evaluations, future directions with evidence of adjustments and checklists of students that received feedback in registers
- Instructional Leaders - staff feedback, self-assessment and student outcomes in SD1
- Guided focus groups - small feedback groups tracking student work samples and teacher anecdotal records

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Individual student learning goal cards.

The evaluation plan will involve:

- Systematic review of these data sources to ensure they are triangulated and that we are on track to achieving improvement measures
- Scheduled discussions and reflective sessions address the appropriate SEF statements of excellence to guide future planning

Strategic Direction 2: High-Impact Teaching that Builds Capacity

Purpose

To establish strong collaborative programs, grounded in research and professional learning, embedding high impact teaching strategies and continuity of learning.

Improvement measures

Curriculum Continuity

Achieve by year: 2025

Data collected demonstrates an increase in compliance according to the SSPS Curriculum Monitoring Checklist in Science, Creative Arts, PDHPE and HSIE from 2024.

Achieve by year: 2025

All lessons incorporate learning adjustments and an evaluation that outlines future directions and based on student progress.

Achieve by year: 2025

The school excels in more than 10 themes across the five elements in the *High Impact Professional Learning Tool*.

Achieve by year: 2025

All staff improve their practice by demonstrating that they incorporate at least five high-impact teaching strategies as part of their daily routines and lessons.

Achieve by year: 2025

Every semester, all staff members give and receive feedback against the standards, through a formalised process of reflective practice and teacher collaboration.

Initiatives

Curriculum Continuity

An unified approach to curriculum planning and delivery K-6 is consistent, dynamic and responsive.

- Curriculum monitoring processes ensure clear and compliant teaching and learning programs that enhance staff knowledge on outcomes and content across stages.
- Post-lesson evaluations reflect student progress and feedback, and include future teaching directions.

Differentiation

All students including those who are identified as: EAL/D, HPGE, Aboriginal and Torres Strait Islander, those with additional needs are challenged and catered for through differentiated learning opportunities.

- Professional learning for all staff addresses high impact instruction.
- Lessons incorporate differentiated adjustments to support all students to progress, regardless of their starting point.
- Collaboration between colleagues, driving ongoing improvement in teaching practice and student results.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations and courses of study are monitored longitudinally K-6 to ensure continued challenge and maximum learning. SEF/L/C/CP - Excelling

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. SEF/L/C/T&LP - Excelling

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/L/C/D - Excelling

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. SEF/T/ECP/ET - Excelling

All 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. SEF/T/ECP/CM - Excelling

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. SEF/T/L&D/CP&F - Excelling

Evaluation plan for this strategic direction

The extent to which strong collaborative programs embed high impact teaching strategies and a continuity of learning, will be determined by the following data and evidence sources:

- *Stage Programs - compliant (Primary Curriculum*

Evaluation plan for this strategic direction

Self-Assessment Survey)

- Scope and Sequences - all KLAs
- Lesson Plans - adaptations at individual, class and stage levels, co-teaching models support delivery
- Lesson Plans - evidence of evaluation and future directions
- *High Impact Professional Learning (HIPL)* tool
- Professional Development Plans - reflect a HITs derived goal, as a measure for tracking and feedback for teacher growth
- Reflective Practice - evaluation and future directions in regards to *High Impact Teaching Strategies (HITS)*
- *Collaborative Practice Model* - demonstrates feedback and improvement opportunities.

The evaluation plan will involve:

- Systematic review of these data sources to ensure that we are on track to achieving improvement measures
- Scheduled discussions and reflective sessions that address appropriate SEF statements of excellence and guide future planning.

Strategic Direction 3: Inclusive Relationships and Shared Responsibility

Purpose

To work together to create a supportive, challenging environment that ensures optimal conditions for sustained, relevant and reflective learning.

Improvement measures

Achieve by year: 2025

All KLA programming (include PDHPE this year) demonstrate elements of student involvement in planning, choice in the way they display their learning or student feedback about lessons.

Achieve by year: 2025

Surveys demonstrate an increase in positive responses around engagement, self-regulation and wellbeing. Students can independently apply their understanding of their learning in these areas across a range of contexts (learning, playground, relationships).

Achieve by year: 2025

The school has embedded systems that enable 100% of staff to be trained in the whole school wellbeing approach and staff use the language consistently across all aspects of the school (classroom management, playground interactions, conflict resolution, parent conversations, and learning programming).

Achieve by year: 2025

Parent surveys demonstrate improvements in 6 or more elements in the *School Assessment Tool* key dimensions: *Communicate*, *Connect learning at home and at school*, and *Participate* (compared to the baseline data).

Initiatives

Learner Agency

Students are engaged, empowered and responsible, for taking charge of their own learning, behaviour, relationships and wellbeing.

- Student voice provides opportunities for students to collaborate and make decisions around what they learn and how it is assessed.
- Explicit teaching of creative and critical thinking skills develops autonomous, self-regulated learners, and enhances intellectual engagement.
- A planned approach to whole-school wellbeing processes supports self-regulation and ownership of behaviour.
- Social and emotional wellbeing programs equip students with life skills and an understanding of how to be a responsible citizen.

Learning Culture

A culture of shared responsibility and high-expectations, ensures authentic parent partnerships promote student learning and wellbeing.

- Parent involvement and community satisfaction is monitored and acted upon systematically.
- Communication about student progress is shared through a formalised process.

Success criteria for this strategic direction

Students and parents understand the assessment approaches and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. SEF/L/A/SE - Excelling

Teachers involve students and parents in planning to support learning, and share expected outcomes. SEF/L/C/D - Excelling

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning. SEF/L/W/B - Excelling

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. SEF/L/W/APAW - Excelling

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. SEF/T/ECP/CM - Excelling

Staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. SEF/T/DS&U/DUP - Excelling

There is a collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by information about each student's wellbeing and learning needs in consultation with parents/carers. SEF/L/W/ILN - Excelling

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. SEF/L/LC/HE - Excelling

Management practices and processes are responsive to community feedback and work to improve service delivery and customer experience. SEF/LD/MP&P/SD - Excelling

The leadership team measures parent and student satisfaction and shares its analysis and actions in

Strategic Direction 3: Inclusive Relationships and Shared Responsibility

Success criteria for this strategic direction

response to the findings with its community.
SEF/LD/MP&P/CS - Excelling

Evaluation plan for this strategic direction

The extent to which a supportive, challenging environment, ensures optimal conditions for sustained, relevant and reflective learning, will be determined by the following data and evidence sources:

- Stage programs
- Student feedback, surveys and internal data
- *Personal and Social Capability Learning Continuum Survey*
- Wellbeing policy and discipline data (Sentral)
- *Tell Them From Me* surveys
- *School Assessment Tool Survey: Communicate, Connect learning at home and at school, Participate.*

The evaluation plan will involve:

- Systematic review of these data sources to ensure that we are on track to achieving improvement measures
- Scheduled discussions and reflective sessions that address appropriate SEF statements of excellence and guide future planning.