

# Strategic Improvement Plan 2021-2025

## Galston Public School 1952



# School vision and context

## School vision statement

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Galston Public School believes in and is committed to creating a learning culture that provides high quality educational opportunities in order for every child to fulfil their potential and become a life-long learner.

We place children at the centre of our decision-making and work together, school and families, to guide our students towards a future that will see them enjoy life as confident, independent and resilient members of the community.

Implicit in achieving our vision is a focus on wellbeing, with particular emphasis on making the the school's PBL values of 'Respect', 'Responsibility' and 'Personal Best' visible to staff, students and community through our systems and processes.

At Galston Public School, we recognise that the greatest influence on improving student outcomes is teacher quality. We are committed to teacher professional learning and meaningful engagement with data as part of this reflective improvement process.

At the core of all we do is building and strengthening positive relationships in our learning community.

## School context

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Galston Public School is located near Dural in Northern Sydney. We are a small school which caters for around 230 students. 5 of these students are from an ATSi background. Our children come from a variety of housing, from units and residential housing in the village of Galston to acreage in the surrounding hills area. We have a current Family Occupation and Education Index (FOEI) of 60, which is reflective of our children's middle to high socio-economic background. Galston Public School's excellent facilities, attractive gardens and expansive playing fields offers a pleasant and inviting learning environment for our students.

Enthusiastic and dedicated classroom teachers, leaders and various support staff cater for all learners by providing a diverse range of engaging educational, social, creative and sporting opportunities for students, and demonstrate a commitment to developing positive relationships.

Our highly active and involved parent body works in partnership with the staff and members of the wider community to undertake projects to support the school and to maintain the strong and supportive spirit that is embodied in the school's values of 'Respect', 'Responsibility' and 'Personal Best'. It is imperative that staff, students and community continue to have a genuine sense of ownership of systems that are underpinned by these core values.

Students enjoy a wide variety of quality learning experiences, opportunities to interact in supportive peer groups and regular recognition of achievement and effort. They are encouraged to achieve their full potential, display a positive attitude and develop a strong sense of belonging.

The school is an active member of the Galston Community of Schools and welcomes active partnerships with schools nearby and further afield. Galston enjoys productive partnerships with local pre-schools and our feeder high school, Galston High. The school has benefitted from the support of Bendigo Bank, Galston Branch to undertake school improvement projects.

The school, in consultation with our community and local AECG, has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around developing student Literacy/Numeracy skills, Teacher Professional Learning and Wellbeing.

In the Learning domain, STUDENT PERFORMANCE MEASURES will be an area of focus.

In the Teaching domain, DATA SKILLS AND USE will be an area of focus.

In the Leading domain, EDUCATIONAL LEADERSHIP will be an area of focus.

These 3 areas are closely related, and form the basis of our future directions for the life of this school plan.

# School vision and context

## School vision statement

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## School context

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Our school will undertake External Validation in 2023.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading, numeracy and attendance we will develop and sustain whole school processes for regular short cycle engagement with data.

We will also ensure strong Learning Support structures, informed by data analysis, are embedded into our approaches to enable every child to achieve their personal best.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Achievement of 2023 system negotiated targets:

- Increase (uplift) number of students attending school more than 90% of the time by 9%

Achieve by year: 2023

School Based Targets

- 80% of students K-6 will exit their grade reading and comprehending text at or above school-set minimum standards using the Fountas & Pinnell benchmarking kits: Kindergarten: Level E ; Year 1: Level J; Year 2: Level M; Year 3: Level P; Year 4: Level S; Year 5: Level V; Year 6: Level X.
- Each grade from Years 1-6 will record growth equivalent to an effect size of 0.4 or greater in pre- and post-Progressive Achievement Test (PAT) comprehension and mathematics standardised assessments.
- Value added data in Scout for K-3 and Y3-5 moves to Sustaining and Growing; Value added data in Scout for Y5-7 moves from Delivering to Sustaining and Growing

Achieve by year: 2023

Improvement as measured by the school Excellence Framework:

## Initiatives

### Data Talks

Every 5 weeks throughout the year (ie twice a term), all staff will engage in half a day of Data Talks (Based on the research of Lyn Sharratt) with a focus on reading, numeracy and attendance. These Data Talks and the targeted/team teaching which will be implemented every day between them will be led by an Instructional Leader.

High Impact Professional Learning (HIPL) for all staff in Data Talks, Literacy/Numeracy progressions and effective practice in Literacy/Numeracy instruction will underpin this work.

