

# Strategic Improvement Plan 2021-2024

## Albury Public School 1017



# School vision and context

## School vision statement

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Albury Public School aims to foster an inclusive learning culture where individual student needs are identified through the analysis of systemic and reliable data. Through a shared commitment to wellbeing, we will embed our practices to ensure that every student is known, valued and cared for. A strong, purposeful leadership of reflective practice will continue to sustain and grow dynamic and responsive approaches to teaching and learning to maximise student engagement for the attainment of expected growth.

## School context

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Albury Public School is located on the NSW/Victorian border, on the lands of the Wiradjuri. Albury Public School is recognised as one of the oldest schools in NSW. First established in 1850, the community is proud of the history of Albury Public School. Whilst recognising its heritage, the school is committed to providing educational programs for today's students which will adequately prepare them for their place in a diverse and changing world. The school aims to develop students who are self-motivated lifelong learners who work both cooperatively and independently whilst striving to reach their full potential. Albury Public School fosters dynamic and responsive approaches to teaching, learning and wellbeing so that all students are known, valued and cared for.

Albury Public School, predominantly, draws from central, east and south Albury, which is now seeing a more diverse and changing community. Despite these changes, the Aboriginal and Torres Strait Islander student population remains at 3% and 10.8% of students are from an language speaking background, other than English.

The school is currently embarking on a school improvement journey informed by an in-depth situational analysis through multidimensional and interrelated focuses on student growth and attainment, wellbeing and a strong leadership of reflective practice. Student wellbeing and readiness for learning are built on Positive Behaviour for Learning (PBL), Trauma informed practice and further informed by research such as Curiosity and Powerful learning (CPL) and *What works best: 2020 update* (Centre for Education Statistics and Evaluation).

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student growth and attainment in literacy and numeracy and to build strong foundations for the academic success, we will further develop and refine data driven practices that are responsive to the learning needs of all students.

## Improvement measures

### Target year: 2022

Reading:

Uplift of 10% of students in the top 2 bands for Reading.

### Target year: 2022

Numeracy:

Uplift of 8% of students in the top 2 bands for Numeracy

### Target year: 2023

Reading:

Uplift of 6% of students in Year 5 achieving expected growth.

### Target year: 2023

Numeracy:

Uplift of 7% of students in Year 5 achieving expected growth in Numeracy

### Target year: 2024

Continued and consistent growth in literacy and numeracy skills across K-6 using embedded procedures and measures for assessing the acquisition of early literacy and numeracy skills.

## Initiatives

### Literacy

In reading, we will ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice (oral language, phonological awareness, phonics, vocabulary, fluency and comprehension) in Reading in English and across all key learning areas.
- Professional learning in data literacy, data analysis and data use in teaching for all staff.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Professional learning on use of literacy progressions to personalise learning to students point of need.

### Numeracy

In Numeracy, we will ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice in communicating, problem solving, reasoning, understanding and fluency in Mathematics K - 6.
- Professional learning in data literacy, data analysis and data use in teaching for all staff.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Professional learning on use of numeracy progressions to personalise learning to students point of need.

## Success criteria for this strategic direction

- Assessment data is collected regularly, as described in the assessment schedule, in reading and numeracy and used responsively as an integral part of classroom instruction.
- 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.
- 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.

## 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 the improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data - value added data
- Student work samples
- Literacy and numeracy PLAN data
- Student PLPs and ILPs
- Check - in assessment data
- DIBELS data
- PAT R and PAT M data
- Heggerty's data

### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes and the Professional Standards for Teachers
- Executive team and whole staff reflective sessions, based on evidence.

# Strategic Direction 2: Engagement for learning

## Purpose

So that every student is known, valued and cared for, we will deliver a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed and thrive.

## Improvement measures

### Target year: 2022

#### Attendance

An increase of 6% of students attending 90% or more of the time.

### Target year: 2024

Negative wellbeing incidences at Teir 3 level have reduced by 50%.

A 50% reduction of students requiring behaviour management plans (Teir 2).

Teir 1 incidences have reduced by 85%

To move to "Excelling" in the School Excellence Framework (currently at "Delivering") in the domain of Wellbeing.

### Target year: 2022

#### Wellbeing

90% of students will report positive wellbeing as shown in the Tell them from me surveys.

## Initiatives

### Wellbeing

We will embed a comprehensive and integrated whole-school strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in the context of quality teaching and learning. This will include sustainable practices for collecting and analysing data to ensure inclusive practices for all students.

- Provide Aboriginal cultural education for all staff and learning about Aboriginal Australia for all students, to improve the outcomes of Aboriginal and Torres Strait Islander students.
- Embed comprehensive and evidence-based wellbeing programs for all students to support learning and success.

### Engagement with learning

Implement and embed evidence based practices across the school to deliver consistency to wellbeing and engagement practices to support student learning.

