

Strategic Improvement Plan 2021-2024

Old Bar Public School 2799



School vision and context

School vision statement

At Old Bar School we are committed to building educational aspiration where effective, explicit teaching methods and a culture of inclusivity, innovation and high expectations promote excellent student outcomes. The establishment of respectful, collaborative partnerships across our school community inspire learners and support wellbeing so that staff and students can connect, succeed and thrive in a complex world.

School context

Old Bar Public School is located in a thriving seaside community on the mid-north coast of New South Wales. Our current school enrolment of 530 includes 15% Aboriginal and Torres Strait Islander students and 7 students in a multi-categorical class. The school prides itself on being inclusive and responsive to the needs of students, their families and the wider community.

The school has completed a situational analysis that has identified the need for a whole school approach to the explicit teaching of vocabulary and language to better support the development of students' comprehension skills. There is going to be a focus on the explicit teaching of number sense and mathematical language. It has also been identified that further work will be needed to support teachers' develop data driven practices using quality and reliable assessment practices. Developing school processes and further developing teaching practice to meet the needs of high potential and gifted students is also going to be a priority focus.

At Old Bar School staff are committed to the pursuit of excellence and the provision of high quality educational opportunities for all learners. Teachers take shared responsibility for student improvement and are committed to providing teaching and learning programs across all key learning areas that promote students' cognitive, emotional, social, physical and spiritual development.

A culture of collaboration and high expectations supports the planning, teaching and assessing of literacy and numeracy, including differentiating content to address all learners' needs. Strategic Professional Learning, including evaluation of teaching practice, improved classroom engagement and effective feedback underpin all teaching and learning. We will continue to use the revised What Works Best: 2020 update document to inform and embed evidence-informed teaching strategies in all classrooms.

Old Bar School boasts a strong tradition of providing extra-curricular opportunities in sport, technology and creative and performing arts. We believe that promoting the values of respect, responsibility and sportsmanship along with instilling in students the desire to be the best possible version of themselves enables young people to succeed, thrive and contribute positively throughout life.

Student wellbeing is a priority at Old Bar Public School and will feature as one of our improvement measures in the current School Improvement Plan (SIP). We believe that providing an environment where children are engaged in setting personal learning goals, feel confident to take risks and have established positive relationships with peers and adults promotes social competence and a sense of belonging. Our ongoing partnership with parents, carers and the wider community maximises potential for students to connect, succeed and thrive in their world.

Old Bar School culture has been enhanced through our involvement with and support of the local Aboriginal Education Consultative Group (AECG). Indigenous and non-Indigenous staff members work closely with local elders to coordinate events and celebrations recognising the history of the Biripi nation. We are the first local school to elect a junior

School vision and context

School vision statement

School context

AECG encouraging our young Indigenous students to take pride in their heritage and advocate for their culture.

Old Bar School demonstrates a high performance culture with a clear focus on student progress and continuous improvement in teaching and learning. Distributed leadership and effective management facilitates succession training and leadership capability. As we prepare our young people for rewarding lives in an increasingly complex world, we will continue to nurture, inspire, guide and challenge them so that they experience the joy of learning and the satisfaction of success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to optimise learning opportunities for all students, we will maintain and further strengthen evidence based, effective teaching and assessment strategies and develop and sustain a whole school approach to collecting and analysing student performance data to respond to student needs.

Improvement measures

Target year: 2022

Reading

System negotiated targets

An improvement in the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN reading between the system negotiated lower bound target of 37.8% and the system negotiated upper bound target of 42.8%.

Target year: 2022

Numeracy

System negotiated targets

An improvement in the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN numeracy between the system negotiated lower bound target of 32.5% and the system negotiated upper bound target of 37.5%.

Target year: 2024

Improvement as Measured by School Excellence Framework

Learning

Student Performance (Student Growth) - Delivering to Excelling

Initiatives

Reading

To embed a sustainable, whole school approach to the explicit teaching of language and vocabulary to improve student comprehension. There will be a focus on improving teacher expertise and pedagogical practice including the use of rich, quality, topic specific texts. Strategies will include; CLOSE reading and Accelerated Literacy.

- Professional Learning to build teacher capability in catering for the learning needs of all students.
- Resourcing to provide rich, literate texts for all Key Learning Areas across all grades.

Numeracy

To embed a sustainable whole school approach to the explicit teaching of number sense and the language of numeracy.