Whole school regular evaluation of reading, numeracy and attendance data will be used to inform:

- The selection of teaching strategies in relation to student learning needs
- The impact of the implemented strategies on student learning
- Teacher Professional Learning and school resourcing

### Evidence Based Learning Support Programs, Procedures and Guidelines

In order to ensure that student growth and achievement is maximised for every child in the key areas of reading and numeracy, teaching and learning programs across the school will aim to achieve excellent value added results. Our Learning Support team will ensure that all students are challenged, and all adjustments lead to improved learning.

Development of Learning Support programs, procedures and guidelines will be a focus of our work, with the aim of having strong structures to cater for the individualised needs of those students requiring extra support from an academic, social/emotional and/or attendance perspective.

High Impact Professional Learning (HIPL) for all staff in these programs, procedures and guidelines, as well as

## Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. **(SEF - Student Performance Measures)**

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to inform planning, identify interventions and modify teaching practice. **(SEF - Curriculum)**

All teachers analyse, interpret and extrapolate data collaboratively using this to inform planning, identify interventions and modify teaching practice. **(SEF - Data Skills and Use)**

Increased % students achieve in the top two bands for NAPLAN reading and numeracy Year 3 and Year 5. **(SEF - Student Performance Measures)**

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. **(SEF - Student Performance Measures)**

The principal and school leadership team model instructional leadership through data talks to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. **(SEF - Educational Leadership)**

The Learning Support team is collaborative, builds the capabilities of all teachers and is an integral component of whole school approaches to literacy, numeracy and wellbeing programs. **(SEF - Educational Leadership)**

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Learning:

- Student Performance Measures - Excelling
- Curriculum - Excelling

### Teaching:

- Data Skills and Use - Excelling

### Leading:

- Educational Leadership - Excelling

Achieve by year: 2023

Systems, processes and Learning Support communication streamlined across the school as articulated in our Procedures and Guidelines to include the following:

- Attendance monitoring and support
- Referral processes and procedures
- OOHC and ATSi students
- Behaviour Management Plans and Risk Management
- Nationally Consistent Collection of Data (NCCD)
- Teacher programs reflective of differentiation and disability adjustments
- Integration Funding Support - including Access Requests
- Collation of student reports/data on Sentral
- Writing PLaSPs using SMART goals
- Communication processes with parents/caregivers

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 4, 5 and 6 for 2023 compared with Year 3, 4 and 5 in 2022.

## Initiatives

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communication with families around student growth and achievement from a Learning Support perspective will underpin this work.

Whole school evaluation of Learning Support Procedures and Guidelines will be used to inform:

- Adjustments to support student learning from an academic, social/emotional and/or attendance perspective.
- Teacher Professional Learning and school resourcing

## Evaluation plan for this strategic direction

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demonstrate impact and improvement of student outcomes in reading, numeracy and attendance? Reviewing our "Where to next?" using the QDAI approach and reflection on progress in the School Excellence Framework (SEF).

### Data:

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

- Internal assessment, eg. PLAN2, PAT Reading and Maths Assessments, SENA Data in number acquisition, Benchmarking Data in reading
- External assessment, eg. NAPLAN, check in assessments
- Student attendance data in Sentral
- Surveys - Student, Teacher and Parents
- Teacher reporting of student achievement in Semester based reports
- MacqLit/MiniLit assessment data - baseline and ongoing
- Referrals to the Learning Support Team
- Behaviour data analysed by the Learning Support Team

### 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 - determining our "Where to Next?" in 5 weekly cycles.
- Annual reporting on school progress measures (published in the Annual Report each year as well as communicated to our community via the newsletter

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### **Numeracy growth**

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 4, 5 and 6 for 2023 compared with Year 3, 4 and 5 in 2022.

## Evaluation plan for this strategic direction

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and on the School Website throughout the year).

# Strategic Direction 2: Engagement with Learning

## Purpose

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In order to improve teacher efficacy and achieve greater student growth, we will expertly implement formative assessment K-6, implementing changes to teaching practice to cater for the individual needs of students.

Across the school, STEM and technology will be used as a pedagogical tool to drive teaching and learning across a range of Key Learning Areas, deeply engaging students in their learning and teachers in the craft of teaching.

## Improvement measures

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Achieve by year: 2023

School based targets:

- All teachers K-6 expertly practice formative assessment to implement changes in their teaching practice.
- 100% of classes K-6 use formative assessment strategies to empower students as owners of their learning and become resources for one another's learning.

