

Strategic Improvement Plan 2021-2024

Albion Park Public School 1015



School vision and context

School vision statement

At Albion Park Public School we are committed to developing successful, confident and creative problem-solvers who will have the skills to be life-long learners. We deliver innovative programs inclusive of Aboriginal and Torres Strait Islander perspectives which are embedded in visible learning and technological education. At Albion Park Public School, we highly value our community and always promote strong partnerships with all our educational endeavours.

We are a cutting edge school, dedicated to the delivery of high-level educational programs, extra-curricular activities and building leadership qualities in our students for a successful future.

School context

Albion Park Public School is part of a dynamic and growing community which is situated in the Albion Park township among shops, commercial properties and private houses and our parents and carers draw from tradespeople and essential workers who are highly involved in community sport and value parent and extended family connections. Our school has a student population of approximately 479 students with 18 mainstream classes and 4 special education classes in a support unit. The school was first established in 1872 and has a long and proud history within the area.

The school has a FOEI of 112 (2020) which has been steadily declining over the years.

Albion Park Public School has a mix of heritage buildings and immersive 21st century classrooms. Our school has a vast dedication to sporting opportunities, academic endeavours and participation in music festivals including choirs. We pride ourselves in our outstanding transition programs, building strong relationships within our Community of Schools and our local pre-schools. Technology is embedded throughout teaching and learning programs, with a comprehensive K-6 robotics, coding and STEM designed programs.

Our diverse staff are dedicated and quality educators committed to ongoing growth and development of all students. Teaching programs encompass differentiated learning, to cater for all learning styles or learning abilities. We extend our students' learning and always promote high expectations in all Key Learning Areas.

We have a dedicated P&C who coordinate and plan many events for all our students while building strong and long-lasting partnerships with all teachers and staff. Our staff consult with the AECG to ensure our ongoing commitment to our Aboriginal and Torres Strait Island programs.

The school has approximately 9% of students who identify as Aboriginal and Torres Strait Island, whilst having a proud history in the community with students being valued and supported within a culture of high expectations. We provide a range of welfare programs catering for individual needs to ensure our students are known, valued and cared for.

Albion Park Public School completed a situational analysis that helped to spotlight three areas for the Strategic Improvement Plan in consultation with our community and AECG. As we reflected on the previous school planning cycle, we identified how teacher engagement, use of PLAN2, effective use of syllabus documents and explicit teaching were key facets moving forward. We identified the commitment of our teachers to engage students in the delivery of a differentiated curriculum with the use of different levels of assessment for, as and of learning. As a result of this, our three strategic directions are Student Growth and Attainment, Data Practices and Wellbeing Practices.

Strategic Direction 1: Student growth and attainment

Purpose

To maximize student growth in reading and numeracy we will further develop collaborative teaching practices, teaching and learning programs and nurture high expectations for all students.

Improvement measures

Target year: 2022

A minimum of 43.9% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN in Reading. (Lower bound system negotiated target.)

A minimum of 25.8% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN in Numeracy. (Lower bound system negotiated target.)

Target year: 2023

A minimum of 66.7% of students achieve expected growth in NAPLAN Reading. (Lower bound system negotiated target.)

A minimum of 67.9% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN in Numeracy. (Lower bound system negotiated target.)

Target year: 2024

All ATSI students achieve above state average in NAPLAN for Reading.

All ATSI students achieve above state average in NAPLAN for Numeracy.

Initiatives

Quality Teaching & High Expectations

Evidence-based effective teaching methods will be identified, modeled and implemented and systems strengthened to monitor students learning improvement with the use of Professional Learning, SMART Goals, observations and Executive-Led structures.

Stage meetings will be led by Assistant Principals focusing on building staff capacity to collect learning data and use this data for effective individual student intervention and scaffolding where required.

Collaborative practices will occur regularly in all classrooms using quality teaching observations, teaching walk-throughs and teachers implementing pedagogy discussed in stage planning and data meetings.

Professional Learning on the High Potential and Gifted policy and its implementation in every classroom. Further exploration on how our school motto 'Share, Learn and Grow' can be modelled and applied in every classroom.

Reading & Numeracy

High-Impact Professional Learning will be planned to target explicit teaching practices and effectively respond to new curriculum as it emerges there by ensuring the consistency, high expectations and differentiated learning.

