

School and System Improvement

IRSEA - INSTITUTE OF RETIRED SENIOR EDUCATIONAL ADMINISTRATORS Inc.

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Memories





Traditions

Culture

Hope



School Success Model Core Workstreams

Objectives	Workstreams	Accountability	Key focus areas
 Enhance focus on and responsibility for improving student outcomes	(1) System leader improvement	ED- People & Culture	Accountability of SEF themes System targets in performance agreements
	(2) Supporting principal success	ED- School Workforce	Principal performance management
 Improve guidance and support from the Department	(3) Best practices	Deputy Secretary- Learning Improvement	Establish Ambassador schools Launch Evaluation Framework Establish University Partnership Best in Class What Works Best
	(4) School needs & support	Deputy Secretary (s) School Performance	<ul style="list-style-type: none"> Generic end to end support model process - schools' needs Analysis and support Generic universal, guided and strategic support process Delivery of a universal digital interface for all relevant universal support – hub page Enablement of generic process to domain programs (e.g. Reading & Numeracy, Attendance etc.) to enact process Implementation of 3 levels of support within schools
	(5) School Performance operating model		Role of EDs, DELS School Performance KPIs School Performance governance
 Increase time spent on improving student outcomes	(6) Admin burden	ED- Strategic Resource Management	Time saving initiatives Master schedule
	(7) Budget simplification	Chief Financial Officer	Centralised management of staff entitlement and related payroll transactions
 Enablers	(8) Communication, change management & engagement	ED- Transformation Directorate	Defined processes around communications to drive proactive and consistent messaging around the School Success Model program
	(9) Data, monitoring and evaluation		Engagement rhythms with internal & external stakeholders Change management strategy, mindset and behaviour shifts Design evaluation system Tools & metrics to measure impact

School Success Model Targets

Target area	Department targets	School targets
NAPLAN	Increase public school students in top two NAPLAN bands for literacy and numeracy by 15% . (Premier's Priority 2023)	Individual school targets in place from 2020.
Aboriginal Education	Increase Aboriginal students attaining the HSC while maintaining their cultural identity by 50% . (Premier's Priority 2023)	Individual school network targets in place from 2020 (percentage uplift). Individual school student uplift in place that underpins the network target.
HSC	Proportion of students' HSC results in the top two achievement bands from 34.6% (2018) to 35.7% (2022).	Individual school targets in place from 2021.
Attendance	Public school students attending school at least 90% of the time from 79.4% (2018) to 82% (2022) Primary and 64.5% (2018) to 70% (2022) Secondary .	Individual school targets in place from 2021.
Student growth (equity)	Public school students achieving expected growth in reading and numeracy from 62.3% (2018) to 66.4% (2022).	Individual school targets in place from 2021.
Pathways	Recent school leavers participating in higher education, training or work from 89.6% (2018) to 91.6% (2022) and 93.6% (2028). Students continuing to Year 12 from 73.9% (2018) to 76.7% (2022).	A measure will be selected with a baseline established for each high school in 2022, and with targets set for every high school from 2023.

The School Success Model details a range of ambitious yet reasonable targets for schools and the system, which build upon the NSW Premier's Priorities in education and reflect our shared commitment for improvement.

Continuous School Improvement

Every student, every teacher, every leader and every school improves every year.



Improved student outcomes

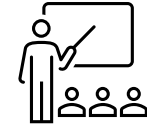
All young people have a strong foundation in [literacy and numeracy](#); deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

Enhanced classroom practice

Teachers are committed to identifying, understanding and implementing effective evidence-based teaching practices that improve student learning outcomes. [The Quality Teaching Model](#) and the [Australian Professional Standards for teachers](#) provide research-based frameworks for professional growth.

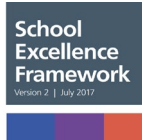
Teachers regularly support positive student behavior through a proactive, preventive and student-centred approach as outlined in the [Student Behaviour Strategy](#) and implement relevant [curriculum](#) and corresponding [resources](#) to enhance student learning and ensure students are ready and prepared for their future.

