

Strategic Improvement Plan 2021-2024

Matraville Soldiers Settlement Public School 4067



School vision and context

School vision statement

Soldiers' Settlement Public School is committed to providing inclusive education within an engaging and nurturing environment, which values the cultures and wellbeing of our diverse community. Through our strong partnership with our community partners and local schools. We are committed to academic excellence within an inclusive setting, and to developing life-long learners that demonstrate confidence and resilience.

School context

Soldiers' Settlement Public School is an inclusive primary school providing educational opportunities for 221 Primary aged students and 40 Preschool students. We have an enrolment of 25% Aboriginal and Torres Strait Islander students, as well as a diverse community of EAL/D students.

Soldiers' Settlement Public School has been steadily achieving academic growth as demonstrated in NAPLAN results. Through an emphasis on the quality teaching framework and the utilisation of a range of support programs, we are committed to the improvement of learning outcomes for all students. Our school is committed to encouraging high expectations within our student body by providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and science and technology to enable all students to reach their full potential educationally, socially and emotionally. Our staff will ensure that all students find school a secure, happy and challenging journey.

To achieve our directions, the school will have a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will support students to achieve expected growth and attainment in their learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. We will establish systems that support explicit teaching, collaboration and feedback, with a focus on developing professional dialogue, consistent teacher judgement, collaboration, classroom observations and modelling of effective practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Our partnership with local schools and local area agencies and organisations, provides professional learning opportunities as well as a range of opportunities for students, staff and community members to engage with the school and local community resources. This has enabled students, staff and the community to collaborate with other school communities and build on their learning and wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in reading and numeracy, we will ensure the implementation of appropriate curriculum provision for every student. This includes learning activities that are innovative, engaging and differentiated, underpinned by evidence-informed strategies, embedded evaluative practices and quality teaching.

Improvement measures

Target year: 2022

Target year: 2022

A minimum of 35.5% of Years 3 and 5 students achieve in the top two bands in **reading**.

A minimum of 25.4% of Years 3 and 5 students achieve in the top two bands in **numeracy**.

A minimum of 41.0% of Aboriginal students achieving top 3 NAPLAN bands in reading

A minimum of 24.8% of Aboriginal students achieving top 3 NAPLAN bands in numeracy.

Target year: 2023

Target year: 2023

A minimum of 37.2% of Years 3 and 5 students achieve expected growth in **reading**.

A minimum of 27.2% of Years 3 and 5 students achieve expected growth in **numeracy**.

Target year: 2024

Target year: 2024

A minimum of 40.5% of Years 3 and 5 students achieve expected growth in **reading**.

A minimum of 30.4% of Years 3 and 5 students achieve in

Initiatives

Data Analysis

Ensure effective strategies and processes for five weekly data analysis are implemented to ensure targeted and explicit point of need curriculum delivery:

- PL in data literacy, data analysis and data use in teaching for all staff. This will be linked to careful gap analysis data;
- Review and adapt Executive Team participation in LEED practices to ensure reliable formative and summative tasks are used to analyse student progress and evaluate growth over time;
- Embed data-informed formative assessment practices into every classroom as part of daily instruction;
- Further develop Assistant Principals as Curriculum Leaders to work collaboratively with teachers to monitor and assess student data and progress and implement quality classroom practices;
- Expertly use student data to reflect on teaching effectiveness and provide individualised explicit differentiation and responsive learning opportunities; and
- Targeted P-6 approach to track and monitor student progress every five weeks including collaborative data talks and analysis.

Literacy

Teachers will implement evidenced based literacy practices, using ongoing student data analysis, formative assessment and a culture of high expectations to embed curriculum initiatives into classroom practice resulting in improved student growth and teacher expertise.

- Teachers support explicit instruction and teacher clarity of literacy practice;.
- Continuing implementation of a synthetic phonics and phonemic awareness program for Kindergarten and Stage 1 students;

Success criteria for this strategic direction

Achievement of the School Excellence Framework goals

In the element of Student Performance Measures:

An upward trajectory from Delivering to Sustaining and Growing, reducing the equity gap and measurable on internal and external data.

In the element of Data Skills and Use:

An upward trajectory from Delivering to Sustaining and Growing where data drives whole school teaching and learning practices.

In the element of Effective Classroom Practice:

An upward trajectory from Sustaining and Growing to Excelling where effective evidence-based teaching strategies optimise learning progress for all students.

Teachers clearly understand, develop and apply a full range of assessment strategies:-

- assessment for learning
- assessment of learning
- assessment in determining teaching directions
- monitoring and assessing student progress and achievement; and
- reflecting on teaching effectiveness.

Student assessment data is collected for literacy and numeracy on a five weekly cycle and used to drive curriculum delivery and classroom instruction.

