

Strategic Improvement Plan 2021-2025

Spring Farm Public School 4657



School vision and context

School vision statement

At Spring Farm Public School, we believe that every student deserves the opportunity to achieve personal success as they develop skills and knowledge that will allow them to be successful learners, and active and informed citizens. As a school community, we will work collaboratively to support and challenge our students to strive for excellence.

School context

Spring Farm Public School is a new and contemporary school in the middle of a rapidly growing housing estate near Camden, in Sydney's south-west. The traditional custodians of the land are the Dharawal people.

The school's population currently comprises 790 students from an increasingly diverse cultural, religious and socio-economic backgrounds. There is a 26% LBOTE (Language Background other than English) population, with students coming from 48 different backgrounds. The school has 54 ATSI (Aboriginal and Torres Strait Islander) students.

As the suburb of Spring Farm continues to grow, our student population will also reflect this growth. From January 2016 and our starting enrolment of 60 students, it is evident the expected continued and rapid growth of the surrounding community will increase student numbers. This exponential growth and highly transient community sees the school's student, staff and community populations grow and change each year so the school places a significant focus on the induction process for all key stakeholders welcomed to the school.

The school was completed in early April 2016. It has the capacity to enrol 500 students, including 4 support classes. Spring Farm Public School is built to support and enhance quality and engaging teaching and learning, where an innovative and collaborative learning culture is embraced. At Spring Farm Public School we aim to: provide quality and engaging education for all students; provide students with the academic and social skills to contribute to and create positive futures for themselves and the broader community; and encourage students to become global citizens and lifelong learners. Students are afforded the opportunity to participate in a wide variety of extra curricular activities in the Arts, Sports and leadership and public speaking opportunities. The students, staff and community are currently working collaboratively to make the school the hub of the community with local residents able to share the facilities such as local church groups, dance groups and the karate group who hire the school hall.

The school is focused on improving student outcomes in literacy and numeracy through high expectations, effective assessment and feedback and rigorous data analysis. Teaching and learning will reflect evidence based practice in the pursuit of excellence. Spring Farm Public school is committed to developing meaningful and collaborative partnerships between students, staff and the community and a shared sense of responsibility for student attainment, growth and wellbeing.

The school's staffing entitlement in 2022 was 40 teaching staff and 8 non-teaching staff. The school employs a Business Manager and Community Liaison Officer (CLO) from school funds. 30% of our staff are in their early career as teachers.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students achieve expected growth and attainment, Spring Farm Public School will engage in major initiatives focused on a culture of effective classroom practice and purposeful feedback to ensure that evidence-based teaching methods are embedded in teaching and learning.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the percentage of year 4 students achieving growth in reading to be above 2022 check in assessment data.

Numeracy growth

Achieve by year: 2023

Increase the percentage of year 4 students achieving growth in numeracy to be above 2022 check in assessment data.

Initiatives

Numeracy

To create a culture of effective classroom practice, the school will commit to identifying, understanding and implementing evidence-based teaching strategies and explicit teaching methods to improve student learning in numeracy through:

- differentiation
- evidence based practices
- high Impact professional learning
- learning Intention and Success Criteria
- collaborative practices

Reading

To create a culture of effective classroom practice, the school will commit to identifying, understanding and implementing evidence-based teaching strategies and explicit teaching methods to improve student learning in reading through:

- differentiation
- evidence based practices
- high Impact professional learning
- learning Intention and Success Criteria
- collaborative practices
- small group instruction

Success criteria for this strategic direction

- Collaboration is embedded across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence-based programs and lessons, which meets the needs of all students. (SEF-Teaching Domain: Effective Classroom Practice, Lesson planning).
- Teaching and learning programs are dynamic, showing evidence of adjustments for individual student needs, revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF-Learning Domain: Curriculum, Teaching and learning programs).
- Classroom planning and teaching practice reflects research-based evidence optimising learning progress for all students. (Effective Classroom Practice, Student Performance Measures).
- Differentiated curriculum is delivered to meet the needs of students at different levels of achievement and across a full range of abilities. (SEF-Learning Domain: Curriculum, Differentiation).
- The school has identified what expected growth is for each student and students are attaining high levels of growth on both internal and external performance measures and equity gaps are closing.

Evaluation plan for this strategic direction

Question: To what extent has evidence-based research informed a culture of effective classroom practice to improve student growth and attainment in reading and numeracy?

Data: Internal school data, NAPLAN reading and numeracy, Check-in assessment, SEF S-aS, teaching and learning programs, lesson observations.

Analysis: Analysis will be embedded within this strategic direction through progress and implementation monitoring. Annually the school will review progress

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

towards the improvement measures.

Implications: Analysis of data will inform future actions and drive decision-making. Annual reporting on school progress measures, published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 2: Data informed teaching and learning

Purpose

To ensure that Spring Farm Public School delivers a differentiated education for all students, we will engage in major initiatives focused on quality assessment practices and rigorous analysis of data to enhance student learning outcomes.

Improvement measures

Effective Assessment

Achieve by year: 2025

Teachers consistently use school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum resulting in improvements in the SEF Learning domain: Assessment.

Data analysis for teaching

Achieve by year: 2025

A culture of data analysis is embedded throughout the school through collaborative planning and robust data conversations resulting in improvements in SEF teaching domain: Data skills and use.

