Strategic Improvement Plan 2021-2025

Goulburn Public School 2053

School vision and context

School vision statement

Goulburn Public School is committed to strengthening a learning culture underpinned by effective collaborative practices and a whole school community commitment to high expectations of learning progress and achievement for all students.

School context

Goulburn Public School (GPS) is the oldest school in Goulburn and was established by the NSW Department of Education in 1868. The school is set within attractive grounds with beautiful heritage buildings, close to the center of town on Bourke Street. A shrinking catchment area, due to the expansion of the Commercial Business Area (CBD), has resulted in the catchment area being divided into two sections and encompasses residences on streets adjacent to the school and a second area further from the school primarily consisting of public housing.

The student population is made up of approximately fifty percent girls and fifty percent boys with a comprising 25% of the students who identify as Aboriginal and/or Torres Strait Islander. GPS FOEI is currently 161 with a slight increase since the previous planning period.

Goulburn Public School continues to build upon its proud tradition of working with the community to provide the best possible learning outcomes for all students. The school makes valuable use of its excellent facilities by offering a wide range of educational opportunities, with students and teachers working to ensure that everyone reaches their full potential while experiencing success within a harmonious and supportive educational environment.

Evidence documented in the External Validation Process (2020) demonstrates a three year period of relentless pursuit and implementation of research-based, explicit teaching methods resulting in systems, policies and procedures, and processes to enhance the academic outcomes in both literacy and numeracy. InitiaLit, MiniLit, Spell-It and Top Ten Mathematics are being implemented, embedded and evaluated for impact. A key feature within this approach has been the differentiation of student learning through upgraded assessment procedures, data informed practices and student tracking. The enhanced operation of the Learning Support Team, which involved employment of an interventionist, and teacher data collection of focus areas, has been pivotal to improved student outcomes.

Welfare of students has been greatly promoted via the Positive Behaviour for Learning (PBL) program and introduction of the Traffic Light System, which allows students to recognise and monitor their behaviour.

Through our Situational Analysis (2020), areas for further development have been identified. These include, effective classroom practice, data skills and use, development and implementation of summative and formative assessment, student attendance to drive ongoing, sustained school wide improvement in teaching practice and student results.

At GPS we work with parents, members of the community and community groups to enhance the educational opportunities for our students. Community engagement will remain a focus for improvement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes and strategically plan to achieve academic targets by 2023, we will establish effective collaborative processes that drive evidence-based practices and differentiation, informed by data driven teaching practices and authentic analysis.

Improvement measures

Numeracy growth
Achieve by year: 2023

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

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.

Achieve by year: 2025

Value added data in Scout for Yrs 5-7 continues to show Excelling; Value added data in Scout for K-3 & Yrs 3-5 increases from Sustaining and Growing to Excelling

Achieve by year: 2025

In SEF - SaS the schools self assessment will move from delivering to excelling in the area of Professional Standards

Literacy & Numeracy Focus

Improvement of practice

Achieve by year: 2023

In SEF - SaS the schools self assessment will move from sustaining and growing (2020) to excelling (2024) in the area of Assessment

Initiatives

Literacy & Numeracy - Evidence-based practice

High expectations & Evidence-Based Practices

Visible learning -

*   Lesson learning goals and the criteria for success are explicit and visible in all classrooms through visual reference points, enabling students to experience and benefit from high expectations, understand and aim for continuous learning progress.
*   Model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.

Literacy

*   A consistent, explicit, systematic and evidence-based approach to teaching reading and writing across K-2 and spelling and writing 3-6 - MultiLit
*   High Impact Professional Learning for all staff including the implementation and evaluation of the MultiLit Programs and use of literacy progressions to personalise learning and understanding
*   Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
*   Lesson learning intentions that provide clear links to syllabus documents

Numeracy

*   Evidence-based decision-making to continue to implement, embed, evaluate TOP TEN Numeracy Program, across K-6 in 2021
*   High Impact Professional Learning for all staff in the use of numeracy progressions to personalise learning and understanding and gap analysis identified 'Focus Areas'
*   Expertly use student assessment data to reflect on

Success criteria for this strategic direction

The school's value-add* trend is positive. The number of students achieving in the top two bands in literacy and numeracy will be achieved at Lower Bound set targets. The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (SEF - Student performance measures - Value-Add, NAPLAN, Student Growth, Internal and external measures against syllabus standards)

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. (SEF - Professional Standards)

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 (SEF - Assessment, Whole school monitoring of student learning).

