

Strategic Improvement Plan 2021-2024

Abbotsford Public School 1001



School vision and context

School vision statement

All students at Abbotsford Public School will 'discover the world around them and understand the world within them.'

To achieve this vision we believe that:

- all students have the right to learn and the responsibility to take an active role in their learning, to reach their potential
- engagement enhances learning
- high expectations and an appropriate level of challenge enhance learning
- quality teaching is central to student learning
- evidence-based collaborative decision making supports learning
- critical reflection and continuous improvement promote excellence
- effort, progress and achievement need to be acknowledged and celebrated
- principles of equity and 'a fair go for all' need to guide our actions and school goals
- supportive home-school partnerships are based on transparency, honesty and mutual respect

Our students will be prepared for rewarded lives as engaged citizens in a complex and dynamic society.

School context

Abbotsford Public School is located within the inner west of Sydney and is nestled on a peninsular which is framed by the Parramatta River. With the recent redrawing of school boundaries and the rebuilding of nearby Russell Lea Primary School, our enrolment numbers are relatively stable at 519 students.

Abbotsford Public School has established a reputation for providing quality education, comprehensive sporting programs, and a committed approach to supporting the wellbeing of our diverse school community.

The school currently comprises 21 classes, with specialist programs which include the support of the teacher librarian, specialist music teacher, English as an Additional Language/Dialect, a specialist Learning and Support teacher and a Community Language program in Italian. The school has a QTSS teacher who enhances professional practice by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring and reflective practice.

Abbotsford Public School has established a partnership with Uncle Jimmy Smith, to guide our Aboriginal Education team in building our school community's knowledge and understanding of Aboriginal cultures and histories. We are committed to building a school environment that is culturally safe, and celebrates the oldest living culture of humanity.

Attached to the school is an Aftercare service, which is managed by a fulltime educator team who support up to 150 students each day, before and after school.

The school has a very supportive P&C, which actively fundraise to provide resources to support teaching and learning programs. It also organises events to enhance the community spirit of the school. The P&C support a comprehensive chess program and a flourishing arts program which are run by parents after school.

Extra-curricular opportunities in Sport, Writing, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified attendance as an area to place greater emphasis. We have made significant changes to our collection and analysis of attendance data over the past year. Research indicates that connectedness and a sense of belonging are associated with improved student outcomes. With TTFM survey data showing a decline in students' sense of belonging over the last 3 years we will focus on this in conjunction with attendance. The 'Positive Behaviour for Learning' program will continue to be implemented and evaluated.

The gap analysis of Literacy and Numeracy data indicates the need to focus on: reading (vocabulary specific), viewing and comprehending texts in different media and technologies and on challenging topics, audience and language. Additionally, responding to and composing texts in different media and technologies.

In Numeracy, the focus is on; Measurement and Geometry with emphasis on measuring,

School vision and context

School vision statement

School context

recording, comparing and estimating lengths, distances and perimeters in metres, centimetres and millimetres and measures and records of temperatures.

Clear and accurate monitoring and analysis of student achievement data on a regular basis will aim to inform whole school resource allocation for maximum impact and improvement. Continual monitoring of student performance data should determine areas of need and success at a whole school level. The involvement of the whole school community in this process is essential and work across the learning community should be utilised.

The leadership team will deploy staff to make the best use of available expertise to meet the needs of students and use data to evaluate the effectiveness of management processes, and create a culture of shared accountability to achieve organisational best practice.

Strategic Direction 1: Student growth and attainment

Purpose

In order for young people to develop a strong foundation in literacy and numeracy, including deep content knowledge and confidence in their ability to learn, all teachers and leaders will be responsive to the changing needs of students and effectively use data to drive practice.

Improvement measures

Target year: 2022

- Improvement in the percentage of the students achieving in the top 2 bands to be above the lower bound system negotiated target in Reading of 63.7 %
- Teaching sprints are being implemented across the school with teachers applying a range of assessment strategies, informing teaching and learning
- Improvement in the percentage of the students achieving in the top 2 bands to be above the lower bound system negotiated target in Numeracy of 57.3%

Target year: 2023

- Increase in the % of students achieving expected growth in NAPLAN Reading by 2.5% from system negotiated target baseline
- All grade teams implement Teaching Sprints approach in collaborative learning communities for monitoring student learning in literacy and numeracy.
- Increase in the % of students achieving expected growth in NAPLAN Reading by 2.5% from system negotiated target baseline

Target year: 2024

- Improvement in the percentage of the students achieving in the top 2 bands to be at or above the higher bound system negotiated target in Reading of 68.7 %

Initiatives

Student Growth and Attainment

What works best Literacy and Numeracy

- High impact professional learning using CESE toolkit undertaken to embed 8 themes of, 'What Works Best', into school practice'
- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit differentiated and responsive learning opportunities
- Meaningfully engage with the best available evidence and make incremental changes to teaching practice, for big impact over time (Teaching Sprints)
- Teachers expertly apply a range of teaching strategies taken from the DET Literacy and Numeracy Hub to teach the Reading and Numeracy elements identified in the situational analysis
- Establish the organisational routines needed for job-embedded teacher learning

