

# Strategic Improvement Plan 2021-2024

## Engadine Public School 1845



# School vision and context

## School vision statement

Engadine Public School nurtures safe, respectful, responsible learners in an inclusive environment, in which every student is known, valued and cared for. Wellbeing and student growth are achieved through evidence based, data informed, quality teaching practices. We hold high expectations of our students and staff and work in positive partnership with our parents and wider community.

## School context

Engadine Public School is situated in central Engadine, close to the Royal National Park. The school has classes from Kindergarten to Year 6 with a current enrolment of approximately 400 students. The school has four support classes meeting the learning needs of students with autism and mild and moderate intellectual disabilities. School enrolment includes 18% of students with a non-English speaking background and 2% of students of Aboriginal and Torres Strait Islander background.

Engadine Public School provides a positive and inclusive environment in which students are encouraged to be safe, respectful, responsible learners within a Positive Behaviour for Learning (PBL) framework. The school community values student growth and wellbeing. Our strategic directions focus on student growth in reading and numeracy, using data effectively to inform quality teaching and learning and positive wellbeing.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to differentiated learning. Teachers will be supported to successfully plan for and deliver quality instruction to students with additional needs including those identified as high potential and gifted. We will focus on the continual monitoring of student performance data and streamlined data collection practices which will enable greater consistency of teacher judgement within Engadine Public School and across schools.

The Parents and Citizens Association supports the school with various initiatives in order to provide additional resources for students. The school encourages the community to be informed and to engage in collaborative opportunities to enhance student academic achievement and wellbeing.

Uniting Before and After School Care (BASC) offers two services in Engadine and both provide quality education and care for children from Kindergarten to Year 6. The services operate from Engadine Public School and nearby Chipilly Avenue in the grounds of the Uniting Church.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student growth in reading and numeracy, we will implement evidence-based teaching practices, reflect on research and use data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

## Improvement measures

### Target year: 2022

Increase or maintain the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Years 3-5.

### Target year: 2022

Increase or maintain the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5.

### Target year: 2024

To move towards excelling in effective classroom practice.

## Initiatives

### Literacy and Numeracy Improvement Project

We will achieve this through:

#### Curriculum Provision

- Embed a learning culture across the school based on the Science of Reading, focusing on decoding, phonic and phonemic knowledge and awareness, fluency of reading, comprehension and vocabulary.

#### Differentiation

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

#### Explicit teaching

- Teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding.

#### Effective Feedback

- Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Feedback to a student about aspects of performance or understanding can be provided by a teacher, peer, or through self-reflection.

#### Data use to Inform Practice

- Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

## Success criteria for this strategic direction

### Curriculum

An integrated approach to quality teaching, curriculum planning and delivery, and assessment (literacy and numeracy) promotes learning excellence and responsiveness in meeting the needs of all students.

### Differentiation

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

### Effective Classroom Practice

#### Explicit Teaching

- 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.

#### Feedback

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

## Evaluation plan for this strategic direction

### Question

What has been our impact in improving student growth and attainment?

# Strategic Direction 1: Student growth and attainment

## Initiatives

### Collaborative Practice and Feedback

- Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality along with teacher professional learning.

*(Science of Reading 2021, Embedding Numeracy Scope and Sequence)*

## Evaluation plan for this strategic direction

How are teachers using explicit teaching and feedback?

What has been our impact in changing teacher pedagogy in reading and numeracy?

### Data

NAPLAN Progressions

Internal assessments- eg. Burt, WARP

Teacher programs, PDPs, observations

### Analysis

How are we going and how do we know?

### Implication

Where to next?

## Strategic Direction 2: Wellbeing

### Purpose

Within a culture of high community engagement we will support students to connect, succeed and thrive by coordinating a strategic and planned approach to develop whole school wellbeing and learning support processes.

### Improvement measures

#### Target year: 2022

Attendance target

Increase the % of students attending >90% of the time to be at or above the lower bound system negotiated target.

#### Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system negotiated target.

#### Target year: 2024

#### 2022 Progress measures

Decrease negative incidents recorded by 5% determined by an additional 7% baseline from 2021 baseline.

#### Target year: 2024

To move towards excelling in wellbeing:

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.

#### Target year: 2024

To move towards excelling in learning culture:

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and

### Initiatives

#### Learning and Support Team Coordination and Engagement

We will achieve this through:

#### Wellbeing

Embed a school-wide culture that is strongly focussed on wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

Staff will be informed in the deeper use of Sentral as a data source for learning; ensuring a stronger focus on student attendance and behaviour

Review all wellbeing programs including Positive Behaviour for Learning with findings/ enhancements implemented.

