

Strategic Improvement Plan 2021-2024

Eden Public School 1816



School vision and context

School vision statement

Our vision is to provide a holistic, quality learning environment to develop confident and creative global citizens and leaders.

Eden Public School provides quality education and is committed to the pursuit of excellence and high quality educational opportunities for every member of our school community. Eden staff and community make a strong commitment to nurture, guide, inspire and challenge students to find the joy in life-long learning.

As a school community we provide a rich and dynamic educational environment that is inclusive and supports the improvement of student outcomes and the narrowing of the achievement gap between students.

Eden Public School provides quality education where children are encouraged to:

"Dare to Dream" "Act to Achieve"

School context

Situated on the far south of NSW Sapphire Coast, Eden Public School has been delivering quality public education to our community since 1857. Current student enrolment is 245. Enrolments include mainstream students, gifted and talented students, Aboriginal students (27%), as well as students with learning disabilities and/or learning adjustments (25%), some of whom are supported within one of the 3 Support classes.. The school provides a safe, supportive and inclusive environment where students are encouraged to fulfil their individual potential. This is done through quality teaching and learning that is meaningful, relevant and provides students with the knowledge, skills and attitudes they need to be responsible citizens. The school has a strong partnership with the P&C, the local AECG and numerous other community based groups.

The school values are **Respect, Responsibility and Resilience**. These values are imbedded across K-6 and are promoted through Positive Behaviour for Success. The school achieves its mission by focusing on Student Wellbeing, Aboriginal Education, Literacy, Numeracy and Information and Communication Technology.

Unique features of the school are our student and staff leadership programs, K-6 class support programs, Sporting Programs, Music Program, Positive Behaviour for Success and the Early Action for Success program. As a Low SES school, we are very proud of what we have achieved in Aboriginal Education, School Leadership, integration of digital media, personalised learning plans and a differentiated curriculum.

Resources provided through the Resource Allocation Model have allowed us to implement high impact Literacy and Numeracy programs, Professional Learning for all staff, along with additional support programs for identified students to create a rich and dynamic learning environment.

The school Situation Analysis has identified three areas of focus for the 2021-2024 Strategic Improvement Plan. It is important to note this builds upon the work undertaken in the previous school planning cycle around deep teacher engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum. A key imperative is the focus on students, ensuring that every student is known, valued and cared for.

School plan strategic directions are ;

1. Student growth and attainment
2. Learning Culture of high expectations
3. Inclusion, Wellbeing and Engagement.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure our students grow in their learning through explicit, consistent and evidence-based teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality targeted evaluation processes.

Improvement measures

Target year: 2022

- An uplift in the percentage of students achieving in the top 2 bands in reading of 5.6% to align with system-negotiated lower bound target.

Target year: 2022

- An increase of 6.2% of students in Years 3 and 5 achieving results in the top 2 bands in NAPLAN numeracy to achieve the lower bound system-negotiated target.

Target year: 2022

- An increase of 6.3% ATSI students in the Top 3 bands in NAPLAN numeracy to achieve lower bound system negotiated targets

Target year: 2023

- Increase in the percentage of students achieving expected growth in reading with an uplift of 8% to the school's lower bound system-negotiated target being achieved.

Target year: 2023

- Increase in the percentage of students achieving expected growth in numeracy with an uplift of 8.3% to the school's lower bound system-negotiated target being achieved.

Target year: 2022

- An increase of 6.1% ATSI students in the Top 3 bands of NAPLAN reading to achieve lower bound

Initiatives

High Impact Classroom Practices.

Facilitate and coordinate a whole school approach to improved, high impact, evidence based teaching practices in literacy and numeracy that ensure individualised teaching and learning that nurtures learners, across the full range of abilities, to meet their potential.

- Research, develop and implement a comprehensive, whole school framework of best practice in the teaching of literacy and numeracy which includes a strong focus on student learning where teachers use strategies including high expectations, explicit teaching and differentiation to inform their teaching and learning cycle, ensuring the highest impact teaching strategies are employed in order to accelerate learning and improve student outcomes.
- Strengthen staff engagement with rigorous, ongoing professional learning that embraces mentoring and coaching in the classroom and the use of effective collaborative practices to share expertise and act as a powerful professional learning tool to build teacher capacity.
- High impact, evidence based and equitable strategies for academic interventions are identified, promoted, adopted and monitored to optimise student progress and enhance ongoing systems of support.

Data driven practices

Embed sustainable, whole school, effective data informed processes and practices that inform and underpin the teaching and learning cycle, ensuring responsive curriculum delivery and enhanced student performance.