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)

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)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of effective and timely feedback between teachers.

Strategic Direction 1: Student growth and attainment

Improvement measures

Whole school monitoring of student learning

Formative Assessment

Achieve by year: 2025

In SEF - SaS the schools self assessment will move from delivering (2020) to excelling (2024) in the area of Data Skills and Use

Literacy

Analysis

Use in Teaching

Achieve by year: 2025

In SEF - SaS the schools self assessment will move from delivering to excelling in the area of Effective Classroom Practice

Explicit Teaching

Achieve by year: 2025

In SEF - SaS the schools self assessment will move from delivering to excelling in the area of Educational Leadership

Performance management and development

Achieve by year: 2021

A minimum of 88% of students indicate Expectations of Success in the Tell Them From Me Survey 2021 SCOUT App, an uplift of 1% from 2020.

Wellbeing
Achieve by year: 2023

A minimum of 88% of students indicate Expectations of Success in the Tell Them From Me Survey 2021 SCOUT App, an uplift of 1% from 2020.

Initiatives

teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

- Instructional Rounds - Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

Data Informed Practice

Whole school data collection - Systematic and effective strategies and processes for the collection, analysis and use of data for responsive curriculum delivery

- Use of Instructional Leader to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

- Collection of Performance & Development: Getting Started Survey data to determine teacher identified areas for Professional Learning

- High Impact Professional Learning for all staff around analysis and use of data to refine teaching & learning practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement, including recording and use of live data

- The creation of authentic and relevant assessment with a clear focus, which informs practice and ensures continuous student progress.

Evaluation plan for this strategic direction

The QDAI (question, data, analysis and implications) evaluative thinking process will frame the evaluation plan for SD 1.

Q - Question:

What evidence do we have to demonstrate impact and improvement of student outcomes in reading and numeracy and to what levels are our progress and improvement measures being achieved?

D - Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will include triangulation of data sources, including quantitative and qualitative, internal and external data to validate conclusions and refine practice, ensuring progress measures are achieved:

- NAPLAN data (External)
- Check-In Assessment 3-6 (External)
- Scout - Value added data (External)
- Progress Monitoring - MultiLit (Internal)
- Learning sprint data analysis (Internal)
- Student work samples - CTJ (internal)
- Literacy and numeracy PLAN2 data (Internal)
- Student PLPs (Internal)
- Student focus groups - Areas of Focus. (Internal)
- TTFM Student Survey 2021
- Review of Performance and Development Culture

Improvement as measured by, regular professional discussion and analysis of evidence around the School Excellence Framework elements and themes, strongly aligned with the themes and practical strategies of What Works Best in Practice, to inform the self-assessment process in the identified areas:

- Learning: Curriculum; Assessment; Student

Evaluation plan for this strategic direction

Performance Measures

    - Teaching: Effective Classroom Practice; Data Skills & Use

    - Leadership: Educational Leadership *(Instructional Leadership Model)*

What Works Best in Practice - evidence of strategies

A - Analysis:

Planned and timetabled sessions for executive team and whole staff reflection will be the forums through which deep analysis of the data will guide future school planning to provide continuous improvement, maximising student learning outcomes.

I - Implications

Validated conclusions and findings will inform:

- Future actions to improve student performance - the maintenance of successful key practices to ensure ongoing performance; refinement of planned, whole-school, group and individual approaches to improving student outcomes
- Reporting to the community on school progress measures (Social Media and Annual Report)

Strategic Direction 2: Student Engagement and Wellbeing

Purpose

In order to achieve high levels of engagement we will maintain and refine a strategic and planned approach to wellbeing and develop whole school processes that support high levels of attendance and students who have the skills to connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Increase the percentage of students attending > 90% of the time from 55.7% to be at or above the lower bound system negotiated target of 73.3% by 2022.

