

# Strategic Improvement Plan 2021-2025

## Abermain Public School 1003



# School vision and context

## School vision statement

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*At Abermain Public School;*

*Our community is welcomed, involved and valued.*

*Our students are safe, engaged and achieve personal success.*

*Our staff build positive relationships and are committed and inspiring.*

## School context

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*Abermain Public School is situated on Wonnarua, Awabakal, Darkinjung Country, in the Cessnock area of the Hunter Valley. Our school is an active member of the Cessnock Community of Great Public Schools, involving fifteen public schools serving the Cessnock community.*

*The school currently has an enrolment of 260 students and a team of staff, consisting of beginning and predominantly early career teachers, committed to providing an inclusive, future-focused, quality learning environment.*

*The school is driven by a deep belief that every student is capable of success and that it is through a learning culture focused on wellbeing that student engagement and positive student outcomes can be achieved with staff, parents and the wider community working to achieve this shared vision.*

*The Abermain Public School community includes a wide range of socio-economic backgrounds and predominately speaks English having been born in Australia. 49 of our students acknowledge their Aboriginal background, and as a school we actively support all students in their understanding of their own culture which is reflected in our school setting.*

*Relationships are at the centre of the school's core business. A high priority is given to building and maintaining effective partnerships between staff, students and parents. A professional learning community will be guided by continuous improvement of teaching and learning, supported by leadership.*

*Positive Behaviours for Learning (PBL) continues to guide student well-being strategies across the school learning environment. Universal values of Safety, Respect and Learning are supported by the community.*

*Leading into the development of strategic directions, staff reflected on the School Excellence Framework, CESE What Works Best research and the evaluation of the current School Plan. Consultative processes with students, community members and staff helped to drive future strategic directions and determine strengths and areas of growth for all. This approach has resulted in establishing a shared vision for Abermain Public School.*

*Through our situational analysis, we have identified focus areas of effective classroom practice, student performance and well-being. In response, professional learning will occur around the use of data informed practice, explicit teaching, effective feedback and trauma informed practice. Improved teacher practice will be defined by the use of joint success criteria, targeted teaching, timely feedback and student progress and achievement reflected across internal and external data. The continual monitoring of student assessment and performance data will inspire reflection, inform areas of need and determine success in each classroom and across the school as whole community.*

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and sustain data driven teaching practices that are responsive to the learning needs of individual students.

## 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

Demonstrate progress in Reading Check-in Assessment by halving the gap between school and state achievement, using 2023 Year 3 data as a baseline.

### 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

Demonstrate progress in Numeracy Check-in Assessment by halving the gap between school and state achievement, using 2023 Year 3 data as a baseline.

## Initiatives

### Data Driven Practices (Reading and Numeracy)

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all across Reading and Numeracy focuses.

Through:

- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Ensuing Instructional Leadership positions are established to support teachers to use data to monitor and assess student progress and design future learning on whole class, group and individual level.
- Embedding regular dedicated time to collecting and analysing meaningful data to monitor student learning and progress and make decisions based on this information.
- Teachers expertly analyse data and adjust lesson sequences in response to student needs
- Expert use of formative assessment practices such as learning intentions and success criteria

### Embedding Authentic Assessment

Consistent school wide practice of assessment is used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students are learning what has been taught.

Through;

- Embedding data informed formative assessment practices as an integral part of daily practice in every classroom.
- Development of School Wide Assessment Plan that drives data collection and systematically tracks learning

## Success criteria for this strategic direction

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (SEF Student Performance Measures )

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. (SEF= Data Skills and Use)

Teaching and learning programs across the school 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 Curriculum)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF Data Skills and Use)

## Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

- Internal assessment data
- External assessment data eg. NAPLAN, New Check-in Assessments commenced in 2020
- Survey
- Observations
- Interview
- Document analysis ( programs / tracking folder data

# Strategic Direction 1: Student growth and attainment

## Initiatives

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progress of students over time against school targets.