- Deployment of quality distributed instructional leadership to provide robust professional learning and support for teachers to effectively collect, analyse and interpret formal and informal assessment data to allow teachers to collaboratively evaluate their impact and prepare for future teaching and learning.
- Review and adapt processes to ensure formative

Success criteria for this strategic direction

- Teachers implement quality, differentiated teaching and learning in literacy and numeracy every day.
- Students with additional learning needs feel supported to achieve their best by engaging with inclusive, intensive academic interventions.
- Consistent approaches to literacy and numeracy teaching and learning are evident across K-6 classrooms that result in enhanced student performance.
- Staff deeply engage with ongoing, rigorous professional learning on high impact teaching and learning strategies in literacy and numeracy and effective collaborative practices.
- Teachers use in-depth knowledge of their learners and collect quality assessment data in order to refer students to evidence-based, equitable, in-school intervention processes that enhance academic performance and promotes confidence.
- Students demonstrate the dispositions of a self directed learner and are focused on individual, continuous improvement.
- School data demonstrates that student progress and achievement is greater than SSSG on external measures. This is consistent with strong progress and achievement on internal measures.
- Progress and achievement of equity groups within the school demonstrates a positive trend.
- The assessment and data framework is utilised by all teachers to support the consistent collection of assessment data across K-6.

Evaluation plan for this strategic direction

Questions:

- What is the impact of quality data driven practices on learning progress and achievement?
- How have literacy and numeracy outcomes improved due to high impact classroom teaching?

Strategic Direction 1: Student growth and attainment

Improvement measures

system negotiated targets.

Target year: 2024

- In the element of Data Skills and Use, School Excellence Framework Self Assessment and External Validation show uplift to *Excelling* in the themes:
 - Data Analysis
 - Data Use in Planning
 - Data literacy
 - Data use in teaching

Initiatives

assessment is used flexibly and responsively as an integral part of daily instruction across all classrooms in literacy and numeracy to inform future lesson content and establish individual learning goals.

- Implement a quality, consistent, whole school assessment framework which includes a comprehensive data collection and analysis system that recognises and reflects contemporary research on best practice and includes ongoing monitoring of success to allow teachers to reflect on teaching effectiveness.

Evaluation plan for this strategic direction

- How are learners identifying their own individual growth?
- How deeply are teachers engaging with whole school literacy and numeracy teaching and learning framework?
- To what extent do teachers collaborate to evaluate, reflect on and adapt practice?
- Is our data collection authentic, triangulated and consistent?
- How do teachers use data to inform their teaching and learning cycle?
- Are teachers routinely collecting a range of formative data to inform their teaching and learning cycle?
- Are teachers implementing evidenced based best practice in literacy and numeracy?

Data:

Data will be collected each term by the executive team to determine progress towards achievement of improvement measures. This data will assist in answering our evaluation questions and influence future directions. Items to be collect to inform data and progress towards improvement measures includes:

- NAPLAN
- SCOUT
- Internal student performance data
- Personal Learning Plans and Individual Education Plan
- Moderated and analysed student work samples
- Student focus groups
- Best Start
- Check in data
- Teacher anecdotal records and evaluation
- Teaching and learning programs

Evaluation plan for this strategic direction

- Observation, feedback and co-teaching records

Analysis and Implications:

Data will initially be collated and analysed by the leadership team to create collections of information to present to staff who will deeply analyse against evaluation questions in project teams, led by a member of the leadership team. Resources such as the School Excellence Framework and What Works Best documents will be consulted throughout the process. Summary analysis statements will be produced and attached to implications and future actions. The cycle will conclude with the adjustment of evaluative questions that best seek to monitor ongoing progress.

Strategic Direction 2: Learning Culture of High Expectations

Purpose

To continuously improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will continue to develop collaborative data driven teaching practices that are responsive to the learning needs of all students at Eden Public School.

Improvement measures

Target year: 2024

- In the element of Curriculum, School Excellence Framework Self Assessment and External Validation show uplift to *Excelling* in the themes:
 - Curriculum provision
 - Teaching and learning programs
 - Differentiation

Target year: 2024

- Increase of 5% in the percentage of students achieving in the top two bands in NAPLAN Year 3 spelling from the previous 3 year average.

Target year: 2024

- Improvement in the percentage of students achieving in the top two bands in NAPLAN Year 5 writing from the previous 3 year average.

Target year: 2024

- In the element of Effective Classroom practice, School Excellence Framework Self Assessment and External Validation show uplift to *Excelling* in the themes:
 - Lesson planning
 - Explicit teaching

Initiatives

Learning culture

Embed a shared vision and whole school culture that is strongly focused on learning, the building of educational aspiration and ongoing improvement where teachers and students have a collective responsibility as learners at our school.

