

Strategic Improvement Plan 2023-2026

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 lies within the inner west of Sydney and nestles on a peninsula framed by the Parramatta River. With the redrawing of school boundaries and the rebuilding of nearby Russell Lea Primary School, our enrollment numbers remain relatively stable at 426 students.

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

The school currently comprises 17 classes, with specialist programs which include the support of the teacher librarian, English as an Additional Language/Dialect teacher, 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 previously been guided by 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. In 2023, the work of Uncle Jimmy has been expanded upon, and Scott Rathman has deepened our knowledge of self in relation to the land and ourselves as the facilitators of our own stories on the land.

Attached to the school is Abbotsford Community Centre aftercare service, managed by a full-time director and educational team who support up to 150 students each day, before and after school. The strength of the service is the number of former Abbotsford students who, after finishing high school, return to work at the service. They know the space and the impact the educators have on students' lives and wish to give back. This enhances the school as a place of belonging.

The school has a very supportive P&C, who 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 supports a comprehensive range of afterschool activities run by both parents and external providers, after school.

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

Clear and accurate monitoring and analysis of student achievement data on a regular basis aims 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 utilized.

The leadership team deploys staff to make the best use of available expertise to meet the

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needs of students, 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.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in [Year 3 and 5 / Year 7 and 9] for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for numeracy in [Year 3 and 5 / Year 7 and 9] for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Fostering learning

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

- Adopt a coherent, inclusive school-wide approach to deepening teacher understanding of cognitive load theory and explicit teaching practice
- Embed consistent, explicit and evidence-based literacy and numeracy teaching practices
- Establish school-wide practices to collect systematic and reliable assessment information to evaluate student learning over time
- Responsively program and implement changes in teaching that lead to measurable improvement
- Collaborate with the school community to use student progress and achievement data to identify strategic priorities

Success criteria for this strategic direction

- Teacher capacity is built to ensure every student experiences high quality teaching (Professional standards - Improvement of practice)
- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students (Effective classroom practice - Explicit teaching)
- Teachers clearly understand, develop and apply a full range of formative and summative assessment strategies to facilitate reflective analysis of teaching effectiveness (Data skills and use - Data use in teaching)
- Teachers analyse, interpret and extrapolate student data and collaboratively use this to inform planning, identify interventions and modify teaching practice (Data skills and use - Data literacy)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students (Learning culture - High expectations)

Evaluation plan for this strategic direction

Q - To what extent are teachers effectively using student data to inform differentiated teaching and learning to improve student outcomes in reading and numeracy?

D - NAPLAN, Check in, Teaching and Learning programs, audit of assessments and assessment practices, student work samples, classroom observations, professional learning plans with staff evaluation

A - Analysis will be embedded within initiatives through progress and implementation monitoring

I - Implications will inform future actions and focused professional learning

Strategic Direction 2: Student Empowerment-Fostering Wellbeing and Engagement

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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 92.39 % in 2023 to 93.49% by 2027.

Initiatives

Fostering Wellbeing and Engagement

Every student is recognised as the leader of their own learning and are equipped with the skills, support, and resources to construct their learning pathway.

- Implement cohesive, K-6 evidence-based school practices to strengthen students' cognitive, physical, social, emotional, and spiritual development utilising a Real Schools approach
- Development of social-emotional understanding. Students develop an understanding of personal strengths and competencies by undertaking a self-assessment using an adapted VIA Character Strength survey.
- Expand students' knowledge and articulation of the language that describes their emotions so that they are best able to identify personal needs.
- Teachers undertake high impact professional learning to develop the skills and knowledge to support students with diverse needs, with an emphasis on neurodiversity and trauma.
- Wellbeing Team continues to monitor students' well-being and engagement, including attendance.
- Continued review and improvement of PLaSP processes in order to reflect student strengths, needs and celebrate progress over time.

Success criteria for this strategic direction

Success Criteria

- All staff participates in Real Schools professional learning and evidence of strategies being utilised in classrooms., including evidence of restorative circles (SEF- Effective Classroom Practice)
- Students can articulate their strengths and how they support their learning, leading to increased educational outcomes and engagement (The Wellbeing Framework)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing and a sense of belonging to ensure optimum conditions for student learning across the whole school. (TTFM survey. SEF - Learning - Wellbeing - Behaviour.
- Teachers demonstrate increased expertise in inclusive teaching that increases student well-being and engagement (SEF- Effective Classroom Practice)
- Teaching and learning programs 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. (SEF - Learning - Curriculum - Differentiation.)
- Evidence of uplift of school attendance data and identified at-risk students attend school more regularly, increasing engagement and wellbeing(SEF -Wellbeing)
- Monitoring, analysis, and evaluation of student behaviour, well-being, learning, and engagement are undertaken by the Wellbeing Team in conjunction with all staff, to safeguard students. (SEF Wellbeing. TTFM Parents and Student survey)
- Evaluation of the funding provided by the Commonwealth 's Student Wellbeing Boost. indicates an impact on mental health and wellbeing.. (SEF -Wellbeing, TTFM Student Surevy)

Strategic Direction 2: Student Empowerment-Fostering Wellbeing and Engagement

Evaluation plan for this strategic direction

Q - To what extent have we achieved our purpose and can demonstrate the impact of a whole school approach to ensuring student wellbeing and student agency leads to student empowerment ?

D - Audit of teaching and learning programs, TTFM data, Attendance data, Sentral Wellbeing data, Student/Parent feedback, documentation from Wellbeing Team meetings, focus groups with students, three-way learning conferences

A - Analysis will be embedded within initiatives through progress and implementation monitoring

I - Implications will inform future actions, focused professional learning, opportunities for student-led initiatives within local community etc

Strategic Direction 3: Building Bridges- Fostering Collaborative Communities

Purpose

To build a school culture that is strongly focused on learning and the building of educational aspiration, opportunities to foster collaboration, within the school and the wider community will be advanced.

Initiatives

Fostering Collaborative Communities

The leadership team maintains a focus on distributed educational leadership to support collective responsibility for student learning, and success is shared among all stakeholders.

Fostering Teacher Collaboration

- Leadership team develops protocols to ensure collaborative teaching practices are embedded, including shared stage programming, co-teaching, observations and lesson studies, moderation of work, consistent assessment practices and disciplined dialogue.
 - Embed cross stage collaborative planning meetings in order to leverage strengths and develop a deeper understanding of curriculum objectives and student needs.
 - Establish professional learning leadership roles and mentorship programs pairing experienced executive teachers with emerging leaders or early-career teachers to provide guidance, support, and professional growth opportunities.
 - Establish Professional Learning Communities including digital collaboration platforms to facilitate ongoing communication and collaboration among teachers across network schools.
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Success criteria for this strategic direction

- An APS Playbook outlines whole school practices, processes, programs, teaching and learning and initiatives undertaken to support student learning (Educational leadership - high expectations culture)
- All staff foster a strong collaborative culture, embedded in evaluative practices to facilitate professional dialogue, collaboration, classroom observation and the provision of timely feedback among teachers within the school (Learning and Development - Collaborative practice and feedback)
- The school identifies expertise within its staff and draws on this to further develop its professional learning community (Learning and development - Expertise and innovation)
- Teachers actively collaborate with teachers in other schools through network groups and online teams platforms (Learning and Development - Professional learning)

Evaluation plan for this strategic direction

Q - To what extent have we achieved our purpose and can demonstrate the impact of collaborative partnerships on student and staff learning?

D - Classroom observations and feedback processes, professional learning plans and staff evaluation

A - Analysis will be embedded within initiatives through progress and implementation monitoring

I - Implications will inform future strategic resourcing and focused professional learning