Strategic Improvement Plan 2021-2024

Eastwood Public School 7416

School vision statement

At Eastwood Public School we believe that every student should be challenged and engaged as they strive to improve on their personal best every day. Our vision is to create learners who are resilient, collaborative, problem solvers. Through valuing excellence, innovation and respect we instil these qualities of learning into our students and community.

Our students are caring, well-balanced and confident learners who are resilient and actively engaged in their learning. Our teachers are innovative, guided by data and evidence-based practice. Teaching and learning programs reflect contemporary education, including the purposeful use of technology and the creative use of learning spaces. Our physical environment is attractive and reflects our commitment to continuous improvement. We work collaboratively with our community to ensure students maximise their potential in all aspects of their lives.

Students at Eastwood Public School are independent thinkers who are self motivated, emotionally resilient, reflective and take action on feedback. Students are confident learners who demonstrate initiative and strive for improvement. They actively contribute to a safe, supportive and caring school community using their student voice during Student Representative Council (SRC) and Peer Support. The students continue to demonstrate academic excellence as evidenced by internal and external data measures.

Teachers at Eastwood Public School continue to use data to inform their teaching, whilst effectively using technology to enhance learning. They are self-motivated educators who take action on feedback and demonstrate a commitment to improve teaching and learning. Teachers at Eastwood Public School work collaboratively and creatively to improve classroom practice who reflect and adapt their teaching to meet the academic, social and emotional need of all students.

Our community at Eastwood Public School demonstrate their commitment to the development of the whole child by supporting the school in implementing evidence-based practice in teaching, learning and student well being. The community actively participate in a wide range of school related opportunities that develops their skills to more actively participate in the life of the school.

Eastwood Public School's physical environment includes flexible, specialist indoor and outdoor learning spaces that are attractive and welcoming and optimises the use of the available space.

School context

Eastwood Public School is a large and growing school of over 880 students. Over 98% of students are from non-English speaking backgrounds, predominantly Chinese and Korean with 82% requiring some level of EAL/D (English as an Additional Language or Dialect) support. 0.25% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.. The staff have a range of experience from beginning teachers to teachers with many years in classrooms. They are committed to providing a broad range of learning experiences that meet the needs of all students. This includes undertaking activities to meet student learning outcomes as well as special activities including ballet, hip hop, choir, robotics and extension programs such as Maths Olympiad. The school is extremely well supported by the community at a number of levels. Firstly, families place great value on learning and education. There are very high expectations for student achievement and student effort. The community have traditionally been enormously active in providing support for the school through fundraising and the generous giving of time and expertise.

During 2020 the school conducted a situational analysis with staff,community and students on what would be an ideal school for the students of Eastwood Public School over the next four years. The information collected from this consultation was analysed contributed to the development of the school's Strategic Improvement Program and associated Strategic Directions. The summarised information has subsequently been used to develop the school plan, in the context of existing Department of Education (DoE) priorities.

We have identified the need for more rigorous and structured collection of internal data, to be centrally located using data walls and digital storage that allow teachers to easily access information to deliver targeted and differentiated instruction. Teachers will develop a collective belief that the school's staff can have a positive impact on student achievement - despite other influences in the students' lives that challenge their success.

Through targeted staff professional development Eastwood Public School will have classrooms that promote autonomy and allows students room to make choices and take responsibility for their learning. Teachers will encourage autonomy by involving students in setting norms and reflecting on their progress. Opportunities will be provided for students to solve problems, support high expectations and provide necessary scaffolding to ensure that each student is continually improving.

The community and school believe a strong focus should be placed on wellbeing. Eastwood Public School will be examining our current documents with an emphasis on implementing changes to our current wellbeing procedures to ensure consistency, fairness and equality. We will encourage collaboration rather than competition so that students benefit from peer feedback and help each other improve. Teachers will reinforce norms about resolving conflicts respectfully.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for all students in reading, writing and numeracy, our purpose is to strengthen school-wide data collection, assessment and pedagogical practices through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2022

Progress toward system-negotiated targets:

- Top 2 bands NAPLAN reading achieve upper bound target.
- Top 2 bands NAPLAN numeracy achieve upper bound target.
- Achieve NAPLAN Reading upper bound for expected growth uplift of 7.3% from 2019 baseline (agreed upper bound).
- Achieve NAPLAN Numeracy upper bound for expected growth uplift of 6.8% from 2019 baseline (agreed upper bound).

