

# Strategic Improvement Plan 2021-2024

## Holbrook Public School 2170



# School vision and context

## School vision statement

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At Holbrook Public School, we believe in an evidence-informed, student-centred, collaborative and holistic approach to education. We challenge and support all students to flourish as individuals, achieve their expected growth, and reach their full potential.

This is accomplished by creating a positive, high expectations culture, where students, staff, parents and carers unite in partnership to enable each child to connect, succeed, thrive and learn.

## School context

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Holbrook Public School is located between the regional centres of Wagga Wagga and Albury, on the Hume Highway, approximately 70 kilometres north of the New South Wales and Victorian border. Holbrook is situated within Wiradjuri country. It is the centre of a richly diverse rural economy, boasting some of the best grazing land in New South Wales.

In 2021, there are 152 students enrolled. This includes twenty-one students (14%) from Aboriginal or Torres Strait Island descent, and four students (3%) who have English as an additional language or dialect. Students come from a broad range of socio-economic backgrounds.

The school culture is one of a safe, positive and inclusive learning environment, where children can learn and develop as individuals. This is promoted through the school's core values: Care, Courtesy, Consideration and Cooperation. The school is committed to a collaborative partnership with all stakeholders, and the pursuit of continued individual growth for all students, through a balanced, challenging, engaging and diverse curriculum.

Students experience a variety of curricular and co-curricular opportunities at the school, such as sporting events at a local, regional and state level, leadership initiatives, such as Student Representative Council, Peer Support and Buddy programs, music and arts initiatives, such as the whole school performance, djembe drumming, recorder, choir, debating and public speaking.

Within the Holbrook community, Holbrook Public School is viewed as a school which values each student and seeks the best educational and wellbeing outcomes for all. The school has a strong reputation for its high expectations and success. Holbrook Public School is committed to active participation in a broad range of community events and activities.

Holbrook Public School has an active Parents and Citizens (P&C) association, expansive grounds, excellent facilities, and a dedicated staff who focus on quality programs in literacy, numeracy and student wellbeing. Holbrook Public School is a proud and active member of the Morgan Country Community of Schools and the Albury Network of Schools.

Through our situational analysis, we have identified the need to use data-driven practices and explicit teaching, to ensure all students have access to learning at their individual point of need. Through a NAPLAN, PAT reading and PAT maths gap analysis, it has been identified that the core focus areas of reading and numeracy will be further strengthened. Continuing themes from the previous school plan include: a focus on embedding evidence-based practice, wellbeing, enhancing data literacy and analysis to inform teaching, and continuing to make further improvements to curriculum and assessment.

# Strategic Direction 1: Student growth and attainment

## Purpose

To build strong foundations for success, through maximising student learning outcomes for every student in reading and numeracy.

## Improvement measures

### Target year: 2022

- Students (Years 3 and 5) achieving in the top two bands in NAPLAN reading increases from 45.7% (baseline) to 52% - 57% (range).

### Target year: 2022

- Students (Years 3 and 5) achieving in the top two bands in NAPLAN numeracy increases from 35% (baseline) to 41% - 46% (range).

### Target year: 2023

- The proportion of Year 5 students achieving expected growth in NAPLAN reading increases from 62.2% (baseline) to 67% - 72% (range).

### Target year: 2023

- The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases from 57.4% (baseline) to 63% - 67% (range).

### Target year: 2024

- Increase the mean proportion of students achieving above the average scale score for PAT reading from 49% (2020 baseline) to 61%.

### Target year: 2024

- Tell Them From Me teacher data indicates an improvement from 77% (baseline) to 81% in the area of 'Data Informs Practice'.

## Initiatives

### Data Skills and Use

Ensure effective strategies and processes for data collection, analysis and reflection are embedded and used to inform responsive curriculum delivery, and school planning.

- Review and update the whole-school assessment plan, with a focus on literacy and numeracy, to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time, and report student achievement.
- Provide high impact professional learning in data literacy, data analysis and data use to inform teaching.
- Utilise collaborative time to analyse, interpret and extrapolate data to inform planning, identify interventions, and modify teaching practice.

