

# Strategic Improvement Plan 2021-2024

## **Goulburn East Public School 2054**

# School vision and context

## School vision statement

At Goulburn East Public School, we strive to ensure that every child is known, valued and cared for. Our teachers are committed to nurturing and challenging students to find joy in learning and to build their skills and understanding. We aim to create a respectful and inclusive learning environment with high expectations and aspirations for all students. We want to build strong partnerships between home, school and community to support our children to become resilient, confident, self-directed and successful learners.

Decision-making is supported by research and evidence and an effective evaluation cycle for both school, teacher and student improvement ensures a positive and thriving learning culture for all.

## School context

Goulburn East Public School is located in regional New South Wales between Sydney and Canberra, and has a current student enrolment of 145. The school prides itself on being an inclusive school, welcoming all students and their families to our school community. Goulburn is a meeting place for indigenous people and as part of our community we are committed to strengthening our partnership with our students, staff, parents and the wider community to work towards school excellence together.

Our students come from a variety of socio-economic backgrounds with 6% students identifying as Aboriginal and 5% students indicating that they have a language other than English spoken at home. In 2020, the school had an average Family Occupation and Education Index (FOEI) of 98.

Our school motto is Success Through Participation and all students are offered extra-curricular opportunities in Sport, Technology and Creative and Performing Arts. Leadership opportunities are encouraged through our Student Council, Peer Leaders as well as the School Captains and Vice-Captains.

In preparation for our Strategic improvement Plan, we completed a situational analysis to identify key areas for focus and development. Through this process, we identified several areas of focus:

- ensuring targeted use of data and effective, evidence-based teaching strategies to improve growth in literacy and numeracy for students at all levels of achievement and engagement
- strengthening our whole school approach to wellbeing which is consistent and effective in creating a positive school culture with a strong sense of purpose and pride
- developing a coordinated approach for teachers to strengthen their professional practice and share high impact strategies with colleagues.

Our school holds a respected place in the Goulburn community and the staff and students are very fortunate to have an incredibly supportive P&C and parent body.

Parents, staff and students favour the current size of the school, valuing the opportunity for the children to learn in a school large enough to offer many opportunities but small enough so that all children and staff know each other well.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student achievement in reading and numeracy by building a shared school culture focused on learning, responsive to the needs of every student with high quality data-driven teaching practices evident

## Improvement measures

**Target year: 2022**

### NAPLAN top two bands in reading

An increase in the percentage of students achieving in the top two bands in Year 3 and Year 5 reading to be at or above the school's lower bound system-negotiated target of 44.2%

**Target year: 2022**

### NAPLAN top two bands in numeracy

An increase in the percentage of students achieving in the top two bands in Year 3 and Year 5 numeracy to be at or above the school's lower bound system-negotiated target of 26.6%

**Target year: 2022**

### Students of Aboriginal Background

An increase in the percentage of students achieving in top three bands in Year 3 and Year 5 numeracy and reading to be at or above the school's lower bound system-negotiated targets of 33.3% in reading and 38.2% in numeracy.

**Target year: 2023**

### Expected growth in NAPLAN reading

An increase in the percentage of students achieving expected growth in NAPLAN reading to be at or above the school's lower bound system-negotiated target of 57.3%

**Target year: 2023**

## Initiatives

### Quality Teaching for Differentiation

To build teacher capacity to structure their classroom practice to support differentiation in teaching and learning to enable all students to achieve success by:

- Embedding and use High Impact Professional Learning (HIPL) structures to build teacher capabilities in teaching reading and numeracy, with focus on reading fluency and inferential comprehension and mental strategies in numeracy
- Establishing effective and innovative classroom practices to enable teachers to address diverse learning needs
- Developing a coordinated approach to identifying High Potential & Gifted (HP&GE) students in each domain in line with the new HP & GE Policy (2021) and providing a wide range of opportunities and experiences to foster all students abilities and interests

### Assessment for Learning

To build teacher capabilities to ensure systematic data collection is used to differentiate curriculum, inform planning and provide feedback so that learning outcomes are maximised by:

