

Strategic Improvement Plan 2021-2024

Goulburn North Public School 2055



School vision and context

School vision statement

At Goulburn North Public School we challenge, engage and inspire young people so they are prepared to be active and informed citizens, who are connected, successful and thriving within society. We nurture the development of the whole child with a focus on student academic growth and social competence. Teachers, parents and students work together to create a positive learning environment, supported by streamlined systems and processes that enable sustained improvement.

School context

Goulburn North Public School was established in 1877 and is situated in a very stable low-growth area of Goulburn. Enrolments are stable and students come from diverse localities including farms, small villages and the Goulburn city area. Many of the parents of current students also attended Goulburn North Public School and have a strong connection to the school and local community.

6% of current students have a language background other than English. An average of 1 student each year accesses the New Arrivals program.

8% of students identify as Aboriginal and/or Torres Strait Islander supported by active staff and parent participation in the local Aboriginal Education Consultative Group.

The FOEI, 119, (Family Occupation and Education Index) indicates that there is significant socio-economic disadvantage across the school community.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, which involved consultation with students, staff, parents and the local AECG. The majority of the school's equity funding will support a range of initiatives that have been identified through this process.

Through the situational analysis, a need to strengthen the systems and procedures within the school to ensure student achievement is tracked and monitored was identified. Evidenced informed explicit classroom and data driven practice will support ongoing student growth and attainment.

Collaborative teams, along with high impact professional learning will be an essential strategy to developing teacher collective efficacy and supporting teachers to work together, plan lessons and programs, observe each others' lessons, engage in professional dialogue, and reflect on their own and others' practice.

Student wellbeing programs and practices will be refined so that there is consistency across the whole school. A positive learning environment, characterised by a culture of high student expectations will be developed through the implementation of teaching practices that build individual students' sense of belonging and support student engagement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop consistent reading and mathematics teaching practices that are explicit, evidence informed, embed high-impact strategies and informed by data.

Improvement measures

Target year: 2022

A minimum of 38.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading. (Lower bound system-negotiated target.)

Target year: 2022

A minimum of 24.3% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy. (Lower bound system-negotiated target.)

Target year: 2023

A minimum of 50.3% of Year 3 and 5 students achieving expected growth in NAPLAN Numeracy. (Lower bound system-negotiated target.)

Target year: 2023

A minimum of 58.4% of students achieving expected growth in NAPLAN Reading. (Lower bound system-negotiated target.)

Target year: 2024

90% of Year 2 students will have achieved within Level 6 of Understanding Texts sub-element of the Literacy Progressions.

Target year: 2024

90% of Year 2 students will have achieved within Level 5 of the Phonological Awareness sub-element of the Literacy Progressions.

Target year: 2024

Initiatives

Evidence Informed explicit Teaching

Teachers will implement effective teaching and learning practices in reading and numeracy.

- A consistent approach to reading and numeracy teaching practice and routines will be developed across the whole school.
- Teachers will know how reading and numeracy is taught explicitly through high impact professional learning.
- Teachers will learn how to use evidence informed strategies through participation in high impact professional learning.
- Early intervention strategies and procedures will be in place for students who are not achieving at the expected growth rate.
- Outstanding classroom practitioners will be identified so that they may provide instructional leadership.

Data Driven Practice

Student assessment data will be monitored regularly in order to reflect on teaching effectiveness and to inform future curriculum delivery.

- Teachers' data literacy will be developed through high impact professional learning that builds skills in analysis, interpretation and use of data in teaching.
- Data informed formative assessment practices will be embedded into daily instruction in all classrooms.
- Teachers will review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.
- Reliable formative and summative assessment tasks will be used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

We will know we have been successful if:

- Teachers collaborate to regularly review and revise lesson plans and ensure student progress and achievement data informs lesson planning.
- 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 use explicit teaching practice, informed by current evidence based research.
- Teachers collaborate to share effective methods of explicit teaching practice through modelling and peer observations.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- Students demonstrate continuous improvement and growth, at or above expected growth levels.

Evaluation plan for this strategic direction

Question:

To what extent do teachers use evidence informed, explicit and data driven teaching practices, and what impact has it had on student achievement?

