

Strategic Improvement Plan 2021-2025

Pretty Beach Public School 2902



PRETTY BEACH
PUBLIC SCHOOL

School vision and context

School vision statement

Excellence, commitment and care

At Pretty Beach Public School we are committed to the pursuit of excellence for all. Within a culture of high expectations and high support, our professional staff maintain a relentless focus on improving teaching practice to maximise individual learning success. Developing the learning skills and personal and social capabilities of each child, we inspire and support students to become self-directed, resilient learners and responsible citizens.

Our inclusive learning environment is underpinned by a strong wellbeing framework and supported by parent partnerships, ensuring every student feels known, valued and cared for. At Pretty Beach Public School, students are at the heart of all that we do.

School context

Pretty Beach Public School was established in 1927 and has a strong sense of history, community and connection with its setting within the Brisbane Water peninsula and Bouddi National Park. With a current student population of 170 students, the school supports strong parent partnerships and a sustained reputation for valuing excellence for all within an inclusive school culture of high commitment and care. Students, staff, parents and the wider community are committed to working together in strong partnership towards the promotion of school excellence.

Alongside a high-quality curriculum, Pretty Beach Public School maintains a strong community focus on developing the arts, care and respect for the natural environment and the development of the whole child. Students are supported to develop a strong sense of citizenship, responsibility for self and others and a love of learning, underpinned by the school values of excellence, responsibility and respect. A wide range of opportunities in sport, debating and public speaking and the creative and performing arts enable our students to excel through a range of extra-curricular experiences. As part of the Kincumba Local Management Group (LMG), strong local partnerships within the local learning community assists students to manage milestone transitions with success and positivity.

Through our situational analysis, we have identified a need to further develop whole-school, data-driven practices that ensure all students are effectively supported to meet or exceed expected learning growth. Ongoing work is required to support teachers to successfully plan for and deliver quality differentiated instruction within the classroom to support the learning growth of all students, including those with additional needs and those identified as high potential and gifted. Through NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices, developing structures for shared data discussions and consistent teacher judgement and using student data to reflect on and adjust teaching practice in the pursuit of improved student learning growth.

Directed by an ongoing focus on improving Learning and Support Team processes, interventions with individual students will be responsive to a range of academic and wellbeing data and will be closely monitored. Based on strong tiered systems of support, individual and targeted support will be provided for students with increased parent collaboration in the development of Individualised Education Plans. Pre and post assessments will be carried out to assess the impact of this support, for both academic and wellbeing interventions. A continued, planned focus on strengthening whole-school systems of support in the area of student wellbeing will remain a strong driving focus of strategic improvement planning. Focus areas include an explicit focus on social and emotional learning, extending our school-based positive wellbeing curriculum and ensuring high fidelity systems are utilised to individually measure and respond to student wellbeing with individualised intervention plans.

The involvement of parents as learning partners is highly valued and is considered essential in supporting individual learning success and in deepening and extending our inclusive, connected and supportive school community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in numeracy and reading, we will develop and sustain whole-school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision, underpinned by evidence-informed strategies and embedded evaluative practice. All staff will use data driven practices to understand the learning needs of individual students and inform differentiated teaching.

Improvement measures

Reading growth

Achieve by year: 2023

Year 3 and 5 Check In Assessment

An increased proportion of students in Year 3 and 5 can demonstrate growth in reading compared to 2022 as measured by Check In Assessment.

Numeracy growth

Achieve by year: 2023

Year 3 and 5 Check In Assessment

An increased proportion of Year 3 and 5 students can demonstrate numeracy growth to match our liked SSSG based on 2022 results.

Achieve by year: 2025

Improvement as measure by the School Excellence Framework:

Learning:

- Curriculum: excelling
- Assessment: excelling

Achieve by year: 2025

Improvement as measure by the School Excellence

Initiatives

Reading

Embed sustainable whole-school processes for collecting and analysing reading data. The regular evaluation of this data will be used to inform:

- * The selection of teaching strategies in relation to student learning needs
- * The impact of the implemented strategies on student learning
- * reflection of teaching effectiveness and provide individualised differentiated learning opportunities

Numeracy

Embed sustainable whole-school processes for the collection and analysis of numeracy data. The regular evaluation of this data will be used to inform:

- * The selection of teaching strategies in relation to student learning needs
- * The impact of the implemented strategies on student learning
- * reflection of teaching effectiveness and provide individualised differentiated learning opportunities

Success criteria for this strategic direction

Reading:

- All Reading teaching and learning programs are responsive to the needs of learners, showing evidence of adjustment based on student assessment and continuous tracking of student progress and achievement.
- Assessment data is collected on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Teachers use PLAN/NAPLAN/CHECK In assessment data to inform teaching and learning priorities and individual student support.