- Providing HIPL in data literacy, data analysis and data use in teaching for all staff
- Reviewing current assessment practices and monitoring processes, and adapt as required to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth, report student achievement and identify next steps
- Embedding quality formative assessment practices as an integral part of daily instruction in every classroom

## Success criteria for this strategic direction

- Teaching and learning programs are dynamic and responsive to the needs of learners, showing evidence of revisions based on feedback on teaching practices and adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Teaching and learning programs support high expectations for student learning with the High Potential Gifted Education policy used to identify students and plan appropriately to engage and challenge learners.
- Teaching and learning programs show evidence of consistent and reliable student assessment and continuous tracking of student progress and achievement ensuring a consistent understanding and whole-school approach to the collection and analysis of assessment including formative assessment.
- Internal and external performance measures show improvement in all years in reading and numeracy with an awareness of stage transitions.
- 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.

## Evaluation plan for this strategic direction

Question: How has high impact professional learning in data literacy and analysis and the use of evidence-based teaching strategies influenced student growth and achievement in reading and numeracy?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives

- NAPLAN data
- Scout data

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Expected growth in NAPLAN numeracy

An increase in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 26.6%

**Target year: 2024**

### School Excellence Framework (SEF)

SEF assessment indicates improvement in Student Performance Measures - NAPLAN Value-Add from Working Towards Delivering to Sustaining and Growing for K-3

**Target year: 2024**

SEF assessment indicates improvement in Student Performance Measures - NAPLAN Value-Add from Delivering to Excelling for Year 3-5

**Target year: 2024**

SEF assessment indicates improvement in Student Performance Measures - NAPLAN Value-Add from Delivering to Excelling for Year 5 - 7

**Target year: 2024**

SEF assessment indicates improvement in the element of Data Skills and Use from Delivering to Excelling for Year 3 - 5

**Target year: 2024**

SEF assessment indicates improvement in the element of Effective Classroom Practice from Sustaining and Growing to Excelling

**Target year: 2024**

SEF assessment indicates improvement in the element of Curriculum from Delivering to Excelling

## Evaluation plan for this strategic direction

- Student work samples
- PAT results in reading and numeracy
- Literacy and numeracy PLAN2 data for specific groups
- Student PLPs and focus groups
- Staff PDPs and focus groups
- SEF SaS

Analysis: Data from the above sources will reflect an improvement in student results, the effective and efficient use of data evident in programming and and teachers successfully addressing differentiation through effective classroom practice.

Implication: Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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**Target year: 2024**

### **Tell Them From Me survey Years 4-6**

An increase in the percentage of students who had scores that placed them in the high skills and high challenge quadrant from 34% (school) to 53% (NSW Govt norm)

## Strategic Direction 2: A planned approach to wellbeing

### Purpose

To strengthen whole school wellbeing practices, we will develop a strategic, evidence-based and consistent approach to wellbeing that supports all students to connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2023

##### Attendance

An increase in the percentage of students attending school 90% or more of the school year from 91.5% (lower bound system-negotiated target) to 95.8% (upper bound system-negotiated target)

#### Target year: 2023

##### Wellbeing

Tell Them From Me data (advocacy, belonging, expectations) improves to be at or above 99.5% (lower bound system-negotiated target)

#### Target year: 2024

A decrease in the number of Positive Behaviour for Learning (PBL) Tier 3 negative behaviours reported in the classroom and playground by 50%

#### Target year: 2024

##### School Excellence Framework (SEF)

SEF assessment indicates improvement in the element of **Wellbeing** from Delivering to Excelling

### Initiatives

#### Positive Behaviour for Learning

To embed Positive Behaviour for Learning (PBL) into school culture to ensure measurable improvements in student wellbeing, engagement and learning with a shared understanding of these processes by all stakeholders by

- Delivering high impact professional learning in PBL implementation and the Wellbeing Framework
- Establishing and communicating PBL processes to students, staff and families
- Embedding whole school focus on practices to keep children safe including mental health, anti-bullying, cyber safety

#### Belonging and connection

To build self-efficacy through a diverse range of opportunities and strengthen the connections both within the school and the community by