- Students become active participants in the learning process by setting personal learning goals to improve their learning and achievement.
- Expectations of behaviour are co-developed with students, staff and the community and are explicitly, consistently and supportively applied across the school.
- Teachers, parents and the community work together to support consistent and systematic processes to improve attendance at school.
- Teachers, students and parents collaborate to plan for teaching and learning targeted at individual student need. All stakeholders support learning, and shared expected outcomes.
- Consistently deliver high quality, dynamic and rigorous teaching and learning programs that are responsive to student needs and interests, making learning meaningful and engaging for all students.

## Success criteria for this strategic direction

- Staff demonstrate an understanding of Aboriginal histories and culture and cultural safety (are respectful of teaching culturally appropriate content and understandings, etc) so that all students develop respect for diversity and understanding of cultural difference and are provided with a rich and well-rounded knowledge of Australia's history.
- All staff and students develop deeper understandings of Aboriginal histories, cultures and languages.
- Enhanced wellbeing, engagement and increased student voice.
- Positive, respectful relationships are evident and widespread amongst student and staff.
- Planning for learning is informed by sound, holistic information about each student's learning and wellbeing needs.
- PBL - structures embedded across all aspects of school
- The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- All students articulate, understand and achieve their literacy and numeracy learning goals.

## 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:

- LST referrals and suspension data
- PBL data
- Feedback from AP program reviews with teams
- Attendance data

## Strategic Direction 2: Engagement for learning

### Initiatives

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### Evaluation plan for this strategic direction

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- ASTI student attendance and performance data
- Evaluations and reflections of Personalised Learning Plans
- SEF SaS
- The guide for reflection using Teaching Standards
- NAPLAN data
- Scout data - value added data
- Student work samples
- Literacy and numeracy PLAN data
- Student PLPs and ILPs
- Check - in assessment data
- DIBELS data
- PAT R and PAT M data
- Heggerty's data

#### 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 and the Professional Standards for Teachers
- Executive team and whole staff reflective sessions, based on evidence.

#### Implications:

Ongoing review and evaluation will create opportunities for adjustments to be made in order to successfully meet the school purpose.

# Strategic Direction 3: A reflective approach to best practice (teaching and learning)

## Purpose

To establish a systematic and sequenced approach to learning, we will access and analyse current research and engage in high quality targeted opportunities to improve practice. Leaders will drive a strong reflective culture that is informed by feedback.

## Improvement measures

### Target year: 2024

Explicit Teaching: To move to "Excelling" in the School Excellence Framework (currently at "Delivering") in the domain of *Effective classroom practice - Explicit teaching*.

### Target year: 2024

*Tell them from me* Teachers survey indicates an increase to 8 (from a baseline of 7.4) in the aspect of collaboration.

Tell them from me Teacher survey indicates an increase to 7.1 (from a baseline of 6.6) in the aspect of leadership.

## Initiatives

### Explicit teaching

Develop a knowledge and understanding to support the implementation of explicit teaching practices which are evidence and researched based.

Teachers use current research to reflect on practice to effectively meet the learning needs of their students.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed dynamic teaching and learning programs that show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement data.
- Professional learning - explicit teaching, formative assessment

### Leading

Leaders will use and demonstrate reflective practice to build staff capacity to reflect on their practice for improvement and to impact student learning.

- Systems for collaboration and feedback are embedded to facilitate professional dialogue, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Coaching and mentoring is implemented, evaluated and planned for.
- The leadership team supports a high performance culture through the teacher accreditation process. (Standards, PDP process, distributed instructional leadership)

## Success criteria for this strategic direction

- Improved teaching and learning through teacher engagement in professional discussion, in ongoing inquiry, soliciting feedback, remain open to alternate perspectives, assuming responsibility for their own learning. This drives ongoing, school-wide improvement in teaching practice and student results.
- All classroom teachers ensure the most effective evidence-based teaching methods are utilised to optimise learning progress for all students.
- A self-reflective executive staff and aspiring leaders who demonstrate growth and evolution in leadership knowledge, skills and application, as determined by capacity to take on higher leadership roles, and more teachers operating at Highly Accomplished/Lead/Principal standard, as evidenced in their PDP and annual feedback.

## 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 of the strategic direction. This analysis will guide the school's future directions:

- SEF SaS
- Reflective practice questions on "Strong start, great teachers" website
- The guide for reflection using Teaching Standards
- **NESA guide**
- NAPLAN data
- Scout data - value added data
- Student work samples
- Literacy and numeracy PLAN data
- Student PLPs and ILPs
- Check - in assessment data

## Strategic Direction 3: A reflective approach to best practice (teaching and learning)

### Evaluation plan for this strategic direction

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- DIBELS data
- PAT R and PAT M data
- Heggerty's data
  
- **The evaluation plan will involve:**
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- Regular professional discussion around the School Excellence Framework elements and themes and the Professional Standards for Teachers
- Executive team and whole staff reflective sessions, based on evidence.