

Strategic Improvement Plan 2021-2025

Avoca Beach Public School 1082



School vision and context

School vision statement

Avoca Beach Public School is committed to providing a safe and caring environment where individuals are respectful, responsible and strive for their personal best. A focus on wellbeing and engagement ensures every student is known, valued and cared for. We strive to provide high quality, explicit teaching and learning through an inclusive, challenging and balanced curriculum, to develop students as life long learners with exceptional literacy and numeracy skills.

School context

Avoca Beach Public School is a comprehensive K-6 primary school on the Central Coast of NSW. Our school population of 450 students, including 11 students identifying as Aboriginal and Torres Strait Islander is accommodated in 18 classes and supported by a Principal, four Assistant Principals, an Assistant Principal Curriculum and Instruction, teaching, support and office staff.

Avoca Beach Public School prides itself on developing and maintaining authentic connections with the local community. A genuine partnership with the P&C ensures the school is well positioned in providing a safe, welcoming and inclusive environment. The school is devoted to building strong educational and positive wellbeing links within the Kincumba Learning Community. The school values the consultative partnership with our Aboriginal community and the Tjudibaring Local AECG.

Positive Behaviour for Learning (PBL) strategies based on the core values; Respect, Responsibility and Personal Best are embedded into all aspects of school life. Avoca Beach Public School places importance on a holistic approach to student wellbeing and recognises the value of open, two way communication. The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. We have a very proud history of achievements in the sporting arena, debating, public speaking, music and the arts.

The school has completed a situational analysis that has identified three areas of focus for the school improvement plan.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that expected growth in and percentage of students in top 2 bands in Numeracy would be an area for explicit focus in the new school plan. Through focus groups, teachers identified the need to examine quality data as a whole school, using this to provide explicit feedback to all students.

The key focus areas of explicit instruction, effective feedback and use of data to inform practice, provided by 'What works best evidence based practice to help improve student performance', were central to our goals. Research literature and school evaluation gave us clear focuses for three main areas; explicit teaching practices in Mathematics, data analysis across the school and effective feedback across the school. Developing explicit instruction for K-6 with the support of instructional leadership and mentoring programs will support our capacity to embed best practice into every classroom and allow for formalised and structured feedback.

2. Wellbeing and engagement

When conducting the analysis of school wellbeing it was evident that student sense of belonging is an area of ongoing focus. To further develop a sense of belonging for students, the school focus groups identified a more planned, evidence-based approach to wellbeing

School vision and context

School vision statement

School context

was necessary, coupled with the need to provide increased leadership opportunities, a range of extra-curricular activities and opportunities for students to mix across stages in structured programs.

Current wellbeing programs such as PBL, Worry Woos and Friendology provide the foundation for a planned approach. With adjustments and improvements to what we currently do, we could further improve student attendance, provide more leadership across the school and promote positive, respectful relationships among students and staff.

3. Quality systems

School planning, management practices and processes are areas of focus we identified in the SEF-SaS 2019. After consideration of staff and executive focus groups and other available evidence, we have concluded that we will have a four year focus on developing clear and explicit guidelines and processes to improve teaching and learning across the school, formative and summative assessment and learning and support procedures. Collaboration to develop these processes will connect teachers and leaders to their colleagues. This will help increase teacher collective efficacy, which Hattie (2019) lists as the number one factor that influences student achievement.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will examine quality data which will lead to targeted instructional leadership and implementation of explicit instruction in every classroom.

Improvement measures

Reading growth

Achieve by year: 2023

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

Reading growth

Achieve by year: 2023

Increase our school average reading lexile level from 779L to the expected growth average of 795L.

Numeracy growth

Achieve by year: 2023

Increase the average percentage of students (Yr 2 - Yr 6) achieving positive growth in the PAT Maths assessment, from the baseline of 69.6% to 88.5%.

Achieve by year: 2025

Increase the percentage of students achieving at proficient or advanced in the Literacy Pro proficiency bands, from 75% to 80%.

Achieve by year: 2022

Increase from 33% to 100% of teachers reporting they use Explicit Instruction techniques in Mathematics lessons every day.

