

# Strategic Improvement Plan 2021-2024

## Maitland East Public School 2451



# School vision and context

## School vision statement

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Enthusiastic and collegial staff who develop quality relationships with students and the wider school community. Teachers who embed high expectations for themselves, their students and the community, creating an environment where students feel safe, known, valued and cared for.

## School context

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East Maitland Public School since 1858 has provided education in East Maitland and is held in high regard by the local community. East Maitland Public School sits proudly on Wonnarua land and we acknowledge the traditional custodians and pay our respects to Elders both past, present and emerging.

East Maitland Public School has an enrolment of approximately 510 students across 24 classes. Three of these classes make up our multi-categorical support classes, catering for 21 students with a range of special education needs.

East Maitland Public School staff is made up of experienced and early career teachers. A major focus for teachers is collaboration, high-expectations and engagement. The ultimate goal for students and teachers at East Maitland Public School being continuous improvement. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Responsibility and Learning.

An increasing diversity of students and families coming from a range of cultural and socio-economic backgrounds, with Aboriginal students accounting for 11% of our enrolment, help shape our proudly diverse school community where equity, inclusion and respect are key. We have a large number of students in our mainstream classes with a range of individual needs, who are supported by our Learning and Support Team. We are committed to building more inclusive education systems where all students learn to their fullest capability.

Through our situational analysis we have identified three specific areas of focus for this strategic improvement plan: Student Growth and Attainment, Wellbeing, Capacity Building.

Internal and external data indicated that targeting expected growth in both Reading and Numeracy would be an area of focus. NAPLAN analysis indicated that we require an uplift of 29.19% in Reading and 50.6% in Numeracy from our 2019 results to achieve our 'at or above' expected growth target for 2022. As the required uplift for 'at or above' expected growth is substantial, we considered our SEF-SaS, NAPLAN Gap Analysis, the 'What Works Best in Practice' document and professional learning undertaken by the staff when addressing our school's needs and identified that the following areas will be targeted with the aim of achieving expected growth.

Through analysis of staff evaluation surveys against the SEF-SaS, staff indicated that for East Maitland Public School to be sustaining and growing a planned whole school approach for wellbeing needs to be adopted. Some strategies have been explored by individual classroom teachers, however, a whole school approach needs to be adopted.

Attendance is a priority, to increase daily attendance with the initial focus on partial attendance.

# Strategic Direction 1: Student growth and attainment

## Purpose

At East Maitland Public School we implement consistent school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

## Improvement measures

### Target year: 2024

Achievement of 2024 system negotiated targets:

- To increase student achievement in NAPLAN Reading in the Top 2 Bands to be above the school's lower bound system-negotiated target of 33.12%.
- To increase student achievement in NAPLAN Numeracy in the Top 2 Bands to be above the school's lower bound system-negotiated target of 23.29%.

### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### Learning:

Assessment - Whole school monitoring of student learning - Excelling

#### Teaching:

Effective classroom practice - Explicit teaching in Literacy and Numeracy - Excelling

Data skills & use - Data use in teaching - Excelling

## Initiatives

### Whole school monitoring of student learning

The school will analyse summative assessment data to identify learning progress of individual students and student cohorts. Teachers will use summative data to identify student learning and validate formative assessment practices.

### Explicit teaching in Literacy and Numeracy

Teachers will further develop explicit teaching techniques such as questioning and assessing to identify students' learning needs, and will use a range of explicit strategies to explain and break down knowledge.

### Data use in teaching

Assessments will be developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

## Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

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 employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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.

## Evaluation plan for this strategic direction

The school will use the **following data sources** to regularly analyse the effectiveness of the initiatives and improvement measures of the strategic direction. This analysis will guide the school's future directions: TTFM surveys - staff, students, community, Scout - Value added data, Student work samples, Literacy and numeracy PLAN2 data, Student PLPs, Staff PDPs, Student focus groups.

**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 review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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After analysing the data a determination will be made as to the future of the four years' work.

# Strategic Direction 2: Wellbeing

## Purpose

At East Maitland Public School there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

## Improvement measures

### Target year: 2024

Achievement of 2024 system negotiated targets:

- TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 81.9%
- To increase student Attendance above the minimum system-negotiated lower bound target of 70.25%

### Target year: 2024

Improvement as measured by the School Excellence Framework:

### Learning:

Learning culture - 'Attendance' - Excelling

Wellbeing - 'A planned approach to wellbeing' - Excelling

### Leading:

Educational leadership - 'Community engagement' - Excelling

## Initiatives

### Attendance

Attendance data regularly analysed and used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

### Wellbeing

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

### Community Engagement

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

## Success criteria for this strategic direction

- 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 has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- The school has effective partnerships in learning with parents and students. Students are motivated to deliver their best and continually improve.

## Evaluation plan for this strategic direction

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## **Evaluation plan for this strategic direction**

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# Strategic Direction 3: Capacity building

## Purpose

At East Maitland Public School professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Professional Standards are a reference point for whole school reflection and improvement.

## Improvement measures

### Target year: 2024

Achievement of 2023 system-negotiated targets:

\* Increased (uplift) percentage of students achieving expected growth NAPLAN reading to be above the school's lower bound system-negotiated target of 60.3%.

\* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy to be above the school's lower bound system-negotiated target of 60.8%.

### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### Teaching:

Professional Standards - Literacy and numeracy focus - Excelling

Learning and Development - Professional learning- Excelling

#### Leading:

Educational Leadership - Performance management and development - Excelling

## Initiatives

### Literacy and numeracy focus

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

### Professional learning

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

### Performance management and development

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

## Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. The leadership team supports the recognition of this through the teacher accreditation process.

## Evaluation plan for this strategic direction

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After analysing the data a determination will be made as to the future of the four years' work.