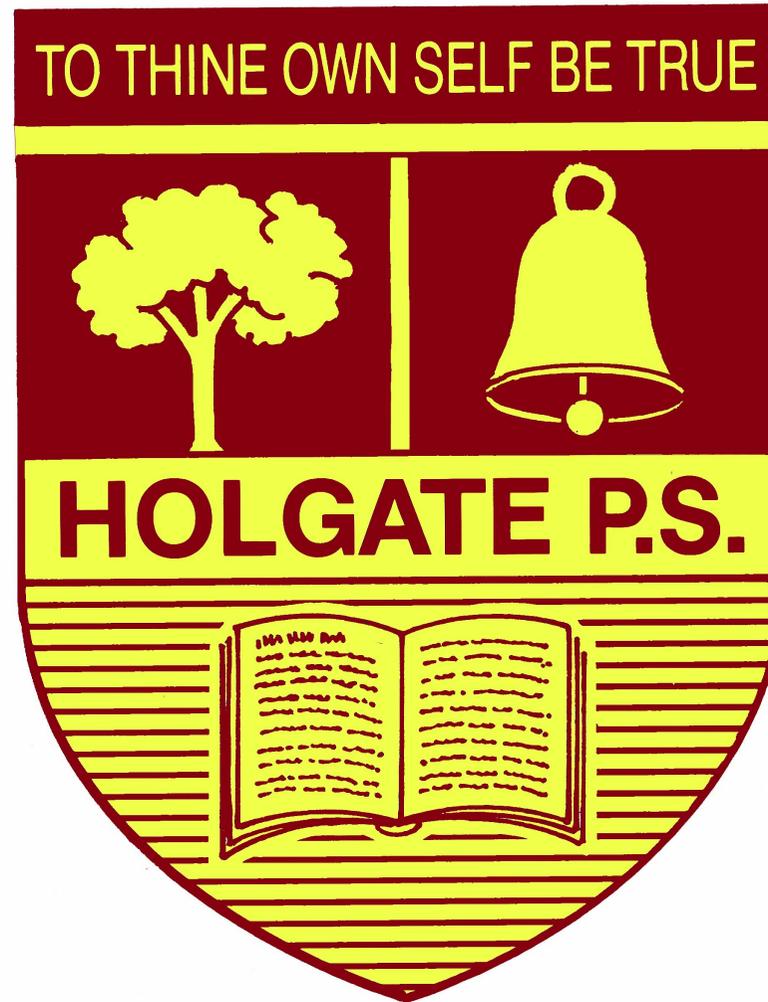


Strategic Improvement Plan 2021-2024

Holgate Public School 2171



School vision and context

School vision statement

At Holgate Public School we believe in creating a strong, positive learning culture based on collaboration, inclusivity, partnerships, innovation and self-directed learning.

Our vision is to focus on evidence based practice where students are challenged and high expectations are embedded within quality systems.

School context

School context

Holgate Public School is a semi-rural school located on the Central Coast. The school is a focal point of the community and caters for students in Kindergarten to Year 6.

The school culture is that of connectedness, collaboration and belonging with students, staff, parents and the wider community working together to promote school excellence. The school is situated adjacent to Katandra Reserve and the school environment is a distinctive attribute of the school.

Holgate Public School has nine teaching staff with a student enrolment of 148 and a Family Occupation and Education Index (FOEI) of 35. The school has strong relationships with an energetic and engaging P&C consisting of parents, caregivers and the wider community; school partnerships with Erina Learning Community; Central Coast Academy of STEM Excellence and Kuriwa AECG. Holgate Public School has a proud history of providing extra curricula opportunities in sport, student leadership, Science, Technology, Engineering and Mathematics (STEM), creative arts and environmental initiatives which enable our students to excel through a range of different experiences. Holgate Public School promotes strong, safe, respectful learners and a desire for students to strive for their best. The school effectively supports all students including those with significant and additional learning needs as well as high potential, Aboriginal and English as an Additional Language students.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that these build upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus, collaborative learning culture and STEM learning. This includes quality implementation of explicit teaching using assessment data to differentiate the curriculum and instruction to support all students, those with additional needs, as well as high potential and gifted for student growth and attainment in reading and numeracy.

