

# Strategic Improvement Plan 2021-2024

## Helensburgh Public School 2153



# School vision and context

## School vision statement

As a collaborative school community, Helensburgh Public School will strive to improve, excel and deliver outstanding and engaging learning.

Our mission is to provide an exceptional education which inspires students and prepares them for a rewarding future as successful and respected members of our community.

## School context

Helensburgh Public School is located in the northern suburbs of Wollongong and has a student enrollment of 444 students. Students, teachers and parents work together to promote school excellence. Helensburgh Public school provides opportunities for students to participate in performing arts groups, sport, kitchen garden, student decision making and other curricular and extra curricular activities.

There is a range of student learning needs at Helensburgh Public School. Funding is allocated to support personalised learning for students requiring additional learning support, and there are effective literacy intervention programs. At the end of 2020, a second Multi Categorical support class was approved and it has been operating from the beginning of 2021.

There are 15 Aboriginal students enrolled at Helensburgh Public School. An Aboriginal education committee was established at the end of 2020 and developed a Reconciliation Action Plan (RAP). The aim of this strategy is to enhance knowledge and understanding of Aboriginal culture and history, and improve literacy and numeracy outcomes for Aboriginal students.

The situational analysis identified three areas of focus. The vision of the school builds upon the last school plan in using assessment to drive explicit teaching.

### 1. Student Growth and Attainment

Through a school inquiry into the School Excellence Framework, elements of Data Skills and Use and Assessment, it was confirmed that teachers could further develop their skills in using assessment to plan explicit and differentiated lesson sequences in reading and numeracy. This will involve teachers undertaking professional learning in: data analysis and effective classroom practices such as explicit teaching, curriculum differentiation and feedback.

### 2. A Culture of Continuous Improvement

In reviewing, the What Works Best literature on High Expectations and related student, parent and teacher surveys, the school's next steps will be to have a shared understanding and responsibility for improving teaching, leading and learning. This will involve developing projects related to strengthening: high impact professional learning, leaders' skills and capabilities and parent educational partnerships.

### 3. Student Centred Curriculum

Student Tell Them From Me Survey, student focus groups and a teacher inquiry identified student engagement and belonging as areas for further inquiry. Teachers will conduct an analysis of the Student Wellbeing Framework and, plan a whole school approach for implementing student wellbeing and student voice. A finding recognised a need for strengthening teachers' knowledge and understanding of the English and Mathematics curriculum to plan lessons at point of need and cater for gifted and talented students.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student growth and attainment in reading and numeracy, assessment practices will be connected to the curriculum, and used to inform next steps in teaching.

## Improvement measures

### Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 8.3%.

Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 8.2%.

### Target year: 2022

The proportion of Aboriginal students achieving top 3 bands in reading and numeracy will increase by 10%.

### Target year: 2023

Increased percentage of students achieving expected growth in NAPLAN reading by 7.4%.

Increased percentage of students achieving expected growth in NAPLAN numeracy by 8.5%.

### Target year: 2024

In the domain of Learning, Assessment will be self-assessed at Excelling.

### Target year: 2024

In the domain of Teaching, Effective Classroom Practice and Data Skills & Use will be self-assessed at Excelling.

## Initiatives

### Assessment for Teaching

Assessment practices will be connected to the curriculum and used to inform next steps in teaching. We will improve student growth and attainment by:

- Employing an Instructional Leader to deliver professional learning in data analysis, data skills in teaching, data literacy and data use in planning.
- Coordinating collaborative inquiry processes in evaluating and refining teaching for impact.
- Devising procedures for consistent and comparable judgement of student learning.
- Engaging in collaborative data analysis with colleagues to identify effective teaching strategies for all students.
- Collaboratively implementing a high impact explicit teaching model in literacy and numeracy for all levels of ability.
- Planning, designing and implementing evidence based teaching strategies into reading and numeracy such as: explicit teaching, differentiation, feedback, self assessment and peer assessment.
- Developing learning support systems for monitoring specific, measurable goals for Individual Education Plans and Aboriginal Personal Learning Pathways.