Wellbeing
Achieve by year: 2023

Increase the percentage of students indicating a positive sense of wellbeing (advocacy, expectations for success, belonging) to be at or above the lower bound systems negotiated target of 82.4%

Achieve by year: 2022

Decrease negative recorded behaviours and suspensions by a minimum of 15% determined by a two year baseline of incident reports as at year end 2020.

Increase positive recorded behaviours by a minimum of 25% determined by a two year baseline of incident reports as at year end 2020.

Achieve by year: 2023

Goulburn Public School (GPS) moves from sustaining and growing to excelling in the area of Learning Culture

High Expectations - Attendance

Achieve by year: 2023

GPS moves from sustaining and growing to excelling in the area of Wellbeing

Initiatives

Student and Community Engagement

Embed, implement and evaluate a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- High Impact Professional Learning (HIPL) available to all staff in the use of Wellbeing Practices and strategies
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated data analysis
- Introduction of, and staff training in trauma informed practice- Berry Street Education model (BSEM)

Improve Engagement and Wellbeing

Commitment to the systematic collection of high-quality evidence of student engagement and learning

- HIPL available to all staff to support their capacity to analyse, interpret and use data to inform planning and identify interventions and modify or refine teaching practice
- Reviewing and refining the school wide system for monitoring attendance data, at classroom teacher, AP and Principal levels. Introduction of Personal Attendance Plans in consultation with families
- Planning for learning is informed by sound holistic information about students' wellbeing and learning needs in consultation with parents and carers

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF: Learning Culture - High Expectations; Attendance)

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF: Wellbeing - A Planned Approach to Wellbeing; Behaviour)

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF: Curriculum - Differentiation)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF: Educational Leadership - Community Engagement)

Student assessment data is regularly used school-wide to identify student achievements and progress and wellbeing, in order to reflect on teaching effectiveness and inform future school directions. (SEF: Data Skills & Use - Data use in planning)

Evaluation plan for this strategic direction

The QDAI (question, data, analysis and implications) evaluative thinking process will frame the evaluation plan for SD2.

Q - Question

How can the school determine that its systems and processes for enhancing student engagement and wellbeing have been successful?

D - Data

Strategic Direction 2: Student Engagement and Wellbeing

Improvement measures

A planned approach to Wellbeing- Behaviour

Achieve by year: 2025

GPS moves from sustaining and growing to excelling in the area of Curriculum

Differentiation

Achieve by year: 2025

GPS moves from delivering to excelling in the area of Data Skills and Use

Data use in planning

Achieve by year: 2025

GPS moves from delivering to excelling in the area of Educational Leadership -

Community Engagement

Achieve by year: 2022

A 20% increase the percentage of parents (2019) indicating that the school has sought input and their opinion about Development and review of School Policies, Teaching Practices and Curriculum (KLA) Delivery from TTFM Survey 2022

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will include triangulation of data sources, including quantitative and qualitative, internal and external data to validate conclusions and refine practice, ensuring progress measures are achieved:

- Wellbeing Framework Self-assessment - pre and post data.
- Professional Development Plans.
- Personal Attendance Plans.
- Incident reports.
- Suspension data.
- Extra-curricular group & Lunch Club engagement data.
- TTFM - Student wellbeing; Family satisfaction.

A - Analysis

Improvement as measured by, regular professional discussion and analysis of evidence around the Wellbeing and School Excellence Framework elements and themes, strongly aligned with the themes and practical strategies of What Works Best in Practice, to inform the self-assessment process in the identified areas:

- Learning: Learning Culture; Wellbeing; Curriculum

- Teaching: Data Skills & Use

- Leadership: Educational Leadership *(Instructional Leadership Model)*

What Works Best in Practice - evidence of strategies

Analysis of the data will determine the extent to which the purpose has been achieved.