A strong focus will be placed on embedding visible learning strategies and use of formative assessment and summative assessment to enhance student engagement and ensure student academic growth.

Professional Learning in numeracy and reading delivered to all staff to model and implement explicit teaching skills aligned to strong pedagogical shifts and the use of current and emerging syllabus documents.

Teaching and Learning programs are designed to improve skills in reading comprehension, spelling and whole number place and value.

Success criteria for this strategic direction

- Albion Park will promote partnerships with parents and students to support clear improvement aims and planning for learning.
- The school collects and analyses information to inform and support students' successful transitions.
- Our school data will show that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.
- Albion Park Public School's value-add* trend is positive.
- Our parents will be presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Evaluation plan for this strategic direction

Question: To what extent have we maximised student learning outcomes in reading and numeracy?

How effective are teachers in the analysis of data to impact teaching practice?

Data:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Check In Data
- PLAN2 Data
- Probe Assessment Data
- Scout Reports
- NAPLAN Data-focus on equity groups
- Assessment Samples
- Essential Assessment Achievement Data
- Student Profiles: ILP's, IEP's, IBP's and PLP's.
- SEF SaS
- Student Focus Groups
- School Data Collection/Work Samples
- Tell Them From Me Survey Data (Parent responses)

Analysis:

Analyse the data as to its impact and evaluate teaching practice.

Implications:

What are the implications for our work?

What are our future directions and next steps?

Strategic Direction 2: Share Learn and Grow-Data practices

Purpose

To further develop data practices within the school, we will build staff capacity in using data to inform teaching practice. We will also focus on effective assessment, quality feedback and consistency of teacher judgement in assessing student learning, so that students can be active participants in their own learning trajectories.

Improvement measures

Target year: 2024

A strong shift in SEF: Teaching Domain-Data Skills and Use from Sustaining and Growing to Excelling, thus all teachers will have a sound understanding of student assessment and data concepts.

Target year: 2024

Shift in SEF: Teaching Domain-Data Skills and Use: Data use in Planning - from Delivering to Excelling with school staff collaborating with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Target year: 2024

Shift in SEF: Teaching Domain-Data Skills and Use: Data Use in Teaching - from Delivering to Excelling meaning 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.

Initiatives

Quality Assessment and Feedback

Albion Park Public School will consistently engage in explicit assessment practices which will involve teachers clearly explaining to students why they are learning something, how it connects to prior knowledge, what they are expected to do, how to achieve it and what it looks like when they have achieved success.

Our teachers give all students ample opportunities and feedback in order to check their understanding, ask questions and explore curiosity in their learning. Transparency in their learning journey will not only involve what they are learning to do but also where their journey is heading next as well as the skills to communicate it to their teachers, peers and family.

Students at Albion Park Public School will experience explicit assessment practices as, of and for learning in various platforms, both formal and informal.

At classroom level, all learning will incorporate visible learning strategies to increase engagement and ensure students know where their learning is, where it is headed and what high expectations look like.

Data-Driven Practices

Assistant Principals will lead each Stage through the analysis of data for success in Literacy and Numeracy as well as informing practice. Data will provide a snapshot into each students' learning journey with the ongoing implementation of formative assessment and summative assessment to provide timely feedback in a regular, five-week planned cycle which will in turn improve learning outcomes.

Teachers assess all Key Learning Areas to analyse academic needs to ensure students are catered for and engagement is ongoing. Teachers will use assessment tools to inform teaching and learning programs as well as a key component in the analysis of data for PLAN2. Data will be consistently used to inform explicit teaching practices and teaching programs.

Success criteria for this strategic direction

- Albion Park Public School promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.
- Teachers use data effectively to evaluate student understanding of lesson content.
- Our school's leadership team comprehensively 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. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Evaluation plan for this strategic direction

Question: How have we developed data practices within the school to build all staff capacity in using data to inform explicit teaching practice?

How did we focus on effective assessment, quality feedback and consistency of teacher judgement in assessing student learning for future growth and development?