## Success criteria for this strategic direction

- The school analyses student progress and achievement data and conduct evidence based teacher inquiries to identify strategic priorities and implement plans for continuous improvement. (Data Skills and Use - Data use in planning - Excelling; Assessment - Summative assessment - Excelling)
- Teachers apply a range of assessment strategies to develop consistent and comparable judgement of student learning. (Data Skills and Use - Data use in teaching - Excelling; Assessment - Summative assessment -Excelling; Assessment - Formative assessment - Excelling)
- Teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse data and collaboratively use this to inform planning, interventions and modify teaching practice. (Data Skills and Use - Data literacy- Excelling; Assessment - Formative assessment - Excelling)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress is monitored through collection of quality, valid and reliable data. (Data Skills and Use - Data analysis - Excelling)
- Teachers employ effective teaching strategies such as explicit teaching. Effective methods are identified, promoted and modelled, and learning is monitored, demonstrating growth. (Effective Classroom Practice - Explicit teaching - Excelling)
- Teachers use formative assessment flexibly and responsively in daily instruction. This includes feedback, peer and self assessment. (Assessment - Formative assessment - Excelling, Effective Classroom Practice - Explicit teaching/ Feedback - Excelling)
- Lessons are collaboratively planned based on student progress and achievement, curriculum requirements and student feedback. (Effective Classroom Practice - Lesson planning - Excelling)

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

### The evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year.
- Regularly reviewing data sources indicated below to monitor progress towards the improvement measures.
- Linking the focused School Excellence Framework elements and themes to activities to monitor and inform continuous improvement.
- Using the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

### We will use these tools and data sources:

- Collaborative data analysis of pre and post assessment
- Literacy and numeracy progressions
- Teaching and learning programs
- Evidence informed implementation and progress monitoring
- Explicit Teaching observation tool
- Learning walks
- Personalised Learning Pathways
- Individual Education Plans
- NAPLAN and Check in assessments
- SCOUT - Value-added data
- Progressive Achievement Tests

## Strategic Direction 2: A Culture of Continuous Improvement

### Purpose

In order to achieve school excellence in domain elements from Learning, Teaching, Leading and the system negotiated attendance target, teachers and leaders will undertake collaborative, high impact professional learning driven by student need and school community education partnerships will be strengthened to ensure there is a shared responsibility for building a culture of continuous school improvement.

### Improvement measures

#### Target year: 2022

Increase the proportion of students attending greater than 90% of the time by 6.1%.

#### Target year: 2024

In the domain of Learning the elements of Learning Culture will be self-assessed at Excelling.

#### Target year: 2024

In the domain of Teaching the elements of Effective Classroom Practice, Professional Standards and Learning and Development will be self-assessed at Excelling.

#### Target year: 2024

In the domain of Leading the elements of Educational Leadership and School, Planning and Implementation will be self assessed at Excelling.

### Initiatives

#### Building Teacher Capacity

A culture of continuous improvement in teaching and leading will be achieved by:

- Delivering explicit systems for collaborative reading and numeracy professional learning including: observation, modelling effective classroom practice, coaching, co-planning to improve practice in every classroom.
- Employing an Instructional Leader to: co-design high impact professional learning based on student need, model evidence based teaching and support strategic leadership development focused on evaluative approaches to data, learning and teaching.
- Devising a coordinated system for implementing and evaluating professional learning, performance and development and supporting higher levels of accreditation.
- Developing a school culture of shared understanding and responsibility for improvement by: building a vision for school improvement, jointly implementing and evaluating effective classroom practice, establishing data systems and enhancing learning and support procedures.

#### Building Whole School Expectations

A continuous culture of improvement will be achieved in the domain of learning by:

- Planning, implementing and evaluating a range of parent educational partnership strategies including a coordinated approach to a school community home reading project.
- Collaboratively developing high quality procedures to improve student attendance.

### Success criteria for this strategic direction

- The school uses embedded systems that facilitate professional dialogue, collaboration, feedback, classroom observation, modelling of effective practice and coaching by expert teachers. (Learning and Development - Collaborative practice and feedback,- Excelling, Learning and Development - Coaching and mentoring - Excelling)
- Teachers regularly evaluate professional learning to identify and implement the most effective teaching strategies. (Learning and Development - Professional learning - Excelling, Effective classroom practice - Explicit Teaching - Excelling)
- A distributed instructional leadership model is embedded to deliver high quality school planning, improved student progress and a strong pipeline of leaders. (Educational Leadership - Instructional leadership, High expectations culture - Excelling)
- The school plan is well conceived, effectively evaluated and improves student learning. Staff understand what they need to do to help address the school plan's strategic directions. (School Planning, Implementation and Reporting - School plan - Excelling)
- The leadership team establishes a high performance and development culture where all leaders and teachers can show evidence of improving their professional standards and student learning. (Professional Standards - Improving practice & Accreditation - Excelling, Educational leadership - Performance management and development - Excelling)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (Learning Culture - High expectations - Excelling)
- Teachers, parents and students work together to support consistent and systematic processes to improve student attendance. (Learning culture - Attendance - Excelling)