1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that we have fluctuating student achievement (based on cohort size). However, expected growth in both reading and numeracy is an area for continued explicit focus in the new school plan. The NAPLAN gap analysis indicates the areas of focus include: reading - viewing, vocabulary and comprehension strategies, and numeracy - number and measurement and geometry. Our whole school focus to improve student growth and maintain consistent student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed and responsive teaching strategies for every student in every classroom.

2. Quality Evaluative Practices

School vision and context

School vision statement

School context

When analysis was conducted against student outcomes, School Excellence Framework and LEED (Leading Evaluation, Evidence and Data) it was evident that work on developing improved quality summative and formative assessment tasks, data skills and use, informed differentiated teaching instruction and informed student performance measures were to be a focus for this school plan. This incorporates greater consistency of judgement within our school, continuing to build and utilise our instructional leadership and collaborative learning and culture practices. Our work in partnership with students, staff, parents and community members will be responsive and closely monitored. Individual and closely targeted support will be provided where growth is not evident. Pre and post assessments, goals and feedback strategies will be carried out to assess the impact of this support for a future focussed learning environment.

Structures will be put in place to identify students who need intervention, high potential and high-performance opportunities. Students not showing growth will be referred to the Learning and Support Teacher, Instructional Leader and Learning and Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

3. Collaborative Innovative Practices

When conducting school analysis, consultation and feedback it was evident across three-years' worth of data that providing an innovative, challenging, motivating and high interest curriculum will help to improve student engagement. This includes improved technology skills and use, STEM learning and high quality explicit and systematic delivery of curriculum.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student achievement in reading and numeracy by implementing and developing whole school pedagogy and practices to develop and refine the use of data to improve student outcomes.

Improvement measures

Target year: 2022

System negotiated targets as measured by NAPLAN Top 2 Bands:

- Improvement in the percentage of students achieving in the top 2 bands in reading above the school's upper bound system-negotiated target of 60.6%.
- Improvement in the percentage of students achieving in the top 2 bands in numeracy above the school's upper bound system-negotiated target of 54.1%.

Target year: 2023

System negotiated targets as measured by NAPLAN expected growth:

- Improvement in the percentage of students achieving expected growth in reading above the school's upper bound system-negotiated target of 68.9%
- Improvement in the percentage of students achieving expected growth in numeracy above the school's upper bound system-negotiated target of 67.4%..

Target year: 2024

NAPLAN growth as measured by School Excellence Framework:

- Value added data in Scout for K-3 moves to Excelling.
- Value added data in Scout for Years 3-5 moves to Excelling.
- Value added data in Scout for Years 5-7 moves to Excelling.

Initiatives

Personalised student learning:

- Develop and engage teachers in professional learning on the use of literacy and numeracy progressions and learning sprints to embed a learning culture with sustainable processes for using and analysing data to inform teaching.
- Develop capacity of teachers to collaboratively and expertly use assessment data and tools to analyse and reflect on teaching effectiveness. To provide individualised, explicit, differentiated learning and responsive student goals, feedback and opportunities.
- Review and adapt procedures to ensure reliable assessment practices are integral and a systematic part of daily instruction and are used to analyse student progress and evaluate achievement and growth overtime.

Using data to inform teaching instruction:

- Develop and engage teachers in professional learning in data literacy, data analysis and data use in teaching to implement strategies for responsive curriculum and pedagogy delivery.
- Deliver improved instructional leadership practices to work with students, teachers, parents and partners in using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Success criteria for this strategic direction

Students consistently perform at high levels on external and internal school performance measures.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal data.

School data shows student progress and achievement is greater than students at statistically similar schools on external measures.

The school has identified what growth is expected for each student and students achieve higher than expected growth on internal school progress and achievement data.

Achieve excellent value-added results above the value added by the average school (SEF - Student Performance Measures).

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching method, with the highest priority given to research and evidence-base, data driven teaching strategies (SEF - Effective Classroom Practice).