Teachers are committed to meeting the needs of all students in their classroom and differentiate learning through the implementation of the [Inclusive Education Statement for students with disability](#) and the [High Potential and Gifted Education Policy](#).



School Excellence

The School Excellence Cycle and Strategic Improvement Planning is underpinned by aspirational [targets](#) across key domains and [evidence-based strategies](#) which improve teaching and leadership quality.



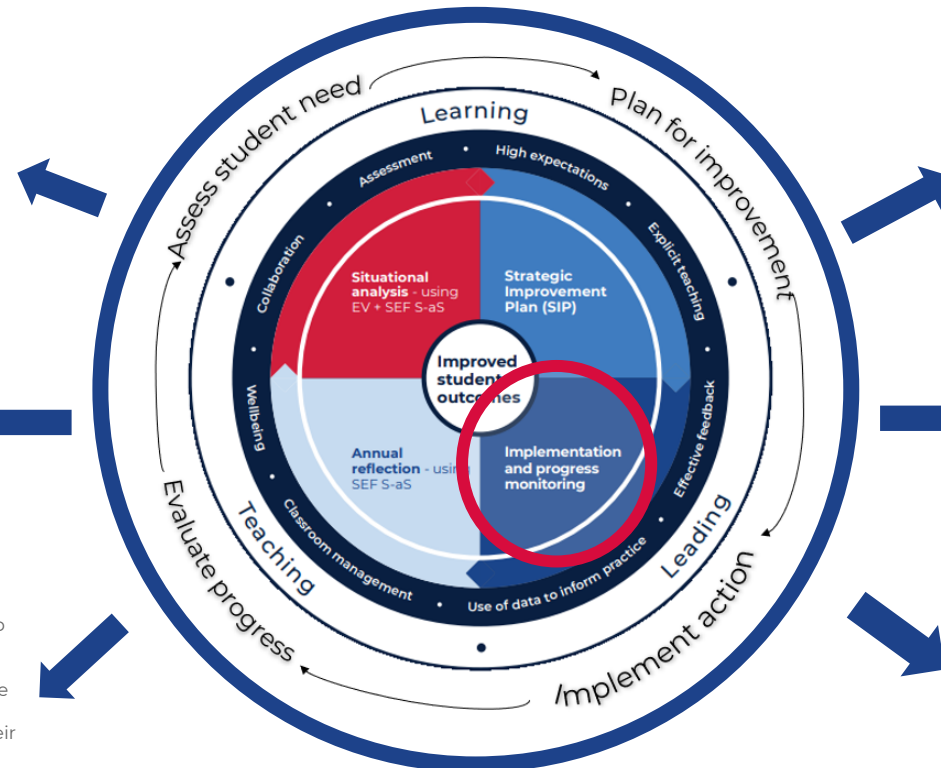
Schools use the [School Excellence Framework](#) in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across the 3 domains of learning, teaching and leading



[School leaders](#) create a culture and build an inclusive learning environment through a cycle of inquiry to facilitate learning. School leaders understand how important school leadership is in supporting students and lifting achievement and have a clear understanding of their [role](#) in leading their schools.



Schools identify, develop and implement [high impact professional learning](#) to create a cycle of continuous improvement within their context



Schools use the latest research to inform evidence-based decision making and strategic directions. This includes accessing and utilizing resources and advice on [What Works Best](#)



As part of the School Success Model, schools work with their DEL and the department to identify and utilise relevant [universal supports](#) which can be used by all schools to assist in the achievement of targets.



