

# Strategic Improvement Plan 2021-2025

## Austinmer Public School 1076



# School vision and context

## School vision statement

Austinmer Public School is committed to promoting a culture of excellence, by providing authentic, challenging, and stimulating learning opportunities. We have high expectations and continually seek to improve ourselves and our work. Together we will challenge and engage in learning, exploring and building on individual abilities, interests, and experiences.

## School context

Austinmer Public School is located directly opposite the beach, in the suburb of Austinmer. Situated in the northern suburbs of the Illawarra, we are a member of the Seacliff Community of Schools, in the Wollongong North Network. The scenic surrounds of the escarpment and the coastline motivate an active community, committed to environmental education and sustainability practices.

The school was established in 1867. It is recognised within the community for being welcoming and inclusive, the importance of social values are reflected in the school motto 'friendship, truth and effort'.

Austinmer Public School consists of 11 classes, and has a student enrolment of 264. We have 7 students who identify as Aboriginal. 9.7% of students have language backgrounds other than English. The student cohort has an attendance rate of 91.9%, with 75.9% of students attending more than 90% of the time.

Staff are committed to providing quality education in a nurturing, innovative environment. Our school is supported by a cohesive and academically motivated parent community. Austinmer Public School has a long history of working with community members to design and provide extra- curricular opportunities. Additional programs in sport, mathematics, technology and creative arts support the talent development of our learners.

The school community, involving students, staff, parents and the NIAECG, were consulted throughout the situational analysis and the development of the strategic improvement plan. Through our situational analysis, we identified the need to increase academic challenge for our learners in English and mathematics. All learners need to be challenged and engaged in order to fully develop their potential. Student data indicated 35% of students were confident of their skills but did not find classes challenging. The proportion of students indicating high skills and high challenge, in English and mathematics is reported as lower than state average.

Our work will focus on high impact professional learning to develop and sustain a culture of high expectations; strengthening formative assessment practices and engaging in ongoing analysis of data to inform practice. The gap analysis indicates a need to focus on contextual understanding of vocabulary in literacy and numeracy, as well as the skills of inferring, analysing and problem solving.

We will promote excellence in curriculum delivery by drawing on the collective expertise of staff within our school, network and system to strengthen staff knowledge of syllabus expectations, explicit teaching strategies and evaluative practices. The school has a collaborative culture of learning, we will enhance practices to embed regular evaluation and reflection. Our students begin school with strong foundations in literacy and numeracy, we will monitor and improve staff understandings of best practice and goal setting, ensuring shared responsibility and accountability, for every learner to improve every year.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve and maximise learning outcomes in reading and numeracy, we will refine data driven practices; embedding school wide assessment practices and ensuring teaching practices align the challenge, complexity and depth of the learning to the needs of the students.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3, 4 and 5 for 2023 compared with Year 3, 4 and 5 in 2022.

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3, 4 and 5 for 2023 compared with Year 3, 4 and 5 in 2022.

## Initiatives

### Quality assessment to inform instruction

Refine and develop high quality student assessment strategies, in order to monitor student progress and inform next steps.

- High impact professional learning to strengthen formative assessment practices.
- 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 use within a whole school framework, school wide collection of evidence and use of data to target teaching and track student progress.
- High impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education policy to inform instruction.

### Explicit teaching practices

Embed systems that allow for regular review and evaluation of explicit teaching strategies;

- Instructional leaders work with teachers to develop, deliver and evaluate evidence based high impact teaching strategies.
- Teachers engage in professional collaboration that explicitly aims to improve teaching practices and student outcomes.
- Embed and use high impact professional learning structures to enhance teacher capabilities and develop collective pedagogical practice.
- Regular reflection on the use of explicit teaching practices across the school, ensuring a balance of teacher-directed, teacher- guided and student-directed learning, providing opportunities for students to clarify their thinking and progress towards mastery.

## Success criteria for this strategic direction

- Teachers clearly understand, develop and apply a full range of assessment strategies.
- The school uses systematic and reliable longitudinal assessment information to evaluate student learning.
- Teachers respond to trends in student achievement, at individual, group and whole school levels.
- Teachers employ evidence based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Data and feedback inform teaching practice and direct learners and learning, leading to measurable improvement in reading and numeracy.
- All students articulate, understand and achieve their reading and numeracy goals. Student feedback is elicited by teachers and informs their teaching.

## Evaluation plan for this strategic direction

Question: How has the implementation of quality assessment strategies impacted student performance in reading and numeracy? To what extent do reflections, observations and student responses show change of practice?

Data: Collected and analysed by teachers, leaders and teams: external and internal student performance measures (NAPLAN, Check In, literacy and numeracy progressions, reading levels, running records); teaching programs, work samples, coaching records, SEF assessments.