Student assessment data is regularly used school wide to identify student achievement, progress and growth, in order to reflect on teaching effectiveness and inform future school directions (SEF - Data skills and use).

Whole school will demonstrate a model of instructional leadership which supports a culture of high expectations, sustained and measurable whole school improvement (SEF - Educational Leadership).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Student growth and attainment as measured by Learning Progressions:

- All students achieve at or above expected growth in school determined literacy and numeracy targets (goals) of 90% using the Learning Progressions.

Target year: 2024

Improvement as measured by the School Excellence Framework:

- Excelling in the theme Data Use in Teaching within the element Data skills and Use.
- Excelling in the theme Value Added within the element Student Performance Measures.
- Excelling in the theme NAPLAN within the element Student Performance Measures.
- Excelling in the theme of Student Growth and Internal and External Measures against syllabus standards within the element Student Performance Measures.

Target year: 2024

Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies to inform teaching and learning.

Evaluation plan for this strategic direction

demonstrate impact and improvement of student outcomes and understanding in reading and numeracy achievement?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This data will guide the school's future directions:

External Data

- NAPLAN
- Scout - Value added data
- Tell Them From Me (TTFM)

Internal data

- Learning sprint data analysis
- Student work samples
- Literacy and numeracy PLAN2 data
- Check in assessments
- ALAN on-demand assessments
- Focus groups
- Interviews

Analysis:

The evaluation plan will involve:

* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

* Regular professional discussion around the School Excellence Framework elements and themes.

* Executive team and whole staff reflective sessions.

*Term by term, five weekly and annual cycles to review

Evaluation plan for this strategic direction

and triangulate data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implication:

- After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'
- Future actions
- Annual reporting on progress measures

Strategic Direction 2: Strategic Direction 2: Quality Evaluative Practices

Purpose

To improve school performance, we will lead and create a collaborative and sustainable learning culture that builds assessment capable learners and practices to deliver differentiated learning.

Improvement measures

Target year: 2022

System-negotiated targets:

- Improvement in the percentage of students attending school 90% of the time above the school's lower bound system-negotiated target of 94.1%.
- Improvement in the percentage of students wellbeing above the school's lower bound system-negotiated target of 95.1%.

Target year: 2024

Improvement as measured by the School Excellence Framework:

- Excelling in the themes Teaching and Learning Programs and Differentiation within the element Curriculum.
- Excelling in the themes Formative and Summative within the element Assessment.
- Excelling in the themes Collaborative Practice, Coaching and Mentoring and Feedback within the element Learning and Development.
- Excelling in the theme Explicit Teaching within the element Effective Classroom Practice.

Target year: 2024

Improvement as measured by NSW Centre for Education Statistics and Evaluation (CESE):

- Improve annual TTFM staff survey data in collaboration, teaching strategies and quality feedback data are at or above 8.8, 9.1 and 8.4 respectively.

Initiatives

Quality and collaborative assessment practices:

- Develop and apply a variety of assessment methods such as rubrics, teaching intentions, success criteria that describe what students need to do to succeed and includes the various levels of proficiency to check for student understanding.
- Develop teacher capacity to use assessment, formative and summative, as an ongoing opportunity to provide feedback to support each student at their point of challenge and forward focus.
- Assessment tasks are consistently and objectively aligned against the syllabus. This can be achieved by collaborating with students and colleagues across classes, stages, schools and networks to develop standards of performance against the assessment and assessment moderation.
- Build and model student goal setting and work with students, teachers and parents and carers to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.

Personalised teaching, learning and leading:

- Ensure all teachers and students seek regular participation in instructional lesson observations, rounds, coaching and mentoring that focus on how different teaching approaches impact on student learning.
- All staff seek and engage in professional learning opportunities to share and gain expertise in research and evidence-based teaching, learning and leading practices.
- Embed whole school systems that plan, develop and refine differentiated teaching programs.
- Ensure authentic partnerships with students, staff, stages and the school that connect, share ideas, resources and professional learning.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement (SEF - Curriculum - Teaching and Learning).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs allowing for student voice, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF - Curriculum - Differentiation).