- The mathematics team will lead targeted professional learning around explicit teaching of number sense K-6 and support innovative, future focused practices.

Data driven practices

To ensure whole school systems support teachers to access tools, skills and training to help them interpret and effectively use data.

- Professional Learning in data literacy, data analysis and data use.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

The school has identified the growth expected for each student and students will achieve at or above expected growth on internal school progress and achievement data. (Learning - Student Performance Measures).

A whole school approach ensures the most effective evidence based teaching method optimised 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. (Teaching - Explicit Teaching).

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

The school will implement processes to support teachers consistent, evidence-based judgement and moderation of assessment.. (Learning -Assessment).

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our improvement measures?

How well are teachers explicitly teaching language and vocabulary?

To what extent are teachers catering for the learning needs of all students through differentiation?

Data: We will use a combination of data sources which will include:

- NAPLAN data
- PAT data
- Check-in assessments

Strategic Direction 1: Student growth and attainment

Improvement measures

Assessment (Whole School Monitoring of Student Learning) - Delivering to Excelling

Teaching

Data Skills and Use (Data Analysis and Data Use in Teaching) - Delivering to Excelling

Effective classroom practice (explicit teaching) Sustaining and Growing - Excelling

Target year: 2023

Growth

System negotiated targets

Reading

Between 55.5% and 60.5% of students achieving expected growth in NAPLAN reading.

Numeracy

Between 59.5% and 64.5% of students achieving expected growth in NAPLAN numeracy.

Target year: 2024

School High Impact Improvement Measures

At least 90 % of Year 2 students will have achieved within levels 5/6 or above of the Understanding Texts sub-element of the Literacy Progressions.

At least 90% of Year 4 students will have achieved within levels 7/8 or above of the Understanding Texts sub-element of the Literacy Progressions.

At least 90% of Year 6 students will have achieved within levels 9/10 or above of the Understanding Texts sub-element of the Literacy Progressions.

At least 67% of Year 3 students are correct in the area of Vocabulary in the Check-In Assessment.

Evaluation plan for this strategic direction

- TEN data
- Progressions data
- Student voice - TTFM and other (interviews, focus group, capability assessment)
- PDP lessons observations
- Internal school assessments, student portfolios

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:* Future actions* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 1: Student growth and attainment

Improvement measures

At least 70% of Year 5 students are correct in the area of Vocabulary in the Check-In Assessment.

School High Impact Improvement Measures

At least 95 % of Year 2 (uplift of 7% from 88%) will have achieved Counting on and Back in EAS.

At least 93% of Year 2 students will have achieved within levels 8/9 or above for Quantifying Numbers.

At least 85% of Year 4 students will have achieved with levels 10/11 or above for Quantifying Numbers.

At least 90% of Year 6 students will have achieved with levels 11/12 or above for Quantifying Numbers.

At least 85% of Year 3 students are correct in the area of Number Sense and Algebra in the Check-In Assessment.

At least 80% of Year 5 students are correct in the area of Number Sense and Algebra in the Check-In Assessment.

Target year: 2024

Improvement as Measured by School Excellence Framework

Aboriginal Students

Aboriginal student growth in NAPLAN reading and numeracy will be equal to or exceed the growth of non-Aboriginal students in the school.

Strategic Direction 2: A strong Learning Culture

Purpose

To create a school culture focused on building educational aspiration where learners are challenged and teachers are committed to evidence-based teaching practices which meet the needs of all students.

Improvement measures

Target year: 2024

Reading

An improvement of 6% or above in the percentage of students in Year 5 achieving in the top 2 bands in NAPLAN reading.

Numeracy

An improvement of 6% or above in the percentage of students in Year 5 achieving in the top 2 bands in NAPLAN numeracy.

Target year: 2024

School High Impact Improvement Measures

At least 49 % (uplift of 8% from a combined 2019/2020 average baseline of 41%) of Stage 3 students achieve a Credit or above in the Newcastle Permanent Mathematics Competition.

At or above 18% of Year 5 students in stanine 7 or above in PAT numeracy.

At or above 27% of Year 6 students in stanine 7 or above in PAT numeracy.

At or above 23% of Year 5 students in stanine 7 or above in PAT reading.

At or above 25% of Year 6 students in stanine 7 or above in PAT reading.