Student Agency

Every student is recognised as leader of their own learning and has input into their goals and learning plans:

- Embed school wide processes to ensure students determine literacy and numeracy goals
- Communicate school assessment and feedback procedures to students and parents, alongside individual student goal setting, to support growth over time
- Embed evidence-based best practice pedagogies such as play based learning school wide to support cross curriculum skills and competencies
- Teachers expertly differentiated teaching strategies to ensure that learning is relevant to students

Success criteria for this strategic direction

- Teachers embed high expectations and effective feedback into teaching practice, evident in classroom observations
- Teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice
- Teachers demonstrate expertise in teaching students the 'how to' of reading using the elements outlined in the DET Reading Hub focusing on vocabulary use and inferential comprehension
- Teachers demonstrate expertise in teaching students the elements outlined in the DET numeracy Hub focusing on developing skills in measurement

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Staff use Scout to analyse Check in Assessment data
- Staff use Scout to analyse NAPLAN data
- Staff triangulate data from multiple sources, CIA , Naplan, PAT and Literacy Progressions to confirm growth over time
- Tell Them From Me surveys: indicate growth in % 'Expectations for academic success' measures
- Australian Early Development Census (AEDC) data used to inform school strategic planning

Strategic Direction 1: Student growth and attainment

Improvement measures

- All teachers are involved in using Teaching Sprints approach in collaborative learning communities for monitoring student learning in literacy and numeracy.
- Improvement in the percentage of the students achieving in the top 2 bands to be at or above the higher bound system negotiated target in Numeracy of 62.3 %

Target year: 2022

- Staff training on learning goals is completed
- All staff understand the aspirations and expectation of students and parents

Target year: 2023

- Students set learning goals for reading, numeracy and social/emotional growth in consultation with their teacher and parents

Target year: 2024

- Students reflect on learning goals for reading, numeracy and social/emotional growth, using artefacts to show growth over time

Initiatives

- High impact professional learning to support implementation and delivery of High Potential and Gifted Education Policy to personalise learning
- Review and adapt practice to ensure that opportunities are provided for students to be socially engaged in the life of the school

Strategic Direction 2: Wellbeing

Purpose

In order to increase student engagement and achievement we will focus on a holistic, evidence-based approach to wellbeing that is strengths-based, preventative and focuses on early intervention.

Improvement measures

Target year: 2022

All staff feel supported through process and procedures to manage behaviours both in class and on the playground

Target year: 2023

Staff have a flexible repertoire for classroom management

Target year: 2024

All staff are implementing the school behaviour policy. Teachers clearly understand develop and apply a full range of behavioural strategies to reflect on teaching effectiveness

Target year: 2022

All staff collaborate to map students social and emotional competencies

Target year: 2023

All staff implement coordinated program to support students in developing self regulation and an awareness of self

Target year: 2024

All staff use the social and emotional competencies to support ongoing improvement in classroom learning and student well being.

Initiatives

Positive Behaviour for Learning

Embed a school wide learning culture to ensure that safe and effective behavioural practices support student learning

- Explicitly teach the expected school behaviours and establish clear and consistent boundaries
- Review and adapt practice to support staff members in maintaining consistent and proactive school-wide and classroom systems and practices
- Ensure high impact professional learning on the use of inclusive teaching practices which supports reasonable adjustments to curriculum access is provided.

Emotional Wellbeing

Review and adapt evidence-based regulation /anxiety/mindfulness school practices to strengthen students cognitive, physical, social, emotional, and spiritual development.

- Ensure differentiated social and emotional learning mapped across the school and taught by classroom teacher
- Review and adapt teaching and learning programs to meet the learning and wellbeing needs of students with additional learning needs
- Provide students with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility
- Foster professional relationships which lead to students to feeling safe, respected and supported and able to reach their full potential
- Review school organisation so that all students have regular opportunities to meet with an identified staff member who can provide advice and support.

Success criteria for this strategic direction

Initiative 1

- Teachers collaborate and consult with students to develop a matrix of school wide playground and classroom expectations
- Teachers expertly apply a range of behaviour strategies which facilitate engagement in learning
- School data demonstrates a reduction in students exhibiting behaviour which does not follow negotiated behavioural expectations
- Consistent language use evident across the school. Students can articulate the behaviours expected of them in any situation across the school
- Teachers demonstrate an understanding of the importance of acknowledging students when they are behaving appropriately
- TTFM surveys undertaken by students indicate an increase in expectations for success

Initiative 2

- Evidence of wellbeing programs/practices targeting the needs of individual students and identified at risk groups of students
- Implementation of research-based programs has led to improved wellbeing. (Data evidences reduced stress, anxiety and depression, in addition to improved academic skills, social skills and self-esteem across identified cohort)
- Parents and students are able to access counselling and wellbeing services to support development of self-regulating behaviours building effective family-school partnerships.

Evaluation plan for this strategic direction

The school has developed a climate whereby every child at Abbotsford, will discover the world around them and understand the world within.