Data:

The following data sources will be used to regularly analyse the progress of these initiatives and to determine

Strategic Direction 1: Student growth and attainment

Improvement measures

90% of Year 2 students will have achieved within Level 7 of the Additive Strategies sub-element of the Numeracy progressions.

Target year: 2024

School self-assessment of the elements 'Data skills and Use' and 'Assessment' indicates Excelling in all themes.

Evaluation plan for this strategic direction

whether the plan needs to be adjusted:

- NAPLAN
- PAT tests
- Waddington Reading
- Student work samples
- Pre and post testing of reading and mathematics outcomes
- PLAN2 data
- Lesson observations
- Survey of collaboration groups
- Meeting plans
- Professional learning plans
- Record of learning intentions and success criteria

Analysis:

The evaluation plan will involve:

- review of data sources to ensure we are on track to achieving our intended improvement measures
- Professional discussion within the leadership team, collaboration teams and across the whole staff about how we as a school sit within the School Excellence Framework and what the collected data is indicating.

Implications:

The findings of the analysis will inform future planning.

Strategic Direction 2: Systems and practices underpin ongoing school improvement

Purpose

Consistent, school-wide processes and routines will support teachers in best practice, develop collective responsibility for school improvement and enable sustained student growth.

Improvement measures

Target year: 2022

School self-assessment of the elements 'Educational Leadership' and 'School Planning and Implementation' indicates Sustaining and Growing in all themes.

Target year: 2022

School self-assessment of the elements 'Learning and Development' indicates Sustaining and Growing in all themes.

Target year: 2024

Improvement as measured by the Tell Them From Me teacher survey of the element 'Leadership' will show an improvement of the school mean from 7.5 to 8.0.

Target year: 2024

Improvement as measured by the Tell Them From Me teacher survey of the element 'Collaboration' will continue to show an improvement of the school mean to greater than 8.0.

Initiatives

Collaborative practice and feedback

Systems and procedures will be embedded within school routines so that teachers have the opportunity to engage in professional dialogue, collaboration, classroom observations and the modelling of effective practice. To achieve this:

- Teachers will participate in collaboration sessions every three weeks where the focus will be feedback and sustainment of quality teaching practice.
- Teachers' ongoing development and improvement is supported by mentoring and coaching by expert teachers.
- Teachers will regularly participate in negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Educational leadership

A school-wide, collective responsibility and accountability for school improvement will be supported through embedded systematic and reliable school routines and practices. To achieve this:

- The leadership team will establish a professional learning community which is focused on continuous improvement of teaching and learning.
- The leadership team will regularly meet to analyse data to determine the impact of initiatives, and monitor student growth across the whole school..
- The leadership team will work in collaboration with teachers to review teaching practices to ensure quality and continuous improvement.
- Clear processes and timelines guide school activities towards the effective implementation of the school plan.
- All staff will regularly review the progress in student achievement being made so that they understand

Success criteria for this strategic direction

We will know we have been successful if:

- The school uses embedded and explicit systems to facilitate professional dialogue.
- There are explicit systems in place for collaboration and feedback, and there is evidence of sustained quality teaching practice.
- There is a culture of effective, evidence informed teaching and ongoing improvement so that every student makes measurable learning progress.
- Data informs decisions that lead to improvements school-wide
- The school plan is at the core of our continuous improvement efforts.
- The leadership team models instructional leadership.
- There is sustained and measurable whole school improvement.

Evaluation plan for this strategic direction

Question:

To what extent are the building of educational leadership as well as changes in systems and procedures that allow for collaboration impacting on student improvement?

Data:

The following data sources will be used to analyse the progress of these initiatives and to determine whether the plan needs to be adjusted:

- Survey of collaboration groups
- Meeting plans
- Professional learning plans
- Record of learning intentions and success criteria
- Student attainment data over time - NAPLAN,

Strategic Direction 2: Systems and practices underpin ongoing school improvement

Initiatives

their responsibility to address the school's strategic directions to meet the improvement measures.