Universal supports are available for:

- [Reading and Numeracy](#)
- [Aboriginal Education](#)
- [Attendance](#)
- [HSC](#)
- [Wellbeing](#)

School needs and support

School Success Model
(SSM) Outcome



Improve guidance and support from the Department

SSM Workstream

(4) School needs & support

Key steps

Identify schools
that need support

Determine what
support they
need

Understanding the need

1. Conduct bottom-up (SIPs) and top
down (system analysis/targets)

2. Determine types of support to be
deployed

3. Prioritise support

Develop and
deploy support

Evaluate
support for
impact

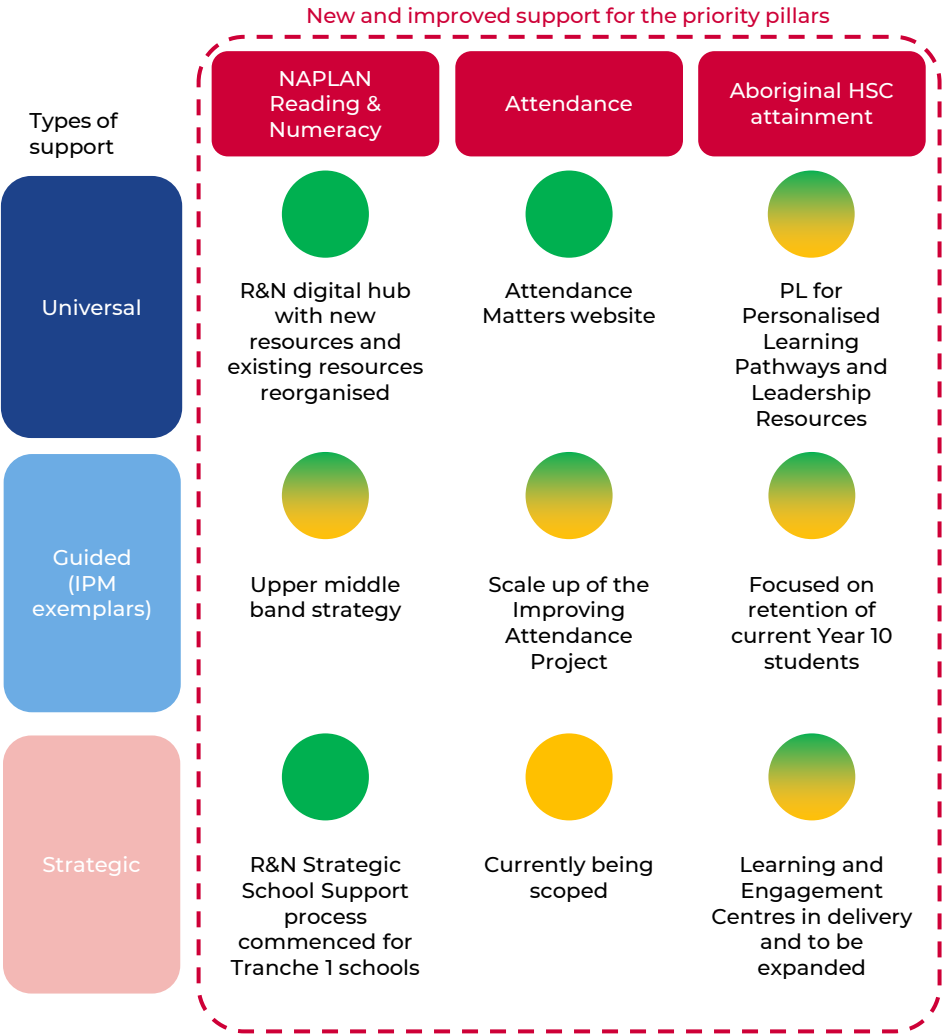
Deploying the support

1. Universal Support

2. Guided Support

3. Strategic Support

We are progressing the improvement of support for schools and planning further areas to be strengthened



- Being implemented
- Under development
- Planning underway

“In a completely rational society, the best of us would be teachers... because passing civilization along from one generation to the next ought to be the highest honour and the highest responsibility anyone could have.”

Lee Iococa

Questions & Answers

