

# Strategic Improvement Plan 2021-2025

## 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. 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.

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 Collaboration, 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.

### 3. A Student Centred Curriculum

A range of evaluations identified student wellbeing and school community engagement as areas for further inquiry. Teachers will plan a whole school approach for implementing student wellbeing and student voice and jointly develop community engagement strategies to strengthen learning culture.

# 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

### 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.

### 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.

Achieve by year: 2025

In the domain of Teaching, Effective Classroom Practice will be self-assessed at Excelling.

Achieve by year: 2025

In the domain of Learning, Assessment will be self assessed as excelling

## Initiatives

### Assessment for Teaching

Assessment practices will be connected to the curriculum and used to inform next steps in teaching for Mathematics and reading. Our focus will be on:

- Developing the capacity of teachers in analysing internal and external assessment data and in making consistent and comparable teacher judgement to diagnose student learning needs and evaluate student progress and achievement
- Implementing and embedding formative assessment strategies of feedback, self- assessment and peer assessment to confirm that students learn what is taught and to monitor, plan and report on student learning across the curriculum
- Implementing a school-wide explicit teaching model where assessment data is used to plan modelled, guided and independent strategies that are aligned to the curriculum and support students of all levels of ability
- Evaluating, planning and implementing High Potential and Gifted and Talented Education inclusive of: Identification, differentiation and lesson planning

## 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, Assessment)
- Teachers use assessment for, as and of learning flexibly to inform planning and modify teaching practice. (Data Skills and Use, Assessment)
- 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, Assessment)
- 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)
- 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 )

## 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

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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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
- 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 a culture of continuous improvement in teaching and leading, there will be a coordinated approach to implementing collaborative, high impact professional learning.

### Improvement measures

Achieve by year: 2025

In the domain of Teaching, the elements of Learning and Development will be self-assessed at Excelling.

Achieve by year: 2025

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

Achieve by year: 2025

In the domain of Leading, the element of Educational Leadership will be self assessed at Excelling.

### Initiatives

#### Building Teacher Capacity

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

- Identifying, promoting and modelling evidence-based effective teaching strategies, supported by exemplar lesson plans and videos of practice
- Devising a coordinated system for implementing and evaluating professional learning, performance and development and supporting higher levels of accreditation
- Distributing leadership of school improvement strategies to sustain a culture of effective, evidence-based teaching and learning
- 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 and establishing data systems and processes that inform future school directions

### 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. (Instructional Leadership, Effective Classroom Practice, Learning and Development)
- Teachers regularly evaluate professional learning to identify and implement the most effective teaching strategies. (Learning and Development, Educational Leadership)
- A distributed instructional leadership model is embedded to deliver high quality school planning, improved student progress and a strong pipeline of leaders. (Educational Leadership, Learning and Development)
- 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 (Educational Leadership, Learning and Development)
- 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. ( Educational Leadership)

### 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

## Strategic Direction 2: A Culture of Continuous Improvement

### Evaluation plan for this strategic direction

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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

# Strategic Direction 3: A Collaborative Student Centred Curriculum

## Purpose

In order to increase the proportion of students reporting high expectations for success, advocacy and belonging there will be a planned approach to implementing student wellbeing and voice, attendance strategies and positive school community partnerships.

## Improvement measures

### Wellbeing

Achieve by year: 2023

There will be an uplift of 3.6% in the proportion of students reporting Expectations for Success, Advocacy and a Sense of Belonging at School from the baseline measure.

### Attendance >90%

Achieve by year: 2023

There will be an uplift of 6.1% in the proportion of students attending greater than 90% of the time from the baseline measure.

Achieve by year: 2025

In the domain of Learning the element Curriculum will be self-assessed at Excelling.

Achieve by year: 2025

In the domain of Learning, the element of Wellbeing and Learning Culture 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 in curricular and extra-curricular activities
- Strengthening the engagement and participation of all students by refining whole school wellbeing processes and frameworks (IER)
- Collaboratively developing high quality procedures to improve student attendance

### Building Whole School Expectations

- Use a range of self assessment tools to conduct collaborative inquiries into school community engagement strategies
- Implement and evaluate a range of parent educational partnership strategies

## 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)
- There is a strategic approach to analysing and planning student voice activities (Wellbeing)
- Students have opportunities to be involved in the planning of teaching and learning activities and are regularly involved in peer and self assessment in relation to learning goals (Wellbeing)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (Learning Culture)
- Teachers, parents and students work together to support consistent and systematic processes to improve student attendance. (Learning Culture)

## 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.

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

- Wellbeing Self Assessment Tool for Schools
- Student voice evaluation tools
- Student focus groups

## Strategic Direction 3: A Collaborative Student Centred Curriculum

### Evaluation plan for this strategic direction

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- Student Tell Them From Me surveys
- School Assessment Tool
- Parent Tell Them From Me Survey
- Parent Focus Groups
- Seesaw posts and parent views/responses