

Strategic Improvement Plan 2021-2024

Albury West Public School 1019



RESPECT RESPONSIBILITY CARE

School vision and context

School vision statement

Our school promotes equity and excellence to ensure our students become active and informed citizens who are successful, confident and creative lifelong learners.

School context

Albury West Public School is a P1 school with a student population of 160+, which draws students from the western part of Albury.

With 7 classes and teachers in support roles, the teaching staff mix is one from very experienced through to those in their early years. The professional requirements for teaching in NSW public schools are met by all teaching staff.

Quality educational programs provide for enrichment, encouraging success in academic endeavour, sport and the arts. The student population is largely from an English speaking background with 28% Aboriginal students. The school has a history of high mobility amongst the students.

The school has an active P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy, numeracy, technology and student welfare. Albury West Public School is a keen and constructive participant in, and strong supporter of, the Crossing Point Learning Community. This learning community includes Albury High, Albury and Howlong Public schools.

Through the situational analysis, we have identified a need to use data driven practices to ensure all students have access to stage appropriate learning. Further supporting teachers in successfully planning and delivering quality, differentiated teacher programs is an ongoing focus. Developing quality assessments tasks and data collation practices, along with ensuring consistency of teacher judgement within the school continues to be a priority.

Our support of individual students is responsive to student need and is continually monitored. Individual targeted support is provided with pre and post assessment carried out to determine the impact of support provided. Continual monitoring of students performance data determines areas of need.

A commitment to ongoing school improvement in high impact, evidence-based professional learning, school management and professional learning acts as an umbrella for teaching and learning and the achievement of school priorities for student achievement. It provides a vehicle to build teachers' capacities to teach explicitly and students' capacities to be engaged as effective learners.

The school is supported by the Resource Allocation Model (RAM) equity loading: Socio-economic background and Aboriginal background.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes for every student and to build strong foundations for academic success, through personalised learning and data driven practices.

Improvement measures

Target year: 2024

Reading:

- At least 85% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts elements of the Progressions.
- At least 80% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts elements of the National Literacy Learning Progressions. Outcome EN2-8b.
- At least 85% of students in Years 2-6 will demonstrate a 0.4 growth when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in reading.

Numeracy:

- At least 80% of students completing Year 3 will have achieved the learning indicators within the Additive Strategies element of the Progressions.
- At least 80% of students in Year 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy.

Target year: 2022

Reading:

- Between 25% and 35% of Year 3 and 5 students achieve top two bands in NAPLAN.

Numeracy:

- Between 20% and 25% of Year 3 and 5 students

Initiatives

Personalised learning

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

- PL on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capacity and collective pedagogical practice.

Data driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching for all staff.
- Establish and use executive and LaST team to work with teachers using data and current curriculum to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Consistency in protocols and frameworks used throughout the school (Ryan Dunn Impact and evaluation framework).

Success criteria for this strategic direction

Assessment data is collected in reading, writing and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Valid teacher judgment is evident across the school.

Data and feedback inform teaching practice and direct learners and learning, including learning intentions and success criteria.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Focus groups are setting using the progressions to enhance learning and teaching.

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:

- NAPLAN data
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Assessment schedule
- PAT assessments in reading and numeracy
- Writing assessment schedule
- Phonological awareness assessments
- Phonics assessments
- Interview for student reasoning

The evaluation plan will involve:

Strategic Direction 1: Student growth and attainment

Improvement measures

achieve in the top two bands in NAPLAN.

Target year: 2023

Reading:

- 55% of Year 5 students achieve expected growth in NAPLAN reading. (System-negotiated target).

Numeracy:

- 65% of Year 5 students achieve expected growth. (System-negotiated target).

Target year: 2024

Improvement in teacher self reflection using the What Works Best Toolkit based on August 2020 results:

Greater than 85% teachers believe we are demonstrating best practice when setting High Expectations as aligned to the What Works Best toolkit.

Greater than 62% teachers believe we are demonstrating best practice when using Explicit Teaching as aligned to the What Works Best toolkit.

Greater than 46% teachers believe we are demonstrating best practice when providing Effective Feedback as aligned to the What Works Best toolkit.

Greater than 54% teachers believe we are demonstrating best practice when Using Data to Inform Practice as aligned to the What Works Best toolkit.

Greater than 46% teachers believe we are demonstrating best practice when using Assessment as aligned to the What Works Best toolkit.

