

Strategic Improvement Plan 2021-2025

Albury Public School 1017



School vision and context

School vision statement

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

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

Reading growth

Achieve by year: 2023

An increased proportion of students in stage 2 are able to demonstrate growth and achievement in Reading over the year, using the Reading Rubric.

Numeracy growth

Achieve by year: 2023

An increased proportion of students in year 3 and year 5 can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Initiatives

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.

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.

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 the intended improvement measures.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- 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

Attendance (>90%)

Achieve by year: 2023

Proportion of students attending >90% of the time is 90%.

Wellbeing

Achieve by year: 2023

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School is 92%.

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
- ASTI student attendance and performance data

Strategic Direction 2: Engagement for learning

Initiatives

Trauma Informed Practice

Trauma informed practice

PBL

- Fortnightly meetings
 - Build team capacity and recruit new staff
 - Establish new lesson focus develop PowerPoints and visuals using the school context
 - All staff engage in IER and restrictive practice PL delivered by the Deputy principal
 - Refine behaviour entry, majors and minors, flowchart
 - Recording of behaviour data move to Sentral
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Evaluation plan for this strategic direction

- 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

Effective Classroom Practice

Achieve by year: 2025

In accordance with the School Excellence Framework, the school is Excelling in the element of Effective Classroom Practice.

Learning and Development

Achieve by year: 2025

In accordance with the School Excellence Framework, the school is Excelling in the element of Learning and Development.

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
- DIBELS data

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

Evaluation plan for this strategic direction

- 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.