I - Implications

Validated conclusions and findings will inform:

Strategic Direction 2: Student Engagement and Wellbeing

Evaluation plan for this strategic direction

- Future actions to maintain and/or improve student engagement and wellbeing - the maintenance of successful key systems and practices to ensure high levels of engagement and wellbeing; refinement of planned, whole-school, group and individual approaches to improving student attendance

- Reporting to the community on school progress measures (Social Media and Annual Report)

Strategic Direction 3: Collaborative Practices

Purpose

In order to maximise collaborative practices the principal will be the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement measures

Achieve by year: 2023

Goulburn Public School (GPS) moves from sustaining and growing to excelling in the area of Learning Culture

High Expectations

Achieve by year: 2025

GPS moves from delivering to excelling in the area of Learning and Development

Collaborative practice and feedback

Coaching and mentoring

Expertise and innovation

Achieve by year: 2025

GPS moves from delivering to excelling in the area of Educational Leadership.

Instructional Leadership

High expectations culture

Achieve by year: 2025

GPS moves from delivering to excelling in the area of School Resources

Staff deployment

Financial Management

Initiatives

Developing systems for collaborative practice

- Develop an internal cyclical systems approach to collecting and analysing data from parents/ carers and the wider community to ensure future directions are in line with school initiatives and a culture of high expectations.
- High Impact Professional Learning (HIPL) for all staff to identify and implement the most effective strategies to improve teaching and learning
- Teachers collaborate with staff in other schools to share and embed best practice
- Collective and extended leadership practice that builds the capacity for change and improvement.

Educational Leadership

GPS moves from delivering to excelling in the area of Learning and Development

Collaborative practice and feedback

Coaching and mentoring

Expertise and innovation

School Resourcing

GPS moves from delivering to excelling in the area of Educational Leadership.

Instructional Leadership

High expectations culture

Teacher Surveys

On the Teacher Tell Them From Me (TTFM) - 'Focus on Learning' Survey GPS will increase the School Mean, in the area of Collaboration, from 6.4 to a minimum of 8.0

Parent Surveys

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF: Learning Culture - High Expectations)

Professional learning is aligned with the school plan, 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 - Collaborative practice and feedback; Expertise and innovation)

The principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (SEF: Educational Leadership - Instructional Leadership; High expectations culture)

The leadership team maintains a focus on distributed instructional leadership 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 - Instructional leadership)

Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. (SEF: Management Practices and Processes - Community Satisfaction)

Evaluation plan for this strategic direction

Q - Questions

To what extent has the collaborative culture and practices across the school improved?

To what extent are teams collaboratively reviewing teaching practices and sharing their expertise within the school and with other local schools?

Strategic Direction 3: Collaborative Practices

Improvement measures

Achieve by year: 2023

GPS moves from sustaining and growing to excelling in the area of Management Practices and Processes

Community Satisfaction

Achieve by year: 2023

On the Teacher Tell Them From Me (TTFM) - 'Focus on Learning' Survey GPS will increase the School Mean, in the area of Collaboration, from 6.4 to a minimum of 8.0

Achieve by year: 2023

On the Parent TTFM - 'Partners in Learning' Survey GPS will continue the upward trajectory of the School Mean to a minimum of 8.6, in the area of Parents feel Welcome; Parents are Informed; and a minimum of 10% of parents indicating Parent Input was sort in the areas identified.

Initiatives

On the Parent TTFM - 'Partners in Learning' Survey GPS will continue the upward trajectory of the School Mean to a minimum of 8.6, in the area of Parents feel Welcome; Parents are Informed; and a minimum of 10% of parents indicating Parent Input was sort in the areas identified.

Evaluation plan for this strategic direction

 To what extent is distributive leadership evident across the school?

To what extent does parent/carer and wider community data align with future directions and a culture of high expectations?

D - Data

- Pre and post teacher surveys focusing on strength and impact of Instructional Rounds and Professional Learning Community on collaboration, explicit teaching and high expectations.
- Pre and post survey on Performance and Development Culture
- Evidence of inclusion of Instructional Rounds and WWB in teaching programs.
- TTFM - Teacher - Collaboration

- Student -

     - Parents -

- Teacher Professional Development Plans
- SCOUT school dashboard student performance data
- PLAN2 data

A - Analysis

I - Implications