Evaluation plan for this strategic direction

Initiative 1

The school collects, analyses and uses data including valid and reliable students, parents and staff surveys monitor and refine the whole school approaches to wellbeing and engagement to improve learning. The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- Tell Them From Me (TTFM) data
- Youth Mental health Screening
- School suspension data
- Sentral Incident log
- Learning and Support team referrals
- Students interviews and surveys
- Teacher interviews and surveys
- Analysis of student self-assessment data from school reports
- Analysis of student goal setting

Initiative 2

- Tell Them from Me survey data indicates increased proportion of students reporting a sense of belonging, expectations for success and engagement in learning.
- Annotated teaching and learning programs indicate differentiation strategies that meet the emotional wellbeing needs of all students
- Attendance data review indicates increased student attendance
- Evidence of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students mapped across the school
- Understanding and appropriate management of the impact of sleep

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

Strategic Direction 3: Positive Partnerships

Purpose

In order to strengthen partnerships based on shared values, trust and mutual respect, the school will establish explicit systems for strengthening the collaboration with stakeholders in the community dealing with contemporary social and environmental issues. There will be an emphasis on expanding our awareness of Aboriginal perspectives; we will respectfully listen and learn from others.

Improvement measures

Target year: 2022

- Staff introduced to concept of a Reconciliation Action Plan (RAP). Community working party to conduct Reflection Survey and consider concepts and requirements, to write vision for reconciliation.

Target year: 2023

- At least 14 RAP actions are evident in school culture. RAP submitted for review, alongside Vision of Reconciliation and Acknowledgment of Country statements

Target year: 2024

- Review RAP which has reverted to draft to ensure it is a dynamic living document

Target year: 2022

- All students and staff have an enhanced understanding of issues related to sustainability. Evidence of action to reduce use of single use items in school practice

Target year: 2023

- Students and teachers work to establish sustainability programs across the school community

Target year: 2024

- Whole school approach to sustainability programs

Initiatives

Aboriginal Perspectives

- Embed a learning culture that enables students to develop an understanding of cultural perspectives, which develops a respectful and culturally inclusive understanding
- Teachers engage in high impact professional learning which highlights culturally specific content, to support their knowledge and understanding of Aboriginal histories and cultures
- Review and adapt practice to ensure Aboriginal histories, cultures and beliefs are embedded in cross curriculum teaching and learning programs
- Teachers engage in high impact professional learning using Aboriginal Pedagogies as a framework, to develop an understanding of Aboriginal perspectives
- Establish collaborative community partnerships with OOSH/ALDC to construct an educational peninsular Wangal Land RAP.

Environmental Sustainability

- Enable and empower students to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future
- Embed a learning culture that enables students to research and respond to issues related to creating a sustainable society and ecosystems
- Review and adapt practices to ensure that teachers integrate the concept of sustainability cross curriculum within teaching and learning programs
- Develop school based practices which evidence sustainability in action
- Develop a diagnostic assessment tool to quantify the impact and understanding of school initiatives.

Success criteria for this strategic direction

The extent to which students, teachers and wider community are aware of their own progress in understanding would be determined by using the following data sources to analyse the effectiveness of the initiatives.

Initiative 1

- All students articulate and understand Aboriginal Perspective Situational Analysis survey 2021, reviewed and compared to re-administered 2024 survey, to monitor degree to which teacher perspectives have changed
- Survey community to evaluate the impact of the RAP on their knowledge and understanding of First Nations customs and practices
- Conduct an audit to evaluate the manner in which Aboriginal perspectives are authentically embedded across school culture.

Initiative 2

- All teaching and learning programs show cross curriculum evidence of sustainable practices being shaped by people's behaviours
- All students articulate and understand the interdependent and dynamic nature of systems that support all life on Earth and our collective wellbeing
- All students articulate and understand that there is a diversity of world views on ecosystems, values and social justice when determining individual and community actions for sustainability
- All students articulate and understand that they have the skills and resources to contribute towards creating a more equitable and sustainable future.

Evaluation plan for this strategic direction

Initiative 1

Strategic Direction 3: Positive Partnerships

Improvement measures

embedded in school practice. Data from Scout clearly evidences a reduction in usage of consumables

Evaluation plan for this strategic direction

The extent to which students, teachers and wider community are aware of their own progress in understanding Indigenous perspectives, would be determined by using the following data sources to analyse the effectiveness of the initiatives:

- All students articulate and understand Aboriginal Perspective Situational Analysis survey 2021, reviewed and compared to re-administered 2024 survey, to monitor degree to which teacher perspectives have changed
- Survey community to evaluate the impact of the RAP on their knowledge and understanding of First Nations customs and practices
- Conduct an audit to evaluate the manner in which Aboriginal perspectives are authentically embedded across school culture.

Initiative 2

- Students are able to articulate and describe the impact of their role in contributing towards a sustainable future
- Evidence is embedded in the school which indicates that sustainable practices are at the forefront of school culture
- Community engagement within the school to support sustainable practices is evident and values these key objectives.