Evaluation plan for this strategic direction

Learning Progressions

- SEF SaS
- Tell Them From Me - Teacher Survey

Analysis:

The evaluation plan will involve:

- Review of these data sources to ensure we are on track for achieving the intended improvement measures
- Professional discussion within the leadership team, collaboration teams and across the whole staff about how we as a school sit within the School Excellence Framework and what the collected data is indicating.
- Leadership team and whole staff reflective sessions.
- Term by term review and triangulation of data sources.

Implications:

The details of the analysis will inform any future planning or direction changes.

Strategic Direction 3: A positive learning environment

Purpose

Every student within the school will be supported by a school culture that is strongly focused on learning, building educational aspirations and ongoing improvement through a strategic and planned approach to develop whole school wellbeing processes.

Improvement measures

Target year: 2022

Wellbeing, as measured by the Tell Them From Me student survey, will improve from 80.0% of students with positive wellbeing, to 89.2%. (Lower bound system-negotiated target)

Target year: 2022

'Sense of Belonging', as measured by the Tell Them From Me student survey, will improve from 60.0% of students reporting a positive sense of wellbeing, to 67.0%.

Target year: 2022

Increase in the percentage of students attending more than 90% of the time to be above the system negotiated lower bound target of 83.0%

Target year: 2024

School Self-evaluation against the School Excellence Framework within the element 'Learning Culture' is assessed at Excelling.

Target year: 2024

School Self-evaluation against the School Excellence Framework within the element 'Wellbeing' is assessed at Excelling.

Initiatives

A planned approach to wellbeing

We will improve wellbeing through practices that promote social, emotional, behavioural and intellectual engagement.

- School-wide practices will be embedded and refined so that student wellbeing and engagement are monitored through the collection and analysis of data (attendance, behaviour, achievement) to improve learning.
- Healthy coping strategies, resilience and self regulation will be explicitly taught through programs such as Bounce Back, Positive Behaviour for Learning and Zones of Regulation.
- Students who may be at risk of disengagement or having underlying wellbeing issues will be identified early so that targeted support can be developed specifically for them.
- Teachers will engage in high impact professional learning that focuses on strategies that promote a positive learning environment characterised by supportive relationships and proactive monitoring of students' wellbeing.

High expectations for all

Develop a culture of high expectations through effective classroom practice that establishes clear and consistent expectations for learning and behaviour, and guides and supports students towards meeting expectations.

- Strengthen school-wide routines and expectations for behaviour so that they are clear and consistent, understood and explicitly taught.
- Develop deep staff understanding of the importance of modelling appropriate behaviours in the classroom, such as being punctual, showing respect for others and being prepared.
- Embed the provision of learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the

Success criteria for this strategic direction

We will know we have been successful if:

- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, especially those at risk.
- Processes are in place to collaborate with parents of students whose continuity of learning is at risk.
- Partnerships with parents and students support clear improvement aims and planning for learning.
- Data from parents, students and staff is collected and analysed to monitor the wellbeing and engagement of students, to improve learning.
- Processes and procedures are in place so that the learning needs of individual students are regularly monitored and reviewed.
- Positive, respectful relationships are evident and widespread among students and staff, and promote student wellbeing.

Evaluation plan for this strategic direction

Questions:

Is there an improvement in student attendance and are there measurable improvements in student wellbeing and engagement?

Are school-wide practices and procedures for monitoring and supporting student wellbeing embedded in all school programs?

Data:

The following data sources will be used to analyse the progress of these initiatives and to determine whether the

Strategic Direction 3: A positive learning environment

Initiatives

- learning process. Incorporate social success criteria for learning activities so that students are aware of how they are to behave in the learning activity, especially during group work and sport lessons.
- Develop high impact professional learning for teachers in how to create a safe place where students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking.
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Evaluation plan for this strategic direction

plan needs to be adjusted:

- Attendance data
- TTFM student data
- Personalised learning plans
- Professional learning plans
- Classroom observations
- Student attainment data over time
- Student behaviour data from EBS and Sentral
- Artifacts such as attendance plans and school communication notices

Analysis:

The evaluation plan will involve:

- review of data sources to ensure we are on track to achieving our intended improvement measures
- Professional discussion within the leadership team, collaboration teams and across the whole staff about how we as a school sit within the School Excellence Framework and what the collected data is indicating.

Implications:

Findings from the analysis will inform future planning.