Evaluation plan for this strategic direction

- 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.
- Executive team and whole staff reflective sessions will analyse data to inform questioning around effectiveness of teaching practices and further refinement needed.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, through a planned approach to whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

- Increase attendance above the 2020 baseline of 74.2% to above the current (2021) upper bound system-negotiated target of 85%.
- TTFM Wellbeing data (advocacy, belonging, expectations) increases from 94.8% to above current (2021) upper bound system-negotiated target of 100%.

Target year: 2024

- Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.
- A 25% reduction in recorded negative behaviours and suspensions relative to a determined two-year baseline of incident reports as at year end 2020.
- Greater than 84% teachers believe we are demonstrating best practice when demonstrating Classroom Management as aligned to the What Works Best toolkit.
- Greater than 77% teachers believe we are demonstrating best practice when supporting Student Wellbeing as aligned to the What Works Best toolkit.

Initiatives

Wellbeing and engagement

Embed a whole-school approach (The Resilience Project and PBL) 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 around whole-school wellbeing reform.
- * Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLPs.
- * Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
- * Implementation of mentoring initiative.
- * Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

Attendance

Embed a whole-school approach to student attendance ensuring there is a collective responsibility to student attendance and engagement.

This will be achieved by:

- Setting positive attendance habits early.
- Creating a welcoming school environment for students.

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 schools 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.

Evaluation plan for this strategic direction

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

D. Wellbeing Framework Self-assessment pre and post data.

Professional Development Plans.

Personal Attendance Plans.

Incident reports.

Suspension data.

Extra-curricular group data.

TTFM - Student wellbeing, family satisfaction.

A. Analyse the data to determine the extent to which the purpose has been achieved.

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Initiatives

- Identifying 'at risk' students and intervening early.
-

Evaluation plan for this strategic direction

I: What are the implications for our work? Future directions and next steps.

Strategic Direction 3: Explicit systems for collaboration and feedback

Purpose

To ensure there are consistent practices for school wide assessment, collaboration and feedback to sustain quality teaching practice.

Improvement measures

Target year: 2024

- 100% of teachers have a Personal Development Plan (PDP) in place that reflects the school plan.
- All staff participate in Practice Analysis Conversations (PAC).
- Teaching programs and classroom observations demonstrate embedded strategies of What Works Best, School Excellence Framework and Dylan Williams' formative assessment strategies.
- 100% of beginning teachers are aligned to a coach mentor.
- Greater than 77% teachers believe we are demonstrating best practice in Collaboration as aligned to the What Works Best toolkit.

Target year: 2024

- Staff TTFM Data indicates improvement from baseline 8.5 to 9 in the area of teacher collaboration.
- Student TTFM Data to improve from baseline 8.1% to be above NSW Govt Norm by at least 0.5 in the area of teaching relevance.

Initiatives

Assessment strategies

Further embed quality assessment strategies to develop a clear focus on school improvement, explicit teaching and staff collaboration.

- PL in assessment to support teachers to use assessment practices as an integral part of their classroom instruction.
- Use systemic and reliable assessment information to evaluate student learning.
- Where needed implement changes in teaching to support measurable improvement.
- Have processes in place to support teacher's consistent, evidence based judgement such as impact evaluation frameworks and teaching sprints.

Collaboration and Feedback

Further support staff and embed professional dialogue with colleagues when providing feedback and collaborative practice.

- Initial training of identified staff members to undertake coach / mentor training and deliver training to staff.
- Beginning teachers aligned to a trained coach / mentor and Formative Assessment embedded in their programs.
- Practice Analysis Conversations focus on learning intentions, success criteria, and feedback.
- Formal PDP processes demonstrate teachers' self-reflection against the Teaching Standards, What Works Best and the SEF.
- Ongoing review of Teaching Programs and assessment data.

Success criteria for this strategic direction

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice (PAC).

Evidence informed teaching methods including Assessment for Learning optimise learning progress for all students and are embedded across the school.

Teaching staff demonstrate and share their expertise within their school and with other schools.

Evaluation plan for this strategic direction

Q: Has the introduction of Assessment for Learning increased teacher's knowledge and abilities regarding effective teaching strategies? What has been the impact of Dylan Williams' modules on the embedding of Assessment for Learning? Have all staff engaged in the program? Have school wide practices been developed to support the implementation of the program? Have the PDP and PAC proven to be worthwhile teacher reflection tools?

D: Teaching programs, classroom observations, student work samples, PAC records, staff / student surveys, pre and post teacher assessment. TTFM survey data.

A: Analyse the data to determine the extent to which the purpose has been achieved

I: Where do we go from here? Future directions and next steps.