- Review, renew and adapt differentiated teaching and learning practices, supported by intensive professional learning, to enhance teacher capacity to provide high challenge, high support classroom environments that promote learner engagement and the develop of quality learner dispositions.
- Create a shared school vision of excellence so that all teachers are invested in the success of the whole school. Leaders will nurture a collective mindset that will motivate and inspire the whole school community to hold aspirational expectations of learning progress and achievement.
- Build teacher capacity to elicit and provide explicit, specific and timely feedback that clearly links to success criteria and learning intentions and informs future teaching that facilitates accelerated student learning.

Collaborative practices

Implement systems of professional collaborative practices that allow for strong professional learning communities to form and the sharing of innovative practice to occur, increasing teacher collective efficacy to improve learning outcomes.

- Refine processes and embed practices which allow for effective use of collaboration as a professional learning tool through strategies such as peer observation, feedback, co-planning, coaching and mentoring. The leadership team will facilitate and promote opportunities for cross stage collaborative practice to build whole school efficacy.
- Embed distributed instructional leadership to ensure

Success criteria for this strategic direction

- Teaching practices reflect whole school vision of excellence where all learning experiences are explicitly focused on individual student growth and achievement.
- Students are able to identify personal growth in literacy and numeracy and demonstrate a high level of engagement in learning.
- Teachers work together to identify student needs in spelling and writing and co-develop learning experiences that enhance student outcomes.
- Students seek out challenging tasks and peruse deep understanding and skills in literacy and numeracy.
- Aspiring Leaders initiative attracts teachers with a variety of expertise. Participants demonstrate increased understanding of instructional leadership strategies and effectively build the capacity of colleagues.
- All students are aware of success criteria and leaning intentions of each lesson and feel supported to achieve their best.
- Teachers engage in collaborative professional learning communities and share knowledge, expertise and practices to build collective efficacy.
- Teachers routinely elicit, accept and provide explicit feedback to colleagues in order to improve.
- Teachers routinely accept and provide explicit feedback to learners in order to increase student achievement.
- Co-teaching and mentoring processes are evident across the whole school to built teacher capacity.
- All staff demonstrate personal responsibility for maintaining and developing their professional practice.
- All executive staff are skilled instructional leaders with a focus on a sustained culture of effective, evidence based teaching and learning to accelerate student achievement.

Strategic Direction 2: Learning Culture of High Expectations

Improvement measures

- Feedback

Initiatives

long term, high impact, collaborative practices in literacy and numeracy that build teacher capacity through the establishment of strong professional learning communities within the school that promote the best quality teaching and learning.

- Implement an aspiring leaders initiative to develop the skills of promising staff to work alongside the leadership team to drive ongoing, school wide improvement in teaching practice in order to increase learning outcomes.
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Evaluation plan for this strategic direction

Questions:

- What has been the impact of using collaborative practices to build a learning culture of excellence across the whole school?
- Are quality teaching and learning strategies evident across all classrooms?
- Are all teachers engaged in collaborative professional learning communities where co-teaching and co-planning are a regular occurrence?
- Are all staff deeply engaging in professional learning and seeking additional opportunities to up skill?
- Are teachers demonstrating new learning in their classroom practice?
- Is there an increase of teachers identifying as aspiring leaders?
- Is every member of the executive team operating as an instructional leader to support teachers and learners across all stages?

Data:

Data will be collected each term by the executive team to determine progress towards achievement of improvement measures. This data will assist in answering our evaluative questions and influence future directions. Items to collect to inform data and progress towards improvement measures includes:

- Teaching and learning programming and evaluations
- Observation, feedback and co-teaching records
- Collaborative professional learning community meeting minutes
- Teacher, student and community survey data
- Internal student performance data
- Analysed and moderated student work samples
- Aspiring leaders initiative program and record of teacher engagement

Strategic Direction 2: Learning Culture of High Expectations

Evaluation plan for this strategic direction

- Teacher engagement in professional learning
- PLAN2 student progress data
- Focus group discussions
- Impact Cycle documentation

Analysis and Implications:

Data will initially be collated and analysed by the leadership team to create collections of information to present to staff who will deeply analyse against evaluation questions in project teams, led by a member of the leadership team. Resources such as the School Excellence Framework and What Works Best documents will be consulted throughout the process. Summary analysis statements will be produced and attached to implications and future actions. The cycle will conclude with the adjustment of evaluative questions that best seek to monitor ongoing progress.

Strategic Direction 3: Inclusion, Wellbeing and Engagement.