Target year: 2023

Progress toward system-negotiated targets:

- Top 2 bands NAPLAN reading sustain upper bound target.
- Top 2 bands NAPLAN numeracy sustain upper bound target.
- Sustain NAPLAN Reading upper bound for expected growth uplift of 7.3% from 2019 baseline (agreed upper bound).
- Sustain NAPLAN Numeracy upper bound for expected growth uplift of 6.8% from 2019 baseline (agreed upper bound)

Target year: 2024

Achievement of system-negotiated targets:

Initiatives

Explicit Teaching of Comprehension

Implement evidence-based strategies for the explicit teaching of inferential comprehension through modelled, guided and independent instruction.

- Professional Learning and Instructional Leadership to implement best practice in reading.
- Collaboratively develop consistent data collection and assessment practices to inform planning, identify interventions and modify teaching practice.

Explicit Teaching of Numeracy

Improve student outcomes in the areas of Working Mathematically and Measurement by embedding high-impact strategies.

- Professional Learning and Instructional Leadership to implement best practice in numeracy.
- Development of quality, valid and reliable data collection and assessment strategies to track student progress and evaluate the effectiveness of interventions and programs.

Effective Writing Instruction

Implement a consistent approach to writing which effectively develops vocabulary, sentence structure and content knowledge.

- Professional Learning and Instructional Leadership to implement best practice in writing.
- Use of progressions to plot student progress according to the Creating Texts element.
- Use consistent teacher judgement and collaboration to develop, implement and evaluate effective writing programs and assessments.

Success criteria for this strategic direction

- Teachers understand, program and explicitly teach literacy and numeracy to all students in accordance with best practice (SEF- Literacy and Numeracy- S&G).
- High quality assessment practices are employed by all teachers and are embedded in reading, writing and numeracy programs. (SEF- Data Literacy, Data Analysis, Data use in teaching, Data use in planning- S&G)
- Valid and reliable assessment data in reading, writing and numeracy is regularly collected and analysed to inform future teaching directions. (SEF- Data Literacy, Data Analysis, Data use in teaching, Data use in planning- S&G)
- Consistent tracking methods are implemented to monitor student progress in reading, writing and numeracy, which demonstrate student growth and identify areas of need. (SEF- Explicit Teaching- S&G)

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, writing and numeracy?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams and presented/discussed at teams/executive meetings twice a term and the evidence uploaded into SPaRO.. The sources include:

- Internal data - PLAN2, Learning Progressions
- External data - NAPLAN, Check-In Assessments
- Teaching Programs
- Work samples
- Scout data

Improvement measures

- Top 2 bands NAPLAN reading sustain upper bound target.
- Top 2 bands NAPLAN numeracy sustain upper bound target.
- Exceed NAPLAN Reading upper bound for expected growth.
- Exceed NAPLAN Numeracy upper bound for expected growth.

Target year: 2023

Writing:

- Top 2 bands NAPLAN writing increase (uplift) of 6.0% (34.28%) from 2019 baseline.

Evaluation plan for this strategic direction

- Student IEPs and PLPs
- Student target groups

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

The evaluation plan will involve:

- Executive team and whole staff to review data sources in order to reflect on the school's initiatives and improvement measures.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Implications

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

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures.

Strategic Direction 2: Innovative Practice and Collaboration (Authentic Teaching and Learning)

Purpose

Our purpose is to ensure innovative teaching and learning practices incorporate responsive teaching systems, student ownership of learning, high levels of engagement, authentic contexts, the development of competencies and the strategic use of digital technologies to connect, collaborate, create and share learning.

Improvement measures

Target year: 2024

High Impact Teaching Strategies

- In line with the What Works Best document, 100% of staff are consistently and meaningfully implementing high impact teaching strategies.
- 100% of students tracked in school wide data systems to track their progress and identify their learning goals.

Target year: 2024

Collaborative whole school approach

- 100% of staff participate in targeted classroom walkthroughs to improve the culture of teaching and learning.
- 50% of staff trained and engaged in co-teaching spaces, effectively using flexible furniture.
- 100% of the identified aspiring and instructional leaders target and lead teacher professional learning.
- 100% of staff reflect on collective efficacy growth within a framework.

Initiatives

Evidence based practices

Improve effective classroom practice and whole school processes through a focus on using high impact teaching strategies to achieve improvements in student outcomes.

- Data collection of staff use and confidence in identified high impact teaching strategies.
- Create a framework to implement high impact teaching strategies.
- Use of instructional leadership to ensure best practices are implemented consistently across the school.
- School-wide student data system to track impact.

Teacher efficacy

Increase collaborative expertise through improving individual capacity of all teachers, fostering a motivated, aspirational community who work together to improve and celebrate school and student outcomes.

- Build strong aspiring and instructional leaders who take responsibility for building capacity of all teachers, encourage innovative teaching practices and ensure all teachers are high performing.
- Embed professional learning communities within the school to ensure deep learning, accountability, observations of practice, feedback and performance evaluation/review to drive student growth.
- Develop collective efficacy to increase a shared belief that the school's staff can have a positive impact on student achievement.