Strategic Direction 2: Share Learn and Grow-Data practices

Initiatives

Data analysis will be displayed in a shared space which teachers will use to visibly track student growth which aligns with the Literacy and Numeracy progressions on PLAN2. This data will inform future planning and aide learning support. Classroom data practices include visible learning strategies such as 'Bump It Up' walls. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, Check In, IfSR-NP) with internal measures to build consistent and comparable judgement of student learning.

Evaluation plan for this strategic direction

Data:

- Sentral Attendance Data
- Anecdotal Notes, evidence and assessments
- Check In Data
- NAPLAN Testing Data
- PLAN2 Data
- Probe Assessment Data
- Scout Reports
- School Reports via Sentral
- Essential Assessment Achievement Data
- Student Profiles: ILP's, IEP's, IBP's and PLP's
- Personal Learning Goal achievement data
- SEF SaS

Analysis:

Analyse the data as to the extent to which the purpose has been achieved.

Implications:

What are the implications for our work?

What are our future directions and next steps?

Strategic Direction 3: Share Learn and Grow-Wellbeing practices

Purpose

To create effective welfare practices we will develop appropriate processes and systems within the Learning Support Team incorporating the use of outside agencies and Department led strategies to enhance student learning and wellbeing.

Improvement measures

Target year: 2022

Increase the number of students attending 90% of the time to be at or above the system negotiated lower bound target of 80.7%.

TTFM Wellbeing data (students with positive wellbeing; sense of belonging, advocacy and expectations of success) has reached the lower bound system-negotiated target of 89.4%.

Target year: 2024

A shift in SEF from Delivering to Excelling meaning that the school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Initiatives

Learning Support

Learning support ensures all students are catered for effectively and equitably. Stage supervisors, teachers and SLSO's analyse student needs, intervention and assessments at a whole-school level.

Systems are being developed and embedded to ensure student support is consistent, monitored and regularly refined for success to ensure access to services and resource allocation is equitable.

The refinement of practices and procedures includes an updated referral procedure, a new meeting format which is fair and student-centered, development of policies and a focus on student support to increase engagement and attendance.

The Deputy Principal and Assistant Principals support and provide professional learning, resources for students/teaching and access to outside agencies or networks.

Teachers are supported and scaffolded to provide programs as well as plans for students that have been identified at risk or require additional support in the classroom. These include Barnados, Aboriginal Medical Service and Headspace.

All personal learning plans are created with consultation of all key stake holders, especially the family/carers of students to ensure transparency and success for learning and wellbeing for every student.

Welfare Systems and Practices

At Albion Park Public School our welfare systems will be enhanced to contribute to the development of the whole child by celebrating success at every opportunity. Our wellbeing practices will be linked to higher academic achievement, school attendance, better overall mental health and a more pro-social and responsible lifestyle.

A student welfare policy update will be drafted after a

Success criteria for this strategic direction

- At Albion Park Public School every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- Our 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.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing.
- Albion Park Public School will implement well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Evaluation plan for this strategic direction

Question: How did we create effective welfare practices and appropriate processes and systems for wellbeing, attendance and learning support?

Data:

- Sentral Welfare Data (Incident Registers)
- Current APPS Welfare Policy (draft 2019 & previous policies)
- Berry Street / 4C's Training Modules
- Scout Reports
- Assessment of Practices (pink slips, time out)
- Student Profiles: ILP's, IEP's, IBP's and PLP's.
- Welfare Policy
- Learning and Support POLICY

Analysis:

Strategic Direction 3: Share Learn and Grow-Wellbeing practices

Initiatives

concise audit of current systems and practices. Student success and belonging will be at the center of the policy as well as a move to building student profiles with incident registry for both positive and negative incidents on Senral. The policy will incorporate the quick and fast success strategy/system of 'Goldies' and the evolution of a positive behaviour program consistent across all K-6 classrooms.

Students are offered initiatives and programs to target mental health, positive self-efficacy and friendship skill building to improve most aspects of emotional welfare. Partnerships are developed with parents and carers to source outside agencies to improve overall wellbeing.

An increase of positive spotlighting systems are being developed to celebrate student success and with the help of our chaplain, we are actively implementing strategies to target bullying and mental health amongst our students.

Evaluation plan for this strategic direction

Analyse the data as to the extent to which the purpose has been achieved.

Implications:

What are the implications for our work?

What are our future directions and next steps?