- Data shows progress for all students in literacy and numeracy against agreed grade targets.
- Formative assessment is effectively implemented in all classrooms every day.
- AP's work in collaboration with

Strategic Direction 1: Student growth and attainment

Improvement measures

the top two bands in **numeracy**.

Initiatives

- Flexible and targeted intervention reading groups for Stage 2 and 3 students;
- Evidenced based spelling programs implemented;
- Whole school focus on developing meaningful vocabulary instruction will be implemented;
- Developing a literacy scope and sequence incorporating Aboriginal texts in consultation with the AEO;
- Targeted whole school approach to track and monitor student progress every five weeks including collaborative data talks and analysis; and
- Embed a learning culture that enables students to create , give and receive feedback and achieve their learning goals.

Numeracy

Numeracy

Teachers will engage in ongoing professional learning and collaboration to further develop their skills and knowledge in the effective teaching of Mathematics across all grades and strands. This will be supported through the use of summative and formative assessment and explicit teaching of core content with a focus on unpacking the language of Mathematics.

- Teachers will ensure explicit instruction and teacher clarity of mathematical practices.
- Backward mapping for all strands of Mathematics implemented every five weeks including pre and post assessment with a focus on differentiated and extension tasks.
- Teachers use professional learning to implement a balanced numeracy session.
- Explicit instruction using gap analysis data to identify and explicitly teach measurement and geometry content areas.
- Number Talks implemented in all classrooms.
- Orchestrating productive mathematical discussions to be implemented with a focus on unpacking and

Success criteria for this strategic direction

classroom teachers to monitor and respond to student data in a timely and explicit manner.

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.
- Lessons provide continuous improvement for all students, across the full range of abilities.

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?

Data:

We will use a combination of data sources to regularly analyse the impact of the initiatives in achieving the improvement measures of the strategic directions. This analysis will guide the school's future directions.

Data sources include:

- NAPLAN data / Check-in Assessment;
- Scout - Value-added data;
- PAT (Numeracy, Reading and Vocabulary);
- Essential Assessment Data;
- Internal school data including pre and post assessment tasks and reading levels;

Strategic Direction 1: Student growth and attainment

Initiatives

- using mathematical language and extending student's vocabulary understanding.
- Embed a learning culture that enables students to create , receive feedback and achieve their learning goals.

Evaluation plan for this strategic direction

- Learning Sprint data;
- Student work samples;
- Literacy and Numeracy PLAN2 data;
- Student PLPs/IEP's;
- EALD Learning Progressions;
- TTFM survey data;
- Kindergarten - Phonological diagnostic tool;
- Phonological Awareness sub-element (Year 1)- Phonics Screening Test; and
- Tracking learning progressions in line with the Early Years Learning Framework.

The evaluation plan will involve:

- Regular 5-week review of data sources to ensure we are on track to achieve the intended improvement measures by staff and collated by the Executive Team'
- Ongoing professional dialogue linked to the School Excellence Framework'
- Executive team and whole staff reflective sessions occur fortnightly as part of their team meetings; and
- Term by term triangulation of data sources including formative and summative using a range of internal.

Analysis:

Analysis will be embedded through 5 weekly systematic internal data analysis as part of the implementation and monitoring of the School Implementation Plan (SIP).

Annually the school will review progress towards the improvement measures.

Implications:

- The findings of the analysis will inform:
- Future actions and next steps.
- Annual reporting on school progress measures (published in the Annual Report each year, in the

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

newsletter and on the School Website throughout the year).

Strategic Direction 2: Effective Teaching Practice

Purpose

To improve teacher practice and effectiveness through data analysis, best practice and explicit teaching. Strong focus on collaboration and feedback to develop professional dialogue, consistent teacher judgement, collaboration, classroom observations and modelling of effective practices.

Improvement measures

Target year: 2022

Effective Classroom Practice

- Teaching and learning pedagogy reflect evidence based practice.
- Learning Intentions and Success Criteria implemented for all Literacy and Numeracy lessons and students use these for self reflection against learning pathways.
- Teachers develop a range of feedback strategies to support student growth on learning pathways.
- Teachers participating in collaboratively developing teaching and learning programs incorporating elements of effective classroom practice.

School Excellence Framework Measures:

- Curriculum - Sustaining and Growing
- Learning Culture - Sustaining and Growing

Target year: 2023

Collaborative Learning Culture

- Teaching Sprints are an embedded practice and include PDP observations and feedback (Learning Walks);
- Most staff, including beginning teachers, have participated in Teaching Rounds; and
- Teachers participating in collaboratively developed teaching and learning programs incorporating elements of effective classroom practice.

Initiatives

Effective Classroom Practice

Improving teacher practice and effectiveness through systems that support explicit teaching, with a focus on consistent teacher judgement and evidence- based teaching strategies.