### Explicit Teaching

Implement a whole school approach, and common language, to explicit teaching, which ensures the most effective, evidence-based teaching methods are used to optimise learning progress for all students, across the full range of abilities.

- Co-ordinate professional learning which is designed to develop a shared understanding, common language and culture of explicit teaching, so it can be used as the key teaching strategy in the school.
- Identify and promote effective practitioners and methods, providing opportunities for modelling, coaching and instructional leadership.
- Allocate all teachers to professional learning triads, where time for collegial lesson observations and feedback will be provided to support the implementation of evidence-based practices.

## Success criteria for this strategic direction

- Teachers expertly apply effective formative and summative assessment strategies to inform teaching and learning that leads to measurable improvement.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed for reading and numeracy.
- All teachers have a sound understanding of assessment and data concepts, and use this to inform planning, identify interventions and modify teaching.
- Teachers provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).
- All teachers are skilled and consistent in the use of explicit teaching techniques for reading and numeracy.
- Students can explain the what, how and why of their learning, and what success will look like.
- The school moves from 'Delivering' to 'Excelling' in the School Excellence Framework element of 'Data Skills and Use'.

## Evaluation plan for this strategic direction

### Questions

Is data collection and analysis informing explicit teaching in reading and numeracy?

To what extent have we achieved our purpose and improvement measures?

### Data

- Check-In assessments, Short assessments, Phonological Awareness Diagnostic, Phonics Screening Check and PLAN 2
- NAPLAN data, including Scout Value added data
- ACER PAT-Reading and PAT-Maths assessments
- Essential Assessment - Numeracy

## Evaluation plan for this strategic direction

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- Interview for Student Reasoning
- Personalised Learning and Support Plans (PLSPs)
- School Excellence Framework self assessment
- Lesson observation feedback

### Analysis

Analysis will be embedded within each initiative through implementation and progress monitoring. The school will review progress towards the improvement measures and the purpose.

### Implications

The findings of the analysis will inform future actions, and areas for support and improvement will be identified and acted upon.

# Strategic Direction 2: Wellbeing

## Purpose

To develop a strategic and planned approach to whole school wellbeing processes that support all students to connect, succeed, thrive and learn.

## Improvement measures

### Target year: 2022

- Increase the proportion of students in Years 4-6 indicating positive wellbeing (sense of belonging, advocacy and expectations for success) from 82.7% (baseline) to 88% - 92% (range).

### Target year: 2022

- Increase the proportion of students with an attendance rate of 90% or higher from 77.6% (baseline) to 83% - 88% (range).

### Target year: 2024

- Improve the school's overall attendance rate from 93.5% (2020 baseline) to 95%.

### Target year: 2024

- Tell Them From Me student data indicates improvement from 77% (baseline) to 83% in the area of 'positive sense of belonging'.

## Initiatives

### A Planned and Proactive Approach to Wellbeing

Develop whole school, evidence-informed, systems and practices that are consistently communicated and implemented across the school, resulting in improved wellbeing and engagement to support learning.

- Revise, update and monitor policies, procedures and systems for: Learning and Support, personalised learning, behaviour management, attendance, interventions and case management practices, ensuring effective delegation and efficiency.
- Implement strategies for improving communication, consistency, data analysis and compliance.
- Develop and implement a tiered intervention approach for student attendance.

### Positive Education

Build the capacity of staff, and lead the implementation of evidence-based, positive wellbeing practices, leading to optimal levels of wellbeing, improved relationships and increased student engagement.

- Engage in professional learning to develop a shared understanding of evidence-based practices in wellbeing, including positive psychology.
- Capture student, staff and parent voice by providing regular and authentic opportunities to give feedback.
- Create positive, predictable, inclusive and safe learning environments for all students.
- Develop and consolidate a common language for wellbeing, through a review of the school's core values, current practices and new initiatives.

## Success criteria for this strategic direction

- Every student can readily identify a staff member who they can confidently turn to for advice, support and assistance at school.
- The school has systems in place for collecting, analysing and using data, including valid and reliable student, parent and staff surveys/feedback, to monitor and refine a whole school approach to wellbeing and engagement.
- A clear and consistent approach, and common language, for wellbeing is evident, leading to enhanced communication and access to information.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school moves from 'Sustaining and Growing' to 'Excelling' in the School Excellence Framework element of 'Wellbeing'.