Analysis: Data is analysed and triangulated at least twice per term to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as school planning to provide continuous improvement, ensuring student growth and responsive teacher practice.

## Strategic Direction 2: Excellence in curriculum delivery

### Purpose

In order to improve student engagement and maximise student achievement in all curriculum areas, we will provide rich cross curricular learning opportunities and embed explicit teaching and effective classroom practices.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

To increase the proportion of students reporting expectations of success, advocacy and sense of belonging by at least 4.5%

Achieve by year: 2025

School self assessment of the teaching domain elements- 'effective classroom practice' and 'professional standards' indicate improvement from 'sustaining and growing' to 'excelling'.

### Initiatives

#### Differentiation

Differentiated classrooms maximise student growth and individual success. Teachers will react responsively to learner needs, attending to needs of an individual student or small group. To ensure challenge and growth for all, we will:

- Enhance teacher ability using instructional strategies to facilitate differentiation
- Deliver high impact professional learning to support curriculum planning; redesigning scope and sequences, utilising curriculum mapping, making cross curricular links, and developing rich tasks for learners
- Expertly use tools, such as the differentiation adjustment tool to address the specific learning needs of high potential and gifted students
- Develop and refine student learning, interest and readiness profiles to identify strengths and gaps in learning and monitor and reflect on the progress of every student.

#### Effective Classroom Practice

A high quality whole school curriculum plan provides explicit and coherent teaching and learning programs to improve student learning.

- Develop a deep, shared understanding of quality teaching; raising the intellectual quality of lessons, strengthening knowledge of cross curricular priorities and general capabilities
- Refining a whole school plan for curriculum delivery, outlining the big ideas and connecting concepts.
- High impact professional learning to provide staff with an in-depth understanding of Social and Emotional Learning (SEL)
- School wide systems and structures to promote student engagement and voice, including planning for assistance and extension.

### Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices.

Student reports are increasingly personalised, providing detailed, clear and specific information about student learning and next steps.

Lessons are systematically planned and have been collaboratively designed.

Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

All teachers have engaged in Aboriginal cultural awareness training.

There is school-wide, collective responsibility for student learning and success.

### Evaluation plan for this strategic direction

Question: Are all staff implementing the change in practice in lesson planning and delivery? What extent of student achievement has been improved across key learning areas?

Data: Regular review and analysis to monitor progress towards improvement measures: PLAN2, student reflection, focus group data, program evaluations, TTFM student and teacher survey, staff reflections, staff surveys and checklists.

Analysis: Data is analysed and evaluated at least twice per term to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as school planning to provide continuous improvement, teacher growth and growth in student agency and engagement.

## Strategic Direction 3: A culture of high expectations and continuous improvement

### Purpose

To develop a culture of high expectations and continuous improvement; we will strengthen whole school evaluation, underpinned by regular analysis of evidence, an understanding of improvement strategies, strong data capabilities, evaluative practices and a responsive school climate.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

An uplift of 6% to meet the system negotiated lower bound target of students attending school for more than 90% of time.

Achieve by year: 2025

School self assessment of the the teaching domain elements 'data skills and use' and 'learning and development' indicate improvement from sustaining and growing to excelling.

### Initiatives

#### Personalised Learning

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

- Strong systems for identifying performance; providing intervention and extension opportunities.
- Increase student skills and independence by including them in the learning process; increasing peer assessment, providing opportunities for reflection, embedding strategies to improve self regulation.
- Provide clear and specific feedback that identifies the next step and skills needed for students to improve. Utilise feedback from students to inform teaching.

#### Evaluative Practice

Evaluation supports evidence-based decision-making, systems improvement, accountability and successful innovation.

- Deliver high impact professional learning in effective and efficient use of data, embedding whole school systems for data analysis.
- School wide analysis and evaluation of lesson observations that focus on teaching strategies and impact on student learning.
- Deliberatively and purposefully focus on continuously developing the capabilities of all teachers and leaders, by enhancing coaching and mentoring strategies and opportunities within the school and across the network.

### Success criteria for this strategic direction

Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve.

The school has identified what growth is expected for students, students are achieving higher than expected growth in internal school progress and achievement data.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and implement plans for continuous improvement.

The school has a high performing teaching staff as measured against the Australian Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers.

### Evaluation plan for this strategic direction

Question: Are the findings of school wide evaluation data consistent with other sources? To what extent has refining systems impacted opportunities for personalised learning?

Data: Data walls, students goals- tracked and monitored, LST meeting minutes, documentation and evidence, staff goals and evidence of impact, wellbeing data, stage meeting minutes, focus groups

Analysis: Data is analysed and evaluated at least twice per term to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as school planning to provide continuous improvement, ensuring all students are known, valued and cared for.