Driving ongoing, school wide improvement in student outcomes through:

- Highly effective teaching practices to improve effective classroom practice through a focus on explicit teaching practice and formative assessment;
- Establishing collaborative support for teacher performance development, collaborations and evidence-based programs and lessons;
- Embedding the use of formative data collection and the use of progressions to develop explicit individual learning pathways, leading to changes in explicit teaching practice;
- Literacy and numeracy practice that are informed by research;
- Embedding the use of formative feedback to plot students and differentiate teaching strategies;
- High expectations of students;
- Differentiating instruction and providing; and individualised feedback to encourage continuous improvement.

Collaborative Learning Culture

The school will develop our collaborative learning culture by:-

improving the quality with which teachers engage in professional dialogue to evaluate and modify teaching strategies and programs. Including:

- Regular lesson observations and structured lesson observations that focus on how different teaching approaches impact on student learning;
- Increased time for collaboration by sharing

Success criteria for this strategic direction

Achievement of the School Excellence Framework Goals

In the element of Effective Classroom Practice

Moving in an upward trajectory from **Sustaining and Growing to Excelling** where effective evidence-based teaching strategies optimise learning progress for all students.

Effective Classroom Practice

- Teachers reflect and communicate about the learning task with students.
- Teachers provide students with detailed and specific feedback about what they need to do to achieve growth as a learner.
- Data and feedback inform effective teaching practice and direct learning.
- Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.
- Whole school programs are implemented effectively across the school and reviewed regularly.

Collaborative Feedback and Practice

- Teachers plan collaboratively and consistent teacher judgement is evident across the school; and
- Teachers participate in structured lesson observations that focus on how different teaching approaches impact on student learning.
- Effective collaboration between stage members and across the school, resulting in cohesive and success-driven teams.
- Teaching and learning programs are consistent across stages and contain evidence of reflections regarding teaching practice.

Assessment

- Teachers expertly apply a range of informative and summative assessment strategies to inform teaching

Strategic Direction 2: Effective Teaching Practice

Improvement measures

School Excellence Framework Measures

- Learning and Development- Sustaining and Growing

Target year: 2024

Assessment

Formative and summative assessments are used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.

Assessments are used regularly by teachers in order to identify areas for intervention / high potential and gifted and determine learning focus.

School Excellence Framework Measures:

- Assessment - Sustaining and Growing

Initiatives

responsibilities and participating in classroom observations and engaging in professional learning communities inside and outside the school.

- Evidence of effective collaborations in teacher programs and professional dialogue discussions.

Assessment

Teachers will establish and commit to upholding the school ethos of high expectations of learning progress for all students. This will be demonstrated by:

- Providing more complex tasks that consider prior knowledge and the ability of students;
- Open-ended questioning in class and assessment to observe student higher-order thinking;
- Visual numeracy and rich tasks and assessments added to numeracy programming; and
- A range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Success criteria for this strategic direction

and learning that lead to measurable improvement.

- Teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of effective classroom practice, assessment strategies and collaboration?

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
- Scout data
- Student work samples
- Literacy and Numeracy
- PLAN 2 data
- Student ILPs/PLPs
- Internal summative assessment data K-6 (spelling, phonemic awareness, reading levels, SENA)
- External summative assessment data
- (PAT)
- What Works Best reflections
- Tell Them From Me data
- Accreditation records
- School Excellence Framework Self-assessment

Evaluation plan for this strategic direction

High quality teaching programs have clear differentiation ((A-E) based on assessment data), feedback processes involving parents/carer and regular and frequent assessment opportunities

Teachers have systems for marking and assessment that allow for demonstration of the depth and breadth of student knowledge and understanding

Opportunities are provided for student enrichment both within and outside the classroom

Clear processes are established for the identification and referral of students accessing support and enrichment programs

Analysis:

The analysis of the data will determine the extent to which the purpose has been achieved.

The findings of the analysis will inform:

Future actions and next steps

Strategic Direction 3: Positive Learning Culture

Purpose

To enhance a positive, holistic school culture with a focus on improving learning, engagement and wellbeing. To provide a supportive environment across the whole school, where every child is known, valued and cared for through the delivery of evidence based programs and practices inclusive of well being and attendance initiatives

Improvement measures

Target year: 2022

School Excellence Framework Target:

Target year: 2022, 2023, 2024

An significant increase in positive data trends in the Tell Them From Me student, staff and parent surveys, across the following areas: -

- Engagement
- Advocacy
- Partnership with parents

Target year: 2022

A minimum of 92% of students attend school more than 90% of the time.

Target year: 2023

School Excellence Framework Targets

Achieve Excelling in the three themes of Learning Culture in the School Excellence Framework self-assessment.

