

Strategic Improvement Plan 2021-2025

Anna Bay Public School 1040



School vision and context

School vision statement

Through high expectations we aspire to create future focused, creative lifelong learners who are inspired to meet academic and wellbeing challenges in an inclusive, collaborative and positive learning environment where every person is valued.

School context

Anna Bay Public School is a welcoming and friendly school located on the beautiful peninsula of Port Stephens. The school has large, attractive grounds which are complemented by excellent learning spaces to help engage learners and encourage cooperative play. Anna Bay Public School has an average annual enrolment of 348 students. Anna Bay Public school currently has 14 mainstream classes and a support unit for students with a diagnosed emotional disturbance disability. 11% (or 40 students) identify as Aboriginal or Torres Strait Islander.

Anna Bay Public School is a member of the Tomaree Learning Community which includes Tomaree High, Bobs Farm, Shoal Bay, Soldiers Point and Tomaree Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years.

The Gan Gan Schools as Community Centre is part of the Anna Bay Public School site and runs a variety of community outreach and engagement programs to support the Tomaree Learning Community. We are an active member of the Youyoong AECG and demonstrate our commitment to the Walking Together, Working Together agreement.

Our P&C actively seeks to positively involve parents in shaping the school community and coordinates many successful fundraising events throughout the year to engage the community and raise funds to support significant projects to enhance engaging learning and positive playground experiences for all students.

The school has completed a situational analysis that has identified 3 areas of focus for this strategic improvement plan. After reviewing the previous school plan evaluation, it is important to note that this plan is designed to focus on teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. Student growth and attainment

When analysis was conducted against the student outcome measures, it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. Our value add data is Sustaining and Growing for K-2, and working towards delivering for 3-5, which has resulted in the SEF S-aS grade of Delivering, and this growth will need to be supported by quality pedagogy professional learning, and a deeper focus on a smaller amount of focus areas.

Reflecting on the WWB strategies, it became apparent that there were many strategies and focuses that we could pursue and that there are many interdependencies between the themes. Having reflected on our inconsistent implementation of practices in the past, we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as recommended by the literature. In particular, we will be establishing a culture of high expectations and a deeper level of collaboration to improve student learning outcomes and growth in literacy and numeracy.

School vision and context

School vision statement

School context

2. Wellbeing and Attendance

When conducting the analysis of the school wellbeing data we found that while we were sustaining and growing in some areas such as caring for students and behaviour, it was identified that we needed to focus on other areas. Specifically, these are Attendance and a Planned Whole School Approach to Wellbeing.

To address these needs in our school we consulted CESE publications 'Wellbeing literature review' and 'What works best: 2020 Update'. The literature consistently identified core elements of focus that aligned to our needs. PBL has been part of the last two school plans but the literature suggests that behaviour is only a part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, our next school plan will be inclusive of activities that promote social and emotional learning as well as targeting support for different phases of student development and for students who may be at risk. Further to this a focus on strengthening our approach to attendance and ensuring consistent and systematic processes are in place to support student learning and engagement.

3. Community Engagement

Our school offers many opportunities for community engagement and use, including the Gan Gan Schools as Community Centre (SaCC), the Fairplay OOSH, Allegria Dance, School P & C and other opportunities for parents to engage with the school. To this end, we want to consider what best practice in community engagement and collaboration will look like as a focus area over the next 4-year period.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

- * Students achieving in Top 2 bands (or equivalent) NAPLAN Reading increase (uplift) of 7.9%

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

- * Students achieving in Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 7.5%

NAPLAN expected growth - Reading

Achieve by year: 2023

- Students achieving expected growth in NAPLAN Reading shows 9% uplift from the 2022 baseline.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

- Students achieving expected growth in NAPLAN Numeracy shows 7.7% uplift from the 2022 baseline.

School Improvement

Achieve by year: 2025

Whole schools systems and processes are embedded and consistently implemented by all staff.

Student performance measures are achieving Sustaining and Growing.

Effective Classroom Practice is achieving at Excellence.

Initiatives

Reading and Numeracy

As a whole school, we will embed processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- * identifying, implementing and reviewing high impact teaching strategies in relation to student learning needs
- * Provide targeted professional learning and support for all educators to implement evidenced-based strategies to improve student outcomes in reading K-6, focusing on comprehension.

*Provide targeted professional learning and support for all educators to implement evidenced-based strategies to improve student outcomes in numeracy K-6, focusing on whole number.

Leadership

A consistent approach to leadership across the school to support high level literacy and numeracy will involve:

- * developing systematic processes for collecting and reflecting on data
- * a shared whole school focus on embedding new pedagogies
- * embed explicit, consistent teaching strategies K-6 in reading and numeracy
- * developing and supporting a positive, collaborative climate
- * embed high impact professional learning strategies to build leadership capacity across the school.