Achieve by year: 2023

Assessment for Learning Improvement as measured by the School Excellence Framework:

### Learning:

- Assessment - Excelling

### Teaching:

- Data Skills and Use - Excelling
- Effective Classroom Practice - Excelling
- Learning and Development - Excelling

Achieve by year: 2023

School based targets:

- All students K-6 involved in quality STEM lessons

## Initiatives

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### Assessment for Learning

In order to ensure that teachers expertly practice formative assessment to guide their teaching, building on their current use of learning intentions and success criteria, we will engage in authentic professional learning based on collaboration and observation of quality practice K-6.

Embedding these strategies across Key Learning Areas will be a focus of our work, with the aim of building teacher capacity as well as empowering our students as owners of their learning as well as becoming resources for one another's learning.

Developing a high impact professional learning model for all staff that facilitates professional dialogue, collaboration, classroom observations, the modelling of effective practice and provision of feedback will underpin this work.

Whole school evaluation of this formative assessment professional learning model will be used to inform:

- Adjustments to teaching practice based on formative assessment to ensure each student achieves their personal best.
- Teacher Professional Learning and school resourcing

### STEM and Technology

Each week, staff will engage in planned team teaching with the support of an instructional leader. The focus of this team teaching will be embedding STEM and technology into a range of Key Learning Areas K-6. These team teaching sessions will be designed to immerse our students in the design process using a STEM approach, while at the same time building the skills of all teachers K-6 in a supported setting.

High impact professional learning for all staff in STEM, technology implementation and design pedagogies will

## Success criteria for this strategic direction

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A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. **(SEF - Assessment)**

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 in formative assessment and STEM/technology approaches. **(SEF - Curriculum)**

Teachers K-6 expertly practice formative assessment to implement changes in their teaching practice to cater for the individual needs of their students, leading to improved student outcomes. **(SEF - Assessment)**

Across the school, STEM and technology are used as a pedagogical tool to drive teaching and learning across a range of Key Learning Areas, deeply engaging students in their learning and teachers in the craft of teaching. **(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)**

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. **(SEF - Learning and Development)**

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measureable whole school improvement. **(SEF - Educational Leadership)**

## Evaluation plan for this strategic direction

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### Question:



# Strategic Direction 2: Engagement with Learning

## Improvement measures

integrated into Science and other Key Learning Areas

- Integrated teaching and learning programs in STEM K-6 well resourced to achieve improved learning outcomes for all students
- 100% of teachers develop their understanding of STEM/Design and Technology pedagogies across the KLAs as a way for students to demonstrate their learning

Achieve by year: 2023

STEM and Technology Improvement as measured by the School Excellence Framework:

### Learning:

- Curriculum - Excelling

### Leading:

- Educational Leadership - Excelling

## Initiatives

underpin this work.

Whole school regular evaluation of teaching programs and team teaching sessions with a focus on STEM and technology will inform:

- The selection of teaching strategies in relation to student learning needs
- The impact of the implemented strategies on student learning
- Teacher Professional Learning and school resourcing

## Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in assessment for learning and STEM/Technology? Reviewing our "Where to next?" using the QDAI approach and reflection on progress in the School Excellence Framework (SEF).

### Data:

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

- Internal assessment, eg. Teacher evaluation of programs incorporating a STEM/Technology approach with the support of instructional leaders
- Internal assessment, eg. Teacher feedback from Formative Assessment professional learning sessions, student feedback/reflections (exit slips) from teaching sessions using formative assessment strategies, student work samples
- External assessment, eg. Tell Them From Me Surveys - students, parents and teachers
- Ongoing self assessment against the School Excellence Framework
- Surveys - Student, Teacher and Parents in learning using formative assessment as well as STEM/Technology
- Teacher reporting of student achievement in Semester based reports

### 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 - determining our "Where to Next" in 5 weekly cycles.



## Strategic Direction 2: Engagement with Learning

### Evaluation plan for this strategic direction

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- Annual reporting on school progress measures (published in the Annual Report each year as well as communicated to our community via the newsletter and on the School Website throughout the year).

# Strategic Direction 3: Wellbeing

## Purpose

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In order to ensure optimum conditions for student learning across the whole school, positive, respectful relationships will be explicitly promoted through whole school evidence based practices, resulting in measurable improvements in wellbeing and engagement to support learning.

We will develop our students as healthy, resilient and respectful members of the community while exploring the link between physical activity and wellbeing in partnership with the Department of Education's School Sport Unit.

