

Strategic Improvement Plan 2021-2024

2021 SIP Sample C - Large Primary School (with annotations)



Please use the links in this document to access the annotations on the SEiA website,
or go to page 5 for a list of all annotations for this SIP sample.

School vision and context

School vision statement

The Large Primary School 1 community believes that every student should be challenged to learn and continually improve in a respectful, inclusive, engaging and high expectation environment. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners ([see annotation 1](#)).

School context

Large Primary School 1 is located in South Western Sydney and has a student enrolment of 560. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a strong and vibrant multi-cultural community, and our Vietnamese and Indian languages Community Language Program supports students in maintaining and developing further communicative competence in their community language. 88% of our students have a language background other than English, and 78% require some level of EAL/D (English as an Additional Language or Dialect) support. 4% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences ([see annotation 2](#)).

The whole school community, involving students, staff, parents, Ethnic Communities Council and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate 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. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools ([see annotation 3](#)).

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

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 ([see annotation 4](#)).

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students ([see annotation 5](#)).

Improvement measures

Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 53% to at least 64.2% (lower bound system-negotiated target).

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 12% to the lower bound system-negotiated target.

Target year: 2024

There is an uplift of 20% to 90% of students completing Year 3 who have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions.

Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases to be above 68.1% (lower bound system-negotiated target).

Target year: 2023

Increase in the proportion of Year 5 students achieving expected growth in NAPLAN reading to 69.7% (lower bound system-negotiated target).

Initiatives

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- High impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom ([see annotation 7](#)).

Success criteria for this strategic direction

- Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs ([see annotation 8](#)).

Evaluation plan for this strategic direction

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 PLAN2 data
- Student PLPs
- Student focus groups.
- SEF SaS ([see annotation 9](#)).

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Target year: 2024

The proportion of students completing Year 3 who have achieved within Level 8 of the understanding texts sub-element of the Literacy Progressions increases by 20% to 95%.

Target year: 2024

At least 90% of students completing Kindergarten will have achieved within Level 4 of the understanding texts sub-element of the Literacy Progressions.

Target year: 2024

School self-assessment of the elements 'Data skills and Use' and 'Assessment' indicates improvement from Sustaining and Growing to Excelling ([see annotation 6](#)).

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions ([see annotation 10](#)).

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes ([see annotation 11](#)).

Annotations – Large Primary School C

Annotation 1

You will see in the following text: the use of “The Large Primary School 1 community” and “Our vision is to be partners” clearly reflects the shared values and aspirations with all stakeholders. “Challenged to learn...” and Collaboratively empower ...” reflects high aspirations. “Continually improve” indicates ongoing improvement, and aligns with department priorities such as the Strategic Plan 2018-2022 and the School Excellence Framework (SEF).

Annotation 2

You will see the following text: includes relevant geographic characteristics – location in Sydney. Includes educational characteristics such as enrolment, school culture & educational programs. Social characteristics reflected in proportions of equity groups, community features and cultural aspects.

Annotation 3

You will see in the following text: community consultation, including parents and AECG, is evident. The plan is based on the situational analysis. Areas for improvement are significant, clear and high-level, both in practice and observable outcomes.

Annotation 4

You will see in the following text: the school context is strengthened by the inclusion of monitoring and evaluation ideas.

Annotation 5

You will see the following text: is clear and succinct. Explains why this strategic direction is a focus – “build strong foundations for academic success” and “learning needs of individual students”. “Maximise student learning outcomes for every student in reading and numeracy” – aspirational, measurable and attainable. Related to the school vision.

Annotation 6

You will see in the following text:

- At least two high impact improvement measures.
- All relevant system-negotiated targets are apparent (though others will be included in other strategic directions).
- All are measurable.
- Every measure reflects the strategic direction of “Student growth and attainment”.
- A manageable number of relevant, measurable school determined targets are included. It is likely that schools will have less measures in other strategic direction.

Note: While it is ideal for improvement measures to specify baselines and targets, and/or uplift, the context of the school and cohorts may require a different approach, particularly for system-negotiated targets. In this sample, a variety of improvement measure styles are provided for consideration, however schools might use only one or two styles for consistency and to allow some similar targets to be combined into one.

Some school-determined measures may not have baseline data, such as the measure in this sample related to learning progression goals - in these cases, baseline data may be developed in 2021 for inclusion in progress measures in following years. PSLs and DELs can provide further advice as required.

Annotation 7

You will see in the following text: the two initiatives reflect an appropriate number to provide a narrow, deep focus. Indicate high impact professional learning to provide capacity building. Clearly align with the strategic direction and its purpose. Evidence-based, reflected clearly in many aspects of ‘What works best’ (explicit teaching, effective feedback, use of data), progressions and SEF.

Indicate the purpose for the initiative and/or improvement; initiatives are broken down, able to be monitored and linked to improvement measures.

Annotation 8

You will see in the following text: the success criteria articulate future, observable features of the school once improvement measures have been achieved, describing what success looks like, sounds like and feels like. They can be achieved by the initiatives. They reflect themes and elements of the SEF – assessment, effective classroom practice, data skills and use, learning culture, learning and development.

Annotation 9

You will see in the following text: the focus of evaluation plan clearly links to improvement measures and includes multiple, reliable data sources. Describes the purpose of the evaluation plan and links to the purpose of the strategic direction. This part of the evaluation plan reflects some aspects of the optional QDAI (question, data, analysis, implications) evaluative thinking process.

Annotation 10

You will see the following text: describes the data analysis methods, including triangulation, and reflects the analysis aspect of the optional QDAI (question, data, analysis and implications) evaluative thinking process.

Annotation 11

You will see the following text: articulates the implications of the analysis, reflecting “Where to next?” and links to the strategic direction, Student growth and attainment.

You can also view the [SIP Sample C – Large Primary School 1 \(with annotations\)](#) on the School Excellence in Action website.