Numeracy

- A whole-school system and integrated approach to quality teaching in numeracy, including curriculum planning, delivery and assessment, promotes learning excellence and responsiveness in meeting the needs of all students.
- All teachers are committed to identifying, understanding and implementing the most effective explicit numeracy teaching methods, with the highest priority given to evidence-based teaching strategies.
- Student numeracy assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect 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 related to personalised learning and data driven practices. Ongoing evaluation and analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- Student work samples and internal school data

Strategic Direction 1: Student growth and attainment

Improvement measures

Framework:

Teaching:

- Effective classroom practice: excelling
- Data skills and use: excelling

Achieve by year: 2025

Improvement as measure by the School Excellence Framework:

Leading:

- Educational leadership: excelling
- School planning, implementation and reporting: excelling
More than 68.3% of students achieve expected growth in NAPLAN Numeracy

Evaluation plan for this strategic direction

- Numeracy and Reading PLAN2 data
- Student IEPs
- Student and parent feedback via focus groups and evaluative tools such as surveys.

The evaluation plan will involve:

- Regular review of the above listed data sources to ascertain progress towards improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 2: Whole-school wellbeing

Purpose

In order to maximise social and emotional student learning outcomes for every student so that they can connect, succeed and thrive in their learning, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. We will develop and sustain whole-school systems and processes for collecting and analysing wellbeing data to ensure the implementation of appropriate wellbeing support, underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending more than 90% of the time to be at or above the lower bound system- negotiated target of 83.4%.

Wellbeing

Achieve by year: 2023

TTFM Wellbeing data (advocacy, belonging, expectation) increases to be at or above the lower bound target of 90.4%.

Achieve by year: 2025

Wellbeing and engagement plans are embedded practice and achieved for all students identified as Tier2 or Tier 3, including K-2 students, utilising existing school-wide systems of support.

Achieve by year: 2025

Decrease in reports of bullying behaviour by a minimum of 5% determined by a baseline of incident reports as at year end 2020, in conjunction with decrease in bullying as reported in TTFM.

Achieve by year: 2025

TTFM wellbeing data (high skills high challenge)

Initiatives

Wellbeing and Engagement

Strengthen whole school approaches to student wellbeing and engagement, ensuring collective responsibility for student learning and success. This will be achieved through:

- Reviewing and refining whole-school approaches to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated support plans.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
- Implementation of mentoring initiatives to increase student advocacy and support.
- Implementation of student voice initiatives to ensure students have multiple and diverse opportunities to actively participate in sharing perspectives and opinions in decision making on things which shape their educational experiences.
- Embedding differentiated and targeted support for wellbeing and engagement, interpreting a range of individual student wellbeing data to inform individualised support.
- Refining and strengthening whole school systems for gathering, analysing and responding to student wellbeing data and embedding processes to ensure support strategies are regularly reviewed.

Success criteria for this strategic direction

- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school's vision, values and positive behaviour expectations for learning.
- Teachers demonstrate increased expertise in providing differentiated support for students identified as at risk of disengagement, or actively disengaged, including those with complex behaviour difficulties.
- High-quality Learning and Support processes assist teachers and parents in actively supporting students with additional wellbeing and engagement needs, including students with diagnosed disabilities, complex learning profiles or student requiring trauma-informed differentiated support.
- Individual learning support is informed by holistic information about each student's wellbeing and learning needs, in consultation with families.
- Regular and ongoing planning, monitoring and evaluation of whole-school approaches to student wellbeing and engagement.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives related to personalised learning and data driven practices. Ongoing evaluation and analysis will guide the school's future directions:

- TTFM data (student, teacher and parent data)
- school-based wellbeing data, internalising and externalising screening tools, sentral wellbeing data
- Wellbeing Framework self-assessment and evaluative tools
- Anti-bullying evaluative tool
- PBL evaluative tools - BoQ, TFI
- Student IEPs, wellbeing and engagement intervention plans and attendance plans

Strategic Direction 2: Whole-school wellbeing

Improvement measures

increases from current baseline data with a target uplift of 6%.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

LEARNING domain:

- Learning culture (attendance): excelling
- Wellbeing: excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

TEACHING domain:

Effective classroom practice - excelling

Data skills and use - excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

LEADING domain:

Element: Educational leadership- excelling

Evaluation plan for this strategic direction

- Student and parent feedback via focus groups and evaluative tools such as surveys.