- Teachers will use summative data to identify students learning and validate formative assessment.

## Evaluation plan for this strategic direction

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/ student work-samples)

### *Analysis:*

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### *Implications:*

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 2: Effective Classroom Practice

## Purpose

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To ensure that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

## Improvement measures

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Achieve by year: 2025

Explicit teaching in English and Mathematics is evident in all teaching and learning programming and lesson observations.

Achieve by year: 2025

70% of students indicate through the Tell Them From Me (TTFM) survey that they feel challenged in English and Mathematics and feel confident of their skills in these subjects.

Achieve by year: 2025

Teacher Tell Them From Me (TTFM) survey data indicates that staff self-reflection rates school above NSW Government Norm across all eight drivers of student learning and the four dimensions of classroom practice.

Achieve by year: 2025

Aboriginal student data indicates expected growth for all students against the Learning Progressions elements of Understanding Texts, Fluency, Counting Processes, Number and Place Value and Additive Strategies.

## Initiatives

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### Effective Classroom Practice

#### \*Embedding Explicit Teaching Practice

Teachers clearly explain to all students why they are learning something and how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

All students will be provided with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus.

Through:

Teachers expertly using student assessment data to reflect on their teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

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

Learning Intentions, Success Criteria and Feedback are an embedded practice in all learning spaces across the school.

## Success criteria for this strategic direction

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Through a whole school approach, Explicit Teaching is embedded to optimise learning progress for all students, across the full range of abilities.

Effective teaching methods are identified, promoted and modelled.

Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

All students can articulate their learning goals in literacy and numeracy.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

Student feedback is elicited by teachers and informs their teaching.

(SEF: Effective Classroom Practice)

## Evaluation plan for this strategic direction

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*Question:*

To what extent have we achieved our purpose and can demonstrate impact and improvement through effective classroom practice?

*Data:*

- Whole School Professional Learning Plan (evidencing PLCs)
- Abermain PS Performance and Development Protocol systems and practices
- Supervision Checklist
- Formative Assessment Data Tracking folders/work samples
- Staff Mentoring systems and practices
- Lesson observation records

### Evaluation plan for this strategic direction

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- Tell Them From Me (TTFM) teacher and student data
- Positive Behaviour for Learning (PBL) data/PBL observations

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# Strategic Direction 3: Wellbeing and Engagement

## Purpose

To embed a strategic and planned approach to developing whole school processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

## 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 88.51% in 2023 to 89.61% by 2027.

Achieve by year: 2025

Decrease negative recorded behaviours and suspensions for **ALL** students by a minimum of 25% determined by a two year baseline of incident reports as at year end 2020.

### Wellbeing

Achieve by year: 2025

Tell Them From Me (TTFM) Student Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 85%.

Aboriginal student (TTFM) Wellbeing data analysis indicates an increase, to be at or above the lower bound system-negotiated target of 85%.

## Initiatives

### Wellbeing and Engagement

Continue to embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

This will be achieved through:

Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas for whole-school wellbeing reform

Ensuring whole school wellbeing processes are current and effective through monitoring, analysing, evaluating and responding to student behaviour, attendance, learning and engagement data

Sharing student wellbeing data with the community through regular updated Student Learning and Progress Reports

Teachers sharing responsibility for effectively managing classrooms, creating an environment that minimises disruptions, maximises instruction time and encourages students to engage in learning.

### Attendance

Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school's values and expectations.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.

All classrooms and other learning environments are well managed with a consistent, school wide approach.

Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

## Evaluation plan for this strategic direction

### Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

### Data:

- Wellbeing Framework Self-assessment pre and post data
- Positive Behaviour for Learning (PBL) data
- Suspension data
- Tell Them From Me survey data Student Wellbeing

## Evaluation plan for this strategic direction

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- Attendance data

### *Analysis:*

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### *Implications:*

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