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative and summative assessment and moderation of assessments is integrated into teaching practice in every classroom, confirming that students learn what is taught (SEF - Assessment).

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results (SEF - Collaborative Practice and Feedback).

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers (SEF - Learning and Development - Coach and Mentoring).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student and school achievement of data and assessment practices, collaboration and personalised teaching, learning and

Strategic Direction 2: Strategic Direction 2: Quality Evaluative Practices

Improvement measures

- Improve annual TTFM staff survey data in data informs practice and challenging and visible goals are at or above 8.9 respectively.
- Improve annual TTFM student survey data in feedback and positive growth orientation are at or above 8.7 and 60% respectively.

Target year: 2024

All teachers are involved in coaching, mentoring and instructional practice partnerships.

Target year: 2024

All staff participate in high-quality collaborative practice.

Evaluation plan for this strategic direction

leading?

Data:

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Internal data

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- Focus groups
- Interviews

Analysis:

The evaluation plan will involve:

* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

* Regular professional discussion around the School Excellence Framework elements and themes.

* Executive team and whole staff reflective sessions.

* Term by term, five weekly and annual cycles to review and triangulate data sources including quantitative and qualitative, internal and external data to corroborate

Evaluation plan for this strategic direction

conclusions.

Implication:

- After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'
- Future actions
- Annual reporting on progress measures

Strategic Direction 3: Collaborative Innovative Systems

Purpose

In order to engage, motivate and challenge learners we will grow whole school capacities and capabilities around syllabus changes and STEM that will result in explicit and systematic curriculum for authentic learning.

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework:

- Excelling in the theme Expertise and Innovation within the element Learning and Development.
- Excelling in the theme Technology within the element School Resources.

Target year: 2024

Improvement as measured by NSW Centre For Education Statistics and Evaluation: :

- Staff TTFM technology and teaching strategies are at or above 7.2 and 9.1 respectively.
- Student TTFM interest and motivation, relevance and explicit teaching practices are at or above 85%, 8.5 and 8.7 respectively.

Target year: 2024

All teachers embed STEM and creative and critical thinking learning opportunities and pedagogical practice into teaching and learning.

Target year: 2024

All teachers develop deep knowledge and understanding of content and evidenced based teaching strategies to implement syllabus reforms.

Initiatives

Innovation throughout the curriculum:

- Develop, implement and engage in STEM, creative and critical thinking, design thinking, technology and multimodal professional learning within the school and across networks to build teacher and student capacities and capabilities.
- Engage in STEM partnerships to embed authentic and challenging learning opportunities and build partnerships that enhance school curriculum and engagement of staff and students.
- Build and implement innovative STEM framework and learning into all curriculum areas incorporating creative and critical thinking, design thinking and technology to motivate and challenge students.

Quality and collaborative system implementation of syllabus requirements:

- Develop, implement and engage in syllabus reform, professional learning and networks to effectively implement new curriculum requirements.
- Develop and plan whole school scope and sequences of units and lessons from syllabus documents to explicitly build student understanding of skills, concepts and content knowledge within a sustainable whole school approach.
- Ensure productive and authentic partnerships with students, teachers and the school community that connects, builds and shares ideas, resources and learning.

Success criteria for this strategic direction

An integrated STEM approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students (SEF - Curriculum).

All teachers are committed to identifying, understanding and implementing innovative and explicit teaching methods, with the highest priority given to creative and critical thinking within syllabus reform and implementation. (SEF- Effective Classroom Practice).

Teaching staff demonstrate and share their expertise within the school and across other schools and networks. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine, embed and scale success (SEF - Expertise and Innovation).

Technology and resourcing supports learning and is expertly integrated into lessons by teachers (SEF - School Resources).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student and school achievement of STEM and technology resources embedded throughout curriculum and quality curriculum implementation?

Data:

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External data

- NAPLAN

Strategic Direction 3: Collaborative Innovative Systems

Evaluation plan for this strategic direction

- Scout - Value added data
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Internal data

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Implication:

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