Success criteria for this strategic direction

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (Student Performance Measures - Sustaining and Growing, SEF)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Effective Classroom practice- Excelling, SEF)

The 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.

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. (Data Skills and Use - Sustaining and Growing, SEF)

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school

Strategic Direction 1: Student growth and attainment

Improvement measures

Data Skills and Use working in Sustaining and Growing and heading towards Excellence.

School Planning Implementation and Reporting is achieving Sustaining and Growing.

Success criteria for this strategic direction

plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. (School Planning, Implementation and monitoring, Sustaining and Growing, SEF)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in literacy and numeracy?

Data:

We will use a combination of data sources. These will include:

- Internal Assessment, eg. PLAN2, benchmarking
- External Assessment, eg NAPLAN, Check-in Assessment
- Survey
- Observation
- Focus group
- Student Voice
- Interview
- Document analysis

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- 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: Wellbeing and Attendance

Purpose

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Achieve at least 76.5% of students attending 90% of the time.

Progress in School Excellence Framework

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Wellbeing shifts to Excelling

School Planning, implementation and monitoring shifts to Sustaining and Growing

Learning Culture shifts to Excelling

Regular PBL data will drive wellbeing programs and initiatives and remain above 90% for Tier 1 students.

Positive Behaviour for Learning

Achieve by year: 2025

Regular PBL data will drive wellbeing programs and initiatives and remain above 94% for Tier 1 students.

Initiatives

Attendance

In attendance, we will develop and embed sustainable approaches that are responsive to our school data. In particular, these approaches will include:

- * a clear system to track attendance and to respond to attendance data
- * create a team to analyse data and to develop evidence-informed practice
- * establishing rewards and recognition for attendance
- * developing community support in valuing attendance

Wellbeing

In wellbeing, we will develop and embed sustainable approaches that are responsive to our school data. In particular, these approaches will include:

- * developing a clear system to track and process behaviour
- * reviewing and refining PBL processes
- * establishing Tier 2 interventions and systems
- * investigating strategies for positive engagement of students in the classroom and on the playground
- * continuing the Breakfast club to support students in need
- * developing teacher professional learning and resources.

Success criteria for this strategic direction

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, thrive and learn. (SEF - Wellbeing).

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. (SEF - School Planning, Implementation and monitoring)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning culture)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in wellbeing and attendance

Data:

We will use a combination of data sources. These will include:

- Attendance data/records
- Sentral Wellbeing data
- Referrals
- Survey
- Observation
- Focus group
- Student Voice
- Interview
- Document analysis

Strategic Direction 2: Wellbeing and Attendance

Evaluation plan for this strategic direction

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 3: Community Engagement

Purpose

To develop a planned and collaborative approach to support and leverage the knowledge, capabilities and social capital of our school community to achieve better learning and wellbeing outcomes for all of our students

Improvement measures

Increased parent completion of TTFM survey

Achieve by year: 2025

TTFM and/or internal data: Parents Feel welcome and Parents feel informed will meet or exceed the state average result

The school will be Excelling in community engagement as described by SEF, with a particular focus on authentic collaboration with the Youyoong AECG.

Community Engagement

Achieve by year: 2025

Community Engagement with SaCC centre (Gan Gan) increases to 20% of our school community in attendance in programs delivered in response to community need.

Initiatives

Engagement

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families. Parents and families are recognised as integral members of the school community and partners in their children's education through:

- Ongoing community engagement and support through a variety of programs.
- Committing to the Walking Together, Working Together partnership and extending our relationship with the Youyoong AECG so that staff and students are able to respect the identity, culture, heritage and languages of Aboriginal and Torres Strait Islander students.
- Seeking regular feedback from students, parents and the broader school community.
- Investigating ways to engage the broader school community with the school.

Schools as Community Centre: Gan Gan Family Centre

Ongoing community engagement and support through a variety of programs at Gan Gan Family Centre, coordinated by our SaCC facilitator, including:

- implementation of SaCC State Action Plan
- partnerships with ABPS to support transition programs
- liaising with ABPS LST to support student and family welfare.

Success criteria for this strategic direction

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The school collaborates with the local community where appropriate on decisions about - and access to - school assets and resources, delivering benefit to both the school and the community.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate collaborative practices?

Data:

We will use a combination of data sources. These will include:

- Staff feedback
- Survey
- Observation
- Focus group
- Student Voice
- Interview
- Document analysis
- Anna Bay Schools as Community Centre's results-based accountability annual report

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:

Strategic Direction 3: Community Engagement

Evaluation plan for this strategic direction

- 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).