School High Impact Improvement Measures

Initiatives

Visible Learning

Embed common use of Visible Learning (VL) principles to support a learning culture where students know and understand the impact of goal setting, learning intentions, success criteria and how to receive and act on effective feedback to learn.

- Professional Learning to build teacher capabilities and pedagogical practice of VL.
- Expertly use VL strategies to provide individualised, explicit, differentiated and responsive learning opportunities.
- To regularly share the language of learning and educational aspiration through effective partnerships with our parents/carers and wider school community.

High potential and gifted education

To establish a whole school culture of high expectations where effective, explicit, evidence-based teaching creates optimal learning environments in which all students are challenged and engaged to achieve their educational potential.

- Professional learning of high potential and gifted education policy for all staff including strategies to identify high potential and gifted students.
- Development of learning and teaching programs and practices that extend high potential and gifted students beyond their current level of mastery, as informed by assessment, data and evidence.
- Develop enrichment, extension and extra-curricular programs for high potential and gifted students that are sustainable, challenging and purposeful.

Success criteria for this strategic direction

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students (Learning Culture - Transitions and Continuity of Learning).

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes (Learning -Reporting - Parent Engagement).

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence (Learning Culture - High Expectations).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students, including high potential and gifted learners, are provided with challenging, dynamic, enriched learning opportunities that lead to improved student outcomes (Learning - Curriculum - Differentiation).

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 (Leading - Educational leadership - Community engagement).

Evaluation plan for this strategic direction

Visible Learning

Questions:

To what extent are teachers implementing the principles of Visible Learning ?

Do teaching and learning programs reflect the use of learning intentions, success criteria and feedback?

To what extent are students demonstrating active learner dispositions?

Strategic Direction 2: A strong Learning Culture

Improvement measures

At least 95 % of Year 2 (uplift of 7% from 88%) will have achieved Counting on and Back in EAS.

At least 90% of Year 3 will have achieved within Level 6/7 or above for Understanding Texts.

At least 85% of Year 3 will have achieved within Level 9/10 or above for Quantifying Numbers.

Target year: 2024

Improvement as Measured by School Excellence Framework

Learning

Learning Culture (Transitions and continuity of learning) - Sustaining and Growing to Excelling

Learning Culture (High Expectations) - Sustaining and Growing to Excelling

Reporting (Parent engagement) - Sustaining and Growing to Excelling

Curriculum (Differentiation) - Delivering to Excelling

Leading

Educational leadership (Community Engagement) - Sustaining and Growing to Excelling

Target year: 2024

Visible Learning

Corwin School Capability Assessment

An improvement in all strands of the Visible Learner from the green rating to the highest blue rating.

An improvement in all strands of Know Thy Impact from the green rating to the highest blue rating.

An improvement in all strands of Visible Teaching and

Evaluation plan for this strategic direction

Data: We will use a combination of data sources which will include:

- Corwin Capability and mind-frames assessment
- Student reflection/learning partner feedback
- Teaching and learning programs
- Student voice
- Observations and Learning walks

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:* Future actions* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

High Potential and Gifted Education

Questions:

To what extent have we achieved our improvement measures?

How well are teachers differentiating for all students?

How well are teachers providing challenging, dynamic, enriched learning opportunities for high potential and gifted students?

Data: We will use a combination of data sources which will include:

- NAPLAN data
- PAT data

Strategic Direction 2: A strong Learning Culture

Improvement measures

Leading/ Inspired and Passionate Teacher from the green rating to the highest blue rating.

An improvement in all strands of Effective Feedback from the green rating to the highest blue rating.

(Green rating): This exists in the school but could not yet be considered common-place or systematic)

(Blue rating): This is common-place and systematically embedded in the school)

Evaluation plan for this strategic direction

- Check-in assessments
- TEN data
- Progressions data
- Teacher programs, assessment and reflection
- Student voice - TTFM and other (interviews, focus group, capability assessment)
- PDP lessons observations and PL log
- Internal school assessments, student portfolios
- External opportunities - Newcastle Perm. Maths , Tournament of Minds, public speaking and debating, eisteddfods
- Evidence of identification and referral through LST of HP&G students

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:* Future actions* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 3: Connecting, Succeeding, Thriving

Purpose

Create an environment in which all students experience a sense of belonging and are respected, valued, encouraged, supported and empowered to succeed. Positive relationships across our school community will enable learners to thrive.

Improvement measures

Target year: 2023

Caring for and valuing students

System Negotiated Target

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above 93.5%.