## Improvement measures

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Achieve by year: 2023

School based targets

- All staff have a deep understanding of differentiated adjustments for managing student behaviour with a positive teaching mindset
- School Procedures and Guidelines are constantly refined and reflective of evidence based best practice to create safe and orderly environments
- Whole school Positive Behaviour for Learning systems, processes and procedures are understood, visible and meaningful to all staff, students and families

Achieve by year: 2023

Evidence based behaviour management improvement as measured by the School Excellence Framework:

### Learning:

- Wellbeing - Excelling

### Teaching:

- Effective Classroom Practice - Excelling

Achieve by year: 2023

## Initiatives

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### Evidence based positive behaviour systems

In order to improve student wellbeing and engagement, the school will implement evidence-based change to whole school practices in student behaviour systems and processes.

We will foster positive, respectful relationships which are evident and widespread among students and staff.

The school will continue to be committed to the pursuit of excellence, through the development of effective partnerships with the whole school community.

Development of positive, consistent, evidence based behaviour management programs, procedures and guidelines will be a focus of our work, with the aim of having strong structures to cater for the individualised needs of those students requiring extra support from a social/emotional and/or behavioural perspective.

Professional Learning for all staff in these programs, procedures and guidelines, evidence based practices (in line with the new DoE Behaviour Policy), as well as communication with families around student growth and achievement will underpin this work.

Whole school evaluation of our procedures and guidelines will be used to inform:

- Adjustments to support student learning from an academic, social/emotional and/or behavioural perspective
- Teacher Professional Learning and school resourcing

### Physical Activity and Wellbeing

In order to ensure that student growth and achievement is maximised for every child in the key areas of physical activity and wellbeing, teaching and learning programs across the school will aim to achieve excellent value added results. Our K-6 teaching team will ensure that all

## Success criteria for this strategic direction

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A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. **(SEF - Effective Classroom Practice)**

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 in physical activity and wellbeing. **(SEF - Wellbeing) (SEF - School Resources)**

Whole school Positive Behaviour for Learning systems, processes and procedures are understood, visible and meaningful to staff, students and families. **(SEF - Wellbeing)**

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 - Curriculum)**

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. **(SEF - Learning Culture)**

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. **(SEF - Educational Leadership)**

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in physical activity and wellbeing? Reviewing our "Where to next?" using the QDAI approach and reflection on progress in the School Excellence

# Strategic Direction 3: Wellbeing

## Improvement measures

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School based targets:

- All students K-6 involved in 150 minutes of quality physical education lessons per week
- 100% of Wellbeing programs and planned physical activity evaluated against the School Excellence Framework with the support of the School Sport Unit
- Teaching and learning programs in PD/H/PE K-6 well resourced to achieve improved learning outcomes for all students

Achieve by year: 2023

Physical Activity and Wellbeing improvement as measured by the School Excellence Framework:

### Learning:

- Wellbeing - Excelling

### Teaching:

- Effective Classroom Practice - Excelling
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## Initiatives

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students are supported in line with the DoE's Wellbeing Framework, leading to improved learning outcomes.

Development of physical activity and wellbeing programs, procedures and guidelines will be a focus of our work, with the aim of having strong structures to cater for the individualised needs of those students requiring extra support from an academic, social/emotional and/or attendance perspective.

Professional Learning for all staff in these programs, procedures and guidelines, as well as communication with families around student growth and achievement will underpin this work.

Whole school evaluation of PD/H/PE and Wellbeing programs will be used to inform:

- Adjustments to support student learning from an academic, social/emotional and/or attendance perspective.
  - Teacher Professional Learning and school resourcing
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## Evaluation plan for this strategic direction

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Framework (SEF).

### Data:

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

- Internal assessment, eg. Teacher evaluation of physical activity and wellbeing programs using the School Sport Unit's School Health Check Tool
- Internal assessment, eg. PBL Tiered Fidelity Tool to refine and further strengthen PBL practices and processes
- External assessment, eg. Tell Them From Me Surveys - students, parents and teachers
- Ongoing self assessment against the School Excellence Framework
- Ongoing self assessment against the DoE's Wellbeing Framework
- Student attendance data in Sentral
- Surveys - Student, Teacher and Parents
- Teacher reporting of student achievement in Semester based reports
- Referrals to the Learning Support Team
- Behaviour data analysed by the Learning Support Team

### 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 - determining our "Where to Next" in 5 weekly cycles.
- Annual reporting on school progress measures

## **Evaluation plan for this strategic direction**

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(published in the Annual Report each year as well as communicated to our community via the newsletter and on the School Website throughout the year).