Initiatives

Effective assessment

To create a school culture where school-wide assessment practices are embedded to monitor, plan and report on student learning across the curriculum through:

- whole school assessment schedule
- consistent data collection
- internal and external assessment opportunities
- tracking documents
- formative and summative assessment practices

Data analysis for teaching

Student assessment data is regularly collected, analysed and utilised school-wide to reflect on teaching effectiveness and inform the teaching and learning cycle. This is embedded through:

- data conversations
- collaborative planning
- high impact professional learning
- intervention groups
- small group instruction
- bi-annual reporting

Success criteria for this strategic direction

- Evidence of learning, including a range of formative assessments to inform teaching and learning, to adapt practice and meet the learning needs of students. (SEF-Learning Domain: Assessment, Formative assessment).
- Assessment will be a tool to support learning across the school. Teachers will use reliable assessments to capture information about student learning. (SEF-Learning Domain: Assessment, Summative assessment).
- Summative data will be used to identify and validate formative assessment practices. School executives will analyse summative data to identify learning progress of individual students and student cohorts. (SEF-Learning Domain: Assessment, Whole school monitoring of student learning).
- The use of informal and formal diagnostic, formative and summative assessment strategies will be used to assess student learning. (Australian Professional Teaching Standards- Standard 5: Assess, provide feedback and report on student learning, Focus Area 5.1).
- Student assessment data is used effectively to evaluate student learning and inform the teaching and learning cycle. (SEF-Teaching Domain: Data Skills and Use, Data literacy).
- The leadership team analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. (SEF-Teaching Domain: Data Skills and Use, Data analysis).
- Assessments are developed and used regularly across stages/year levels and the whole school to help promote consistent and comparable judgment of student learning, monitor student progress and identify skill gaps for improvement and areas for extension. (SEF-Teaching Domain: Data Skills and Use, Data use in teaching).
- Student assessment data is analysed and evaluated to determine student grouping and differentiation, identifying interventions and modifying teaching

Success criteria for this strategic direction

practice. (Australian Professional Teaching Standards- Standard 5: Assess, provide feedback and report on student learning, Focus Area 5.4).

- Teaching staff demonstrating data literacy through a sound understanding of evaluative practices that contribute to the reflection of teacher effectiveness and inform learning (SEF - teaching domain data skills & use, data literacy).

Evaluation plan for this strategic direction

Question: To what extent has effective and regular assessment and data analysis for teaching had on improving student outcomes in reading and numeracy?

Data: Internal school data, school-wide assessment schema implementation, teacher survey/feedback,

Analysis: Analysis will be embedded within this strategic direction through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: Analysis of data will inform future actions and drive decision-making. Annual reporting on school progress measures, published in the annual report and published on the school website at the end of Term 1 each year..

Strategic Direction 3: Establishing a strong learning culture

Purpose

Spring Farm Public School is committed to developing effective partnerships in learning, between students, staff and the community in the pursuit of excellence. We will engage in major initiatives focused on a high expectations culture of engagement and a shared responsibility for the wellbeing of students, staff and the community.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

There has been a 3.8% uplift in the proportion of students attending > 90% of the time.

Wellbeing

Achieve by year: 2023

There has been a 4.5% uplift in the proportion of students reporting positive wellbeing (Expectations for Success, Advocacy at school and Sense of Belonging)

Community

Achieve by year: 2025

A planned approach to community engagement is established and responsive to feedback and measured through improved TTFM and internal data from 2024 resulting in improvements in the SEF Leading domain: Management practices and processes.

Wellbeing

Achieve by year: 2025

A planned and strategic approach to wellbeing is embedded through evidence-based practices to enhance student wellbeing measured through a variety of data sources and resulting in improvements in the SEF Learning domain: wellbeing.

Initiatives

A high expectations culture through community engagement

To enhance community engagement, the school will commit to a high expectations culture, where the community feel valued and are immersed in their child's education journey. This will be achieved through:

- effective home school communication
- collaborative learning partnerships
- planned approach to community engagement

Wellbeing

To enhance wellbeing practices and initiatives across the school through a strategic and planned approach to support all students so they can connect, succeed, thrive and learn. This will be achieved through:

- proactive approach to student wellbeing
- collection and analysis of wellbeing data
- school-wide wellbeing procedures
- targeted professional learning

Success criteria for this strategic direction

- 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 (SEF-Learning Domain: Learning culture, Attendance).
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (SEF-Leading Domain: Educational leadership, High expectations culture).
- The leadership is responsive to community feedback through a planned approach to community engagement (parent workshops, focus groups, community events).
- The school collects, analyses and uses data, including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning (SEF-Learning Domain: Wellbeing, A planned approach to wellbeing).
- There will be a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each students' wellbeing and learning needs in consultation with parents/carers (SEF-Learning Domain: Wellbeing, Individual learning needs).
- Positive, respectful relationships will be evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF-Learning Domain: Wellbeing, Behaviour).
- Ongoing professional development will improve staff knowledge and understanding regarding the impact of wellbeing on student engagement and achievement. (Wellbeing and Learning and Development).

Evaluation plan for this strategic direction

Strategic Direction 3: Establishing a strong learning culture

Evaluation plan for this strategic direction

Question: To what extent has a planned approach to community engagement and student wellbeing supported students to connect, succeed and thrive?

Data: Internal school data, survey data (students/staff/community), TTFM data, Sentral behaviour data (positive/negative)

Analysis: Analysis will be embedded within this strategic direction through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: Analysis of data will inform future actions and drive decision-making. Annual reporting on school progress measures, published in the annual report and published on the school website at the end of Term 1 each year.