- Embedding opportunities for strong and valued student voice through the K-6 Student Council and Moodjis, Aboriginal student group
- Planning for an extensive range of opportunities and experiences to engage, motivate, support and excite students and staff
- Seeking genuine connections with our community and use the expertise and knowledge of the AECG, Pejar Lands Council and local organisations to build a sense of belonging along with appropriate cultural awareness training

### Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers
- Positive, respectful relationships are evident and widespread amongst students and staff and promote wellbeing to ensure optimum conditions for student learning across the whole school.
- Collaborative partnerships are built with students, staff, families, communities to support and develop students and the school community.

### Evaluation plan for this strategic direction

Question: How effectively was data and research on evidence-based change used to drive improvements in student engagement, educational aspiration and expectations?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- PBL data including TFI (Tiered Fidelity Inventory)
- IEPs and PLPs
- Tell Them From Me survey
- Staff, community and parent surveys
- Student focus groups
- School data measuring student participation in activities and experiences offered
- Scout attendance reports

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring.

## Strategic Direction 2: A planned approach to wellbeing

### Evaluation plan for this strategic direction

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- Did the programs deliver what was intended? If not, why not?
- Were there any unintended (positive or negative) outcomes?
- Is this the most efficient way to use limited resources?

Implications: Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions, use of personnel, time, funding and expertise.

## Strategic Direction 3: High quality professional learning

### Purpose

To maximise the impact of high quality professional learning, we will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and timely feedback between teachers.

### Improvement measures

#### Target year: 2024

SEF assessment indicates improvement in the element of **Professional Standards** from **Sustaining and Growing to Excelling**

#### Target year: 2024

SEF assessment indicates improvement in the element of **Educational Leadership** from **Sustaining and Growing to Excelling**

#### Target year: 2024

#### School Excellence Framework

SEF assessment indicates improvement in the element of **Learning and Development** move from **Sustaining and Growing to Excelling**

### Initiatives

#### High Impact Professional Learning

Build a staff culture of ongoing high quality professional learning based on evidence based practices and current research by

- Assessing professional learning using the Professional Learning Quality Assurance Rubric
- Ensuring effective and genuine whole school engagement with the Performance and Development Framework
- Supporting all staff to lead professional learning and share readings with colleagues to maximise whole staff development of skills and enhance collegial dialogue

#### Evidence-informed Professional Practice

A whole school commitment to collaborative practice and professional support by

- Embedding systems and processes for staff to collaborate on data and engage in evidence based research driven discussion in a timely and purposeful way including Spirals of Inquiry
- Using the Quality Teaching Rounds structure as a platform for sharing effective classroom practice and expertise, organise classroom observations and provide timely feedback between teachers
- Building staff capacity and a collaborative culture through a distributed leadership model including mentoring and opportunities for aspiring leaders to work towards higher levels of accreditation and promotion

### Success criteria for this strategic direction

- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated regularly. Effective use of the Quality Assurance Rubric for Professional Learning to ensure high quality professional learning is undertaken and supports teachers working towards higher levels of accreditation, postgraduate studies and promotion preparation.
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies.
- 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.
- The school uses embedded and explicit systems that facilitate professional dialogue and collaboration, driving ongoing school-wide improvement in teaching practice and student results.

### Evaluation plan for this strategic direction

Question: Does the effective and dynamic implementation of the Professional Development Framework, collaboration and accompanying high impact professional learning lead to improvement in student learning outcomes and high level professional dialogue?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- Staff PDPs
- Survey from LEED (Leading Evaluation, Evidence and Data) Project Survey
- Tell Them From Me surveys
- Student work samples and results from internal and



## Strategic Direction 3: High quality professional learning

### Evaluation plan for this strategic direction

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external assessments

- Staff focus group
- Progress towards maintaining accreditation at Proficient or preparing for higher levels
- SEF-SaS

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring.

- Did the programs deliver what was intended? If not, why not?
- Were there any unintended (positive or negative) outcomes?
- Was this the most efficient way to use limited resources?

Implications: Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions, use of personnel, time, funding and expertise.