## Evaluation plan for this strategic direction

### Questions

Have wellbeing systems been updated, and implemented consistently, in alignment with best practice?

To what extent have we achieved our purpose and improvement measures?

### Data

- Tell Them From Me survey
- Internal wellbeing surveys

### Evaluation plan for this strategic direction

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- Attendance rates
- Suspension rates
- Student conduct data

#### Analysis

Analysis will be embedded within each initiative through implementation and progress monitoring. The school will review progress towards the improvement measures and the purpose.

#### Implications

The findings of the analysis will inform future actions, and areas for support and improvement will be identified and acted upon.

# Strategic Direction 3: Collaboration

## Purpose

To create a culture of collaboration between students, staff and the community through sharing best practice, knowledge and strategies, which accelerate learning and school improvement.

## Improvement measures

### Target year: 2024

- Tell Them From Me teacher data indicates improvement from 73% (baseline) to 81% in the area of teacher collaboration.

### Target year: 2024

- 100% of teachers participate in collegial lesson observations, demonstrating the implementation of Curiosity and Powerful Learning theories of action rubrics and What Works Best documents.

### Target year: 2024

- Tell Them From Me parent data indicates improvement from 56% (baseline) to 64% in the area of 'parents supporting learning at home'.

## Initiatives

### Assessment Literate Learners

Develop collaborative classroom cultures, where students demonstrate assessment literacy, active learning strategies and increased ownership for their learning.

- Deliver professional learning to build teacher capacity in the use of Lyn Sharratt's Assessment Waterfall.
- Develop classroom cultures based on a growth mindset, cooperative learning and positive relationships.
- Teach students to utilise learning intentions, success criteria, quality examples, rubrics, peer and self assessment, learning goals and data walls to advance their learning.

### Collaborative Practice

Create a culture of high quality collaborative practice, which harnesses the expertise of the collective to embed effective classroom practices that maximise learning outcomes.

- Deliver high impact professional learning experiences focusing on evidence-based practices outlined in the Curiosity and Powerful Learning program and What Works Best documents.
- Develop explicit systems that facilitate professional dialogue, collaboration, collegial lesson observations, modelling of effective practice and the provision of specific and timely feedback between staff.
- Provide opportunities for all staff to participate in professional learning communities within, and outside, the school.
- Promote active educational partnerships between parents, teachers and the school.

## Success criteria for this strategic direction

- Students are self-directed, show initiative and take ownership for their learning, whilst also contributing to the learning of others.
- Students use authentic self and peer assessment to improve their learning.
- Students demonstrate a growth mindset through analysing mistakes, taking risks, asking questions, and seeking feedback.
- Teachers display expert use of formative assessment and strategies that increase lesson clarity.
- A high functioning and collaborative professional learning community is evident.
- A culture of support, through coaching, mentoring, collaboration and distributed leadership is evident, through participation in networks, triads and learning communities.
- All early career teachers are involved in a coach/mentor relationship.
- Opportunities for parents to engage in workshops, school events and class support roles are provided.
- The school moves from 'Sustaining and Growing' to 'Excelling' in the School Excellence Framework element of 'Learning and Development'.

## Evaluation plan for this strategic direction

### Questions

Are opportunities for collaboration leading to authentic and sustainable improvements to classroom practice?

To what extent have we achieved our purpose and improvement measures?

### Data

- Teaching and Learning programs
- Lesson observations and feedback

## Evaluation plan for this strategic direction

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- Student work samples
- Coaching/mentoring records
- Tell Them From Me surveys
- Pre and post teacher self assessment rubrics
- Family-school partnerships framework
- Parental participation rates

### Analysis

Analysis will be embedded within each initiative through implementation and progress monitoring. The school will review progress towards the improvement measures and the purpose.

### Implications

The findings of the analysis will inform future actions, and areas for support and improvement will be identified and acted upon.