## Strategic Direction 2: A Culture of Continuous Improvement

### Evaluation plan for this strategic direction

---

#### The evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year.
- Regularly reviewing data sources indicated below to monitor progress towards the improvement measures.
- Linking the focused School Excellence Framework elements and themes to activities to monitor and inform continuous improvement.
- Using the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

#### We will use these tools and data sources:

- Explicit teaching observation tool
- Learning walks
- Lesson observation feedback and teacher evaluations
- Performance and development plan evidence
- High Impact Professional Learning School self assessment tool
- Teaching programs
- Literacy and numeracy data (every 5 weeks)
- Progressive Achievement Tests
- NAPLAN and Check in assessments
- Evidence of workplace planning, such as succession planning and leadership development
- Attendance data
- Evidence of effective parent partnerships e.g. home reading records, regular Seesaw posts

# Strategic Direction 3: A Student Centred Curriculum

## Purpose

In order to increase the proportion of students reporting high expectations for success, advocacy and belonging and enhance curriculum differentiation, there will be a planned approach to implementing student wellbeing and voice strategies, and catering for the learning needs of all students to ensure that students are known, valued and cared for.

## Improvement measures

### Target year: 2022

Proportion of students reporting expectations for success, advocacy and sense of belonging at school increase by 4.5%.

### Target year: 2024

In the domain of Learning the elements of Wellbeing, Assessment and Curriculum will be self-assessed at Excelling.

## Initiatives

### Student Voice and Wellbeing

Planning a coordinated approach to wellbeing and student voice will improve students reporting expectations for success, advocacy and belonging by:

- Using the Wellbeing Self Assessment Tools for Schools to evaluate evidence based strategies linked to the School Excellence Framework.
- Employing evaluation tools to jointly develop an inquiry into student voice that fosters student engagement.
- Planning, documenting, monitoring and embedding whole school wellbeing and student voice processes and practices.

### Developing a Rich Curriculum

In devising an integrated approach to curriculum planning and delivery in English and Mathematics, learning excellence will be achieved by:

- Coordinating professional learning in the English and Mathematics curriculum inclusive of programming, identifying stages of learning, differentiation, assessing and reporting.
- Reviewing and implementing clear systems and processes for leading and managing the implementation of curriculum.
- Evaluating, planning and implementing professional learning in High Potential and Gifted and Talented Education inclusive of: identification, differentiation strategies and lesson planning.

## Success criteria for this strategic direction

- There is a planned approach to evaluating current and new initiatives and implementing whole school approaches to student wellbeing. (Wellbeing - A planned approach to student wellbeing- Excelling)
- There is a strategic approach to analysing and planning student voice activities leading to improved student belonging and engagement. (Wellbeing - a planned approach to student wellbeing - Excelling, Assessment - Student Engagement - Excelling)
- Teaching programs are dynamic, differentiated and improve student learning outcomes for all students. They show evidence of revisions based on feedback, formative assessment and individual student needs. (Curriculum - Teaching and Learning Programs/Differentiation - Excelling)
- The school monitors and reviews its curriculum provision to support high expectations for student learning in which students develop knowledge, skills and understanding. (Curriculum - Curriculum Provision - Excelling)

## Evaluation plan for this strategic direction

### The evaluation plan will involve:

- Integrating short-term evaluation measures into activities to monitor the impact of activities throughout the year.
- Regularly reviewing the data sources indicated below to monitor progress towards the improvement measures.
- Linking the focused School Excellence Framework elements and themes to activities to monitor and inform continuous improvement.
- Using the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

## Strategic Direction 3: A Student Centred Curriculum

### Evaluation plan for this strategic direction

---

**We will use these tools and data sources:**

- Wellbeing Self Assessment Tool for Schools
- Student voice evaluation tools
- Student focus groups
- Student Tell Them From Me surveys
- Differentiated teaching and learning programs
- Alignment between programming, assessment and reporting.