Updating whole-school approach to Learning and Support team and wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated Personalised Learning plans.

Embed all changed practices and introduced programs across the school as a result of on-going evaluation, reflection and improvement.

#### HPGE

High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

### Success criteria for this strategic direction

#### Wellbeing

Individual Learning needs

- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Behaviour

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The school has implemented evidence based change to whole school practices ,resulting in measurable improvements in wellbeing and engagement to support learning.

#### Learning Culture

Attendance

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

High Expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

### Evaluation plan for this strategic direction

## Strategic Direction 2: Wellbeing

### Improvement measures

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students mean students are motivated to deliver their best and continually improve.

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#### Target year: 2024

Increase the percentage of students who achieved the top two bands in NAPLAN, achieving or exceeding their expected growth.

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#### Target year: 2024

Increase the number of high potential students accessing an increased number of talent development programs,.

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#### Target year: 2024

**To increase the percentage of targeted students meeting or exceeding their individual learning goals/stage benchmarks so that equity gaps are closing.**

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# Strategic Direction 3: Assessment and Data Informed Practice

## Purpose

To develop and apply systematic assessment strategies and data analysis to monitor student progress and achievement, using consistent, evidence based judgements. Teachers will enhance skills and understanding in using data to identify the needs and strength of every student to inform planning, identify interventions and modify teaching practices to improve student learning outcomes.

## Improvement measures

### Target year: 2024

To move towards excelling in Assessment.

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught

### Target year: 2024

To move towards excelling in Data Use and Skills

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.

### Target year: 2024

To move towards excelling in Student Performance Measures - Internal and External measures against syllabus standards.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

### Target year: 2024

## Initiatives

### Assessment and Consistent Teacher Judgement

We will achieve this through:

#### Assessment

The school will continue to make student assessment a part of everyday practice, through the use assessment to provide students with learning opportunities. We will design and deliver high-quality formal assessment tasks.

- Develop and apply a variety of assessment methods to check for students' understanding and inform what should be taught next and support students' at their point of challenge.
- Use assessment to provide students with opportunities to reflect on their progress to inform future learning goals
- Work with colleagues to develop and deliver assessment tasks that assess the intended learning outcomes from the syllabus, ensuring that the tasks are accessible to all students.

### Data Informed Practice

We will achieve this through:

#### Data Informed Practice

The school will regularly dedicate time to using data effectively by collecting meaningful data and analysing the data to monitor student learning and progress to make teaching decisions based on data analysis

- Put systems and structures in place to record data that has been collected and engage in collaborative analysis of data with colleagues.
- Prioritise professional learning in effective and efficient use of data
- Use consistent methods to collect and use meaningful data from all stages of the learning process so that comparisons of student progress are

## Success criteria for this strategic direction

### Assessment

#### Formative Assessment

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

#### Summative Assessment

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

#### Monitoring of student learning

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

### Data Skills and Use

#### Data Literacy

- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

#### Data Analysis

- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning,

## Strategic Direction 3: Assessment and Data Informed Practice

### Improvement measures

33% of staff report increase in assessment skills, using the What Works Best Survey

#### Target year: 2024

33% of staff report increase in data use and analysis skills, using the What Works Best Survey

### Initiatives

accurate.

- Monitor and reflect on the progress of every student to identify strengths and gaps in learning.
- Compare student data across years or classes to identify wider trends by using resources such as Scout or Results Analysis Package (RAP).
- Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities

### Success criteria for this strategic direction

identify interventions and modify teaching practice. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

#### Data Use in Teaching

- All teachers have a sound understanding of student assessment and data concepts. Valid and reliable data is collected and stored in one central location.

Student Performance Measures - Internal and External measures against syllabus standards

- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

### Evaluation plan for this strategic direction

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What has been the impact for students and staff on our enhanced assessment procedures?

What has been the impact for students and staff on our enhanced data analysis procedures?

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The school will utilise internal and external data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions:

- External student data (e.g. Scout, NAPLAN)
- Literacy and Numeracy Progressions
- Student Work Samples
- Internal student data (e.g. summative, formative and standardised assessments)



## Strategic Direction 3: Assessment and Data Informed Practice

### Evaluation plan for this strategic direction

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- Assessment Moderation
- Staff surveys
- Teaching and Learning Programs

A - How are we going and how do we know?

I - Where to next?