Target year: 2024

Caring for and valuing students

Tell Them From Me (TTFM) parent survey reveals that minimum school mean for 'School Supports Learning' is 8.4 (Baseline - 7.2).

TTFM parent survey reveals that minimum school mean for 'Parents Support Learning at Home' is 8.7 (Baseline - 7.5).

TTFM parent survey reveals that minimum school mean for 'Two-Way Communication with parents - Parents Are Informed' is 7.3 (Baseline - 6.1).

TTFM parent survey reveals that minimum of 60% of parents talked with a teacher two or more times (Parents' participation at school) from a (Baseline of 41%).

Target year: 2022

Attendance

System Negotiated Target

Increase the percentage of students attending more than

Initiatives

Caring for and valuing students

To refine our whole school approach to address the interconnected and interdependent nature of wellbeing.

- Employ student wellbeing teacher to collaborate with staff to develop evidence-based behaviour intervention programs and initiatives to reduce anti-social behaviours and foster positive peer relationships amongst students.
- Implement a whole school approach to support learners to understand and develop skills in resilience.
- Implement initiatives that provide students access to advocacy to ensure physical and emotional safety.
- Develop collaborative partnerships with students, staff, families and the community to create and support a culture of high expectations.

Attendance

A whole school comprehensive strategy is developed to continually track and monitor student attendance and to review attendance monitoring procedures

- Teachers will track and monitor student attendance and attendance monitoring procedures every five weeks
- School leaders will analyse attendance data every five weeks.
- School leaders will regularly evaluate current school processes for monitoring attendance.
- Professional learning will be provided to all staff including providing examples of best practice in attendance procedures
- Regular communication with parents/ carers/ community about attendance.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning (Learning; Wellbeing; Planned Approach to Wellbeing).

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (Learning; Wellbeing; Behaviour).

There is a school wide collective responsibility for student wellbeing (Wellbeing Framework - Individual Learning Needs).

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (Learning; Wellbeing; A planned approach to Wellbeing).

Evaluation plan for this strategic direction

Caring for and valuing students

Question:

To what extent are bullying intervention programs and initiatives reducing incidence of aggressive, violent and bullying behaviours?

Are interpersonal relationships involving targeted students improving?

Is the Bounce Back program being implemented in all classrooms where a common language of resilience is evident?

Can all students identify a staff member who can provide advice, support and assistance?

Does the community share and value high expectations of learning?

Strategic Direction 3: Connecting, Succeeding, Thriving

Improvement measures

90% of the time to be between the system negotiated lower bound target of 80.4% and the system negotiated upper bound target of 85.4%.

Target year: 2024

Improvement as Measured by School Excellence Framework

Learning

Wellbeing - A planned approach to wellbeing - Sustaining and Growing to Excelling.

Wellbeing - Behaviour - Sustaining and Growing to Excelling.

Leading

Educational Leadership - Community Engagement - Sustaining and Growing to Excelling.

Evaluation plan for this strategic direction

Data: We will use a combination of data sources which will include:

- TTFM surveys for staff, students and parents
- School behaviour and suspension data
- Teacher programs
- Feedback from students, teachers and parents/carers about Bounce Back program
- Attendance of parents/carers at information sessions, parents/teacher interviews, P&C meetings
- Parent and community engagement in co curricular and extra curricular activities and school events.
- Student feedback

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:* Future actions* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Attendance

Question:

Are 5 weekly monitoring procedures being implemented by all staff?

How are attendance improvement plans tracking? Has overall attendance data improved?

Are staff supportive of enhanced procedures? Is there evidence of individual attendance plans being developed in collaboration with students, parents/ carers?

Strategic Direction 3: Connecting, Succeeding, Thriving

Evaluation plan for this strategic direction

Is there evidence of working with parents to support student attendance and engagement.?

Is there documentation outlining the escalation of attendance concerns requiring further intervention?

Data: We will use a combination of data sources which will include:

- Records and analysis of monitoring.
- Review of attendance improvement plans.
- Attendance tracking and monitoring in Google Classroom.
- Record of communication with parents about attendance in Google Classroom log.
- 5 weekly attendance tracking and monitoring in spreadsheet and uploaded to Google Drive.
- LST Meeting minutes.
- Attendance letters sent to parents.
- HSLO referrals.
- Wellbeing notifications.

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:* Future actions* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).