Purpose

To ensure that all students at Eden Public School are known, valued and cared for in an inclusive and equitable environment.

Improvement measures

Target year: 2022

- An uplift of 5% of students at Eden Public School continuing to report positive Wellbeing to continue an upward trend to meet lower bound system negotiated target.

Target year: 2022

- Increase in the percentage of students attending school 90% of the time or more with an uplift of 5% of students attending school to meet lower bound system negotiated target.

Target year: 2022

- A positive trajectory in the NAPLAN Value Add data mapped against the School Excellence Framework, shifting to Sustaining and Growing across K-7.

Target year: 2024

- In the element of Wellbeing, School Excellence Framework Self Assessment and External Validation show the school to be maintaining Excelling in the themes:
 - Caring for students
 - A planned approach to wellbeing
 - Individual learning needsand improves to Excelling in the theme of
 - Behaviour

Initiatives

Wellbeing

A whole school, strategic and planned approach to wellbeing is developed and implemented to ensure all students and staff are provided with a supportive environment which allows every person to connect, succeed, thrive and learn.

- Review, adjust and enhance current evidence-based wellbeing programs and procedures to streamline whole school approaches, triangulate support and check for individual program impact and value to ensure all learners are emotionally, behaviourally and intellectually engaged at school.
- Strengthen school-wide, collective responsibility for student learning, wellbeing and success through enhanced quality learning environments focused on positive teacher-student relationships where connectedness is realised and promoted to ensure students have opportunities to achieve their best.

Partnerships to support inclusion and engagement

Continuous student improvement is supported by effective learning partnerships focused on providing all learners with the support they need to achieve their potential and continually improve.

- Embed quality Learning and Support Team processes that develop, promote, facilitate and monitor dynamic, inclusive practices across the whole school that acknowledge and celebrate the diversity of learners and build a sense of belonging for every individual.
- Strengthen educational partnerships as a pivotal aspect of school operations where students, teachers, staff, parents and the wider community have a shared understanding of behaviours, attitudes and expectations that lead to improved student outcomes and increased engagement in learning.
- Enhance procedures to effectively monitor and

Success criteria for this strategic direction

- Wellbeing practices are dynamic and responsive to the needs of the whole school community.
- Students experience a strong sense of belonging within the school and can identify systems of support available to them.
- Students feel supported by the school community and have built strong teacher-student relationships where teachers provide a high level of advocacy for students across the whole school.
- Each member of the leadership team are fully engaged in wellbeing processes where they emphasise and promote the importance of wellbeing of all students.
- There is a clear reduction in the number of students attending less than 90% of the time with unexplained absences
- Quality processes for authentic inclusion are evident across all classrooms where students' needs are at the forefront of decision making.
- Every student is known valued and cared for.
- Quality Learning and Support Team processes advocate for all students and staff and champion practices for improvement.
- Community and parental engagement in student learning has increased.
- Increased participation from community services to support student, parent and community needs.
- NAPLAN Value Add data is showing a positive trend across K-7.

Evaluation plan for this strategic direction

Question:

- What impact are wellbeing programs and practices having on individual wellbeing?
- Are inclusive practices evident across K-6?

Strategic Direction 3: Inclusion, Wellbeing and Engagement.

Initiatives

manage student attendance where teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

- How are the leadership team regularly monitoring success of initiatives?
- Are all staff using best practice to support all students?
- Do all students feel they have positive relationships with school staff?
- Is attendance data showing positive improvements?
- Are staff using Learning and Support Team processes to support student needs?
- Is there an increase in parental involvement in their child's learning?
- Is the Learning and Support Team effectively communicating with all relevant individuals to support student learning and wellbeing?
- Are transition points in learning well managed?
- Is Value Add data showing a positive trajectory?

Data:

Data will be collected each term by the executive team to determine progress towards achievement of improvement measures. This data will assist in answering our evaluation questions and influence future directions. Items to collect to inform data and progress towards improvement measures includes:

- TTFM
- Student voice data and focus groups
- Survey data
- People Matters
- Community satisfaction survey processes
- Attendance data
- Suspension and behaviour data
- Learning and Support Team caseload documentation

Analysis and Implications:

Evaluation plan for this strategic direction

Data will initially be collated and analysed by the leadership team to create collections of information to present to staff who will deeply analyse against evaluation questions in project teams, led by a member of the leadership team. Resources such as the School Excellence Framework and What Works Best documents will be consulted throughout the process. Summary analysis statements will be produced and attached to implications and future actions. The cycle will conclude with the adjustment of evaluative questions that best seek to monitor ongoing progress.