Target year: 2024

School Excellence Framework Targets

- Achieve Excelling across the four themes of Wellbeing in the School Excellence Framework self-assessment.
- Achieve Excelling in the Classroom management theme of Effective Classroom Practice in the School

Initiatives

Supportive Environment

The school aims to provide a supportive environment across the whole school, where every child is **known, valued** and **cared for**.

Personalised Learning

- Identified students in Preschool - Year 6 have a tailored personalised learning accommodations and adjustment plan that is monitored and reviewed as part of the five weekly review process;
- Targeted early years transition program from Preschool - Kindergarten with tailored support for identified students;
- SLSO support provided to identified students through integration funding support;
- Funding allocated for SLSO support to implement the MultiLit Program;
- Establish connections and support for students and families with community network programs; and
- Funding allocated for at-risk students to ensure positive engagement in the class learning environment (including COVID support).

Increased Engagement

Teaching programs focus on challenging, differentiated learning goals to increase engagement and ensure high expectations for all students.

- Teaching programs focus on challenging, differentiated learning goals to increase engagement and ensure high expectations for all students;
- Proactive strategies and programs are implemented to prioritise student and staff wellbeing;
- A consistent, empathetic approach to behaviour recognition and management is embedded across the school;
- Enhance and develop student voice and leadership opportunities, in order to increase student

Success criteria for this strategic direction

Achievement of the School Excellence Framework Goals

In the Element of Wellbeing

Moving in an upward trajectory from Sustaining and Growing to Excelling where whole school well-being processes support all students so that they can connect, succeed, thrive and learn.

In the element of Learning Culture

Moving in an upward trajectory from **Sustaining and Growing to Excelling** in the theme of **attendance** where the school community works together to support consistent and systematic processes to ensure students attend school regularly to maximise their learning outcomes.

Wellbeing data is reflective of positive growth on a yearly basis reaching our upper target of 90% by 2022.

The upward trajectory of student attendance where student attendance is above 90% for 90% of the student population.

Evidence of Supportive Environment

- The school promotes and expects positive, respectful relationships between all members of the school community.
- Every child identifies one or more staff members they can go to for support.

Evidence of Increased Engagement

- Students are aware of their learning goals and can articulate what they need to do to achieve them;
- Students feel successful and challenged, and can articulate if the learning is at an appropriate level;
- Every child identifies one or more staff members they can go to for support; and
- Staff design, deliver and embed a culturally rich and locally relevant curriculum that genuinely connects

Strategic Direction 3: Positive Learning Culture

Improvement measures

- Excellence Framework self-assessment.
- Achieve excelling in the Educational Leadership theme of Community Engagement in the School Excellence Framework self-assessment.

Initiatives

- engagement and agency;
- Programs provide opportunities for students to become responsible local and global citizens;
- Build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and consequently, all students;
- Empowering students in their learning and development through leadership opportunities and programs;
- Strengthening partnerships with local pre-schools and high schools to enhance student transitions; and
- Further developing and enhancing partnerships with parents, the wider community, local businesses and communities of schools, to benefit the school and student learning outcomes.

Increased Attendance

Implementation of the following strategies as part of a whole school initiative:

- Utilise EBS attendance on a weekly basis to track and monitor attendance rates;
- Teaching staff contact with parents on a needs basis to identify any concerns to assist students attendance at school. Parent contact when student absent for three consecutive days with unknown reason or when attendance/absence patterns emerge;
- Follow up with families by the attendance team Executive and AEO to discuss and provide support where necessary;
- Students with identified attendance concerns: Refer to the Learning Support Team - determine the best course of action - ie. LaSt referral, further assessment of learning needs;
- Engaging with Aboriginal Engagement Team to develop an Aboriginal attendance program; and
- Professional learning on latest attendance policy

Success criteria for this strategic direction

- Aboriginal students to the learning experience and optimises the learning of every Aboriginal and non Aboriginal student.
- Effective partnerships with students, parents, Aboriginal community, and the AECG to support the development of learning programs that are relevant, challenging and reflect the high expectations of the school community.

Evidence of Increased attendance

- Data shows consistently high levels of student and staff attendance;
- The upward trajectory of student attendance where student attendance is above 90% for 90% of the student population.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a positive, holistic school culture that focuses on learning, engagement and wellbeing?

Data:

A combination of data sources:-

- EBS Attendance data
- Momentum/Sentral
- Scout
- Tell Them From Me - TTFM
- teaching programs
- observations of teaching practice
- focus groups
- surveys of staff, students and parents
- resource allocation analysis
- Extra-curricular group data.

Strategic Direction 3: Positive Learning Culture

Initiatives

practice and procedures - re instating roles and responsibilities of class teachers.

Evaluation plan for this strategic direction

- PLAN 2 data
- 3 way student learning conferences
- Parent/carer attendance at school events

Analysis:

The analysis of the data will determine the extent to which the purpose has been achieved.

The findings of the analysis will inform:

Future actions and next steps