Initiatives

Explicit Instruction

- Embed and use mentoring and instructional leadership to build teacher capabilities and collective pedagogical practice
- Sustained professional learning around explicit instruction techniques in Mathematics
- Development of warm-ups to use at the beginning of every Mathematics lesson (K-6)

Data driven practices

- Participate in data conversations each term, with a focus on Numeracy and reading
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery
- Establish and use instructional leader position to utilise assessment data for mentoring teachers, driving differentiation, analyse student progress, evaluate growth over time and report student achievement

Success criteria for this strategic direction

A whole school approach to deliver explicit instruction in literacy and numeracy. (SEF- Professional standards/curriculum)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies. (SEF- Effective classroom practice)

Student assessment data is regularly used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform future school directions. (SEF- Data skills and use/Assessment)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for mentoring, instructional leadership and stage planning for collaboration and feedback to sustain quality teaching practice. (SEF- Curriculum/Assessment)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data

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

- External assessment (NAPLAN)
- Internal Assessment (Lit Pro, running records, PAT Maths, Essential Assessment)
- Scout- value added data
- Student work samples
- Teacher surveys

Analysis

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. Each semester, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on progress measures

Strategic Direction 2: Wellbeing and engagement

Purpose

To increase the proportion of students reporting sense of belonging at school.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase the percentage of students reporting a sense of belonging from 77% in 2019 to 85% in 2022 TTFM survey.

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time or more from the baseline 74.3% to at least the lower bound system-negotiated target of 82.9% in 2022.

Initiatives

Promoting social and emotional learning

- Embed evidence-based programs (PBL) and wellbeing programs (Worry Woos & Friendology) to support students' social and emotional learning
- Investigate suitable programs to further support Stage 2 and Stage 3 wellbeing
- Analyse Sentral data to track behaviour trends as a snapshot to assess students' sense of belonging at school

Fostering a sense of belonging

- Provide opportunities for students to participate in extracurricular activities to strengthen connections and leadership among students
- Implement a house families program K-6
- Promote positive, respectful relationships among students and staff

Success criteria for this strategic direction

A whole school approach to deliver wellbeing programs across the school. (SEF- Wellbeing/Learning culture/Curriculum)

All teachers are committed to supporting student wellbeing and engagement. (SEF- Wellbeing)

School-wide data is regularly monitored in order to reflect on student wellbeing and engagement, and inform future school directions. (SEF- Learning culture/Data skills and use)

Teachers engage in professional discussion and collaborate to improve student wellbeing and engagement (SEF- Learning and development)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of students' wellbeing and engagement?

Data

Data sources will include:

- Tell Them From Me survey (Term 1 & 4)
- Sentral
- SEF S-aS
- Scout- attendance data
- Scout- wellbeing data

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Each semester, the school will review program implementation and analyse attendance data to map progress towards the improvement measures.

Strategic Direction 2: Wellbeing and engagement

Evaluation plan for this strategic direction

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on progress measures

Strategic Direction 3: Quality systems

Purpose

To improve quality systems across the school to support professional effectiveness of all school members.

Improvement measures

Achieve by year: 2023

Improvement in the School Excellence Framework (SEF) areas of school planning, management practices and processes, as evidenced by growth from our baseline assessment of delivering, to sustaining and growing.

Achieve by year: 2025

Increase the percentage of students agreeing or strongly agreeing that teachers provide effective feedback following assessment tasks, from baseline data of 82% to 90%.

Initiatives

Learning Support Team

- Review Learning Support Team flowcharts and school policy
- Ensure effective processes are implemented and well-communicated to all staff

Assessment

- Expertly use student assessment data to provide individualised, explicit, differentiated and responsive learning opportunities
- Embed formative and summative practices across the school and expertly use quality assessments and schedules to reflect on teaching effectiveness and pedagogical practice
- Improve effective feedback to students to reinforce strengths and provide explicit information about how they can improve

Success criteria for this strategic direction

The school evaluates its Learning Support Team administrative systems and processes and makes changes when required. (SEF- Management practices and processes)

All teachers committed to identifying, referring and implementing interventions to support and cater for students' needs. (SEF- Wellbeing)

Behaviour flowcharts are implemented by all staff and procedures followed. Expected behaviours are communicated to students. (SEF- Effective classroom practice/School planning, implementation and reporting)

The creation of a "Handbook" for all Key Learning Areas across the school to provide consistency and promote high quality teaching and learning practices. (SEF- Curriculum/Effective classroom practice/Professional standards)

A whole school approach to assessment to track student progress and inform future school directions. (SEF- Assessment)

Documented evidence of formative and summative assessment in all teacher programs. (SEF- Curriculum/Assessment)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of quality systems across our school?

Data

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

- Feedback staff and students
- Student surveys

Strategic Direction 3: Quality systems

Evaluation plan for this strategic direction

- Learning and Support Team meeting minutes
- LaST caseload
- Teacher programs and assessment books

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Each semester, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on progress measures