The evaluation plan will involve:

- Regular review of the above listed data sources to ascertain progress towards improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 3: Parents as learning partners

Purpose

In order to maximise learning outcomes for every student, there will be a planned approach to engaging in strong collaboration between parents and carers. Whole school teaching, learning and reporting processes will be developed that support high levels of parent understanding of and engagement in student learning, underpinned by evidence informed strategies and embedded evaluative practice.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending more than 90% of the time to be trending above the lower bound system-negotiated target of 83.4%.

Wellbeing

Achieve by year: 2023

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be trending beyond the lower bound system-negotiated target of 90.4%.

Achieve by year: 2025

Reporting to parents has been enhanced in response to feedback received. All student reports are personalised and include clear and specific information about student learning, growth and next steps. TTFM parent data (two way communication with parents) increases from baseline level of 6.5 to 7.5.

Achieve by year: 2025

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. TTFM parent data "*I am informed about my child's social and emotional development*" increases from baseline score of 5.8, contributing to upward lift of TTFM parent data (two way communication with parents) from baseline position of 6.5.

Initiatives

Parents as learning partners:

Strengthen whole-school approaches to assessing and reporting, ensuring shared responsibility for student learning and success. This will be achieved through:

- Reviewing and refining whole-school approaches to assessing and reporting to ensure monitoring, analysis, evaluation and communication of student learning and engagement data is evidenced through regular parent learning meetings throughout the year.
- Engaging parents in forums to discuss reporting processes and clarify parent expectations/needs as learning partners
- Implementation of mentoring initiatives to increase student advocacy and support, sharing initiatives and outcomes with the school community.
- Reviewing current processes for meeting with parents and discussing student learning goals, progress and partner support, including parent voice in reviews process.
- Developing and implementing processes to ensure purposeful opportunities are provided for parents to provide holistic, strengths-based information with their child's classroom teacher.
- Refining and strengthening whole-school systems for gathering, analysing and responding to student wellbeing data and embedding processes to ensure support strategies are regularly reviewed.

Community Connections

Success criteria for this strategic direction

Planning for individual student learning is informed by sound holistic information about each student's wellbeing involving consultation with parents/carers.

Teachers demonstrate increased expertise in providing and communicating to parents clear, differentiated support for students identified as at risk of disengagement, or actively disengaged (curriculum and/or wellbeing).

High-quality Learning and Support processes assist teachers and parents in actively supporting students with additional wellbeing and engagement needs, including students with diagnosed disabilities, complex learning profiles or student requiring trauma-informed differentiated support.

Regular and ongoing planning, monitoring and evaluation of whole-school approaches to developing parents as learning partners, actively and purposefully engaged in their child's learning progress.

Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives related to personalised learning and data driven practices. Ongoing evaluation and analysis will guide the school's future directions:

- TTFM data (student, teacher and parent data)
- school-based wellbeing data, internalising and externalising screening tools, sentral wellbeing data
- Wellbeing Framework self-assessment and evaluative tools
- Anti-bullying evaluative tool
- PBL evaluative tools - BoQ, TFI
- Student IEPs, wellbeing and engagement

Strategic Direction 3: Parents as learning partners

Improvement measures

Achieve by year: 2025

Improvement as measured by the School Excellence Framework: **LEARNING domain**

Element: Learning Culture- excelling

Element: Wellbeing (baseline S&G)

* Focus theme: Individual learning needs - excelling

Element: Wellbeing - excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework: **TEACHING domain**

Element: Effective classroom practice - excelling

Element: Data skills and use - excelling

Achieve by year: 2025

Improvement as measured by the School Excellence Framework: **LEADING domain**

Element: Educational leadership - excelling

Community Engagement

Achieve by year: 2025

Tell Them From Me - Parent Survey

- Parents feel welcome - data improves to exceed NSW Gov. norm of **7.4**
 - Parents are informed - data improves to exceed NSW Gov. norm of **6.6**
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Personalised Learning

Achieve by year: 2025

Individual Learning Plans are collaboratively developed and reviewed for every student

Evaluation plan for this strategic direction

intervention plans and attendance plans

- Student and parent feedback via focus groups and evaluative tools such as surveys.

The evaluation plan will involve:

- Regular review of the above listed data sources to ascertain progress towards improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.