Success criteria for this strategic direction

The school has a dedicated staff who are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes (SEF- Improvement of Practice S&G).

The school continually engages staff in professional discussion and collaborates to improve teaching and learning in their classes, and across the whole school. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice (SEF- Collaborative Practice and Feedback S&G).

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices. (SEF- Expertise and Innovation S&G).

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and demonstrate impact and improvement of teaching and learning outcomes?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams and presented/discussed at teams/executive meetings twice a term and the evidence uploaded into SPaRO.. The sources include:

- Classroom walkthrough data

- Tracking sheets

Strategic Direction 2: Innovative Practice and Collaboration (Authentic Teaching and Learning)

Evaluation plan for this strategic direction

- Staff and student surveys

- TPL record of attendance

- Teaching programs

- Photos

- Budget allocation

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Analysis will be embedded within the intiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications

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

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to to effectively nurture the cognitive, social, emotional, physical and spiritual wellbeing of all students. We will implement, monitor and evaluate whole-school practices and processes that foster students' sense of belonging, value student voice and promote engagement in all aspects of school life.

Improvement measures

Target year: 2024

Student Belonging

- Student belonging reported in Tell Them From Me increase (uplift) of 6.0% from 2020 baseline.
- Internal student/staff survey data aligns positively with Tell Them From Me data.

Target year: 2024

Data Management

- In accordance with the school's policies for student data management, 100% of teachers record all necessary incidents, plans and other student records in the learning management system.

Target year: 2024

Program Implementation

- Survey data shows that program implementation has improved wellbeing and engagement K-6. Students and staff report uptake of targeted wellbeing strategies, skills and language as per the program.
- Reporting data shows a decrease in the number of students involved in negative incidents from 2021 baseline.

Target year: 2022

- Increase the percentage of students attending >94% of the time to be between the lower bound target of 94.8% (uplift of 3.6%) and the upper bound target of 97.4% (uplift of 6.2%).

Initiatives

Implementation of a School-Wide Wellbeing Program

Implement an evidence-based K-6 program for the explicit teaching of wellbeing strategies that target resilience, mindset, student voice and positive relationships and supports students to connect, succeed and thrive.

- Professional Learning and collaboration with school community to implement a targeted program K-6.
- Student cognitive, social, emotional, physical and spiritual (values-based) wellbeing is supported and evaluated through explicit teaching and reliable assessment practices.

Consistent Approach to Wellbeing Data Management

Valid, reliable data will be collected, analysed and triangulated from a range of sources to ensure that every student is known, valued and cared for.

- Collaboratively develop consistent data collection and reporting practices through development of school-wide policies and procedures for wellbeing and behaviour.
- Use of learning management system to effectively record, monitor and respond to student need, and to engage parents in wellbeing processes.

Attendance

An integrated whole school approach to improved attendance, which will positively impact learning outcomes.

- 'Be in line by 10 past 9'
- Every Minute Counts (given to parents with excerpt from wellbeing policy)
- Attendance class of the week at assembly

Success criteria for this strategic direction

- The school has implemented evidence-based change to school programs, practices and policies resulting in measurable improvements in wellbeing and engagement.
- Teachers understand and explicitly teach wellbeing lessons to all students in accordance with the targeted program.
- Data is collected, analysed and shared in the form of observations, survey data, feedback, individual plans and incident reporting. This data is used to support student wellbeing, evaluate programs and inform future planning and action.
- Parents and carers are actively involved in discussions about learning and wellbeing and are important partners in the implementation of key programs.
- Students participate in shared language and culture of wellbeing, develop positive relationships with peers, parents and teachers and report higher levels of belonging with the school community. (SEF: A planned approach to wellbeing, Individual learning needs, Behaviour S&G)
- Attendance improvements are measured through the regular analysis of internal and external data, to support consistent and systematic processes. (SEF: Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. S&G)
- All students can articulate and understand why attendance is important eg class of the week

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement on student wellbeing?

Strategic Direction 3: Wellbeing

Evaluation plan for this strategic direction

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams and presented/discussed at teams/executive meetings twice a term and the evidence uploaded into SPaRO.. The sources include:

- Internal data - Survey data, Learning management system data, SENTRAL attendance data
- Class assembly attendance award tracker
- External data - Tell Them From Me
- Targeted wellbeing program implementation and associated teacher observations and evaluation
- Student IEPs, RMPs and PLPs
- Student focus groups

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

- Executive team and whole staff to review data sources in order to reflect on the school's initiatives and improvement measures.
- Annual review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Implications

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

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures.