

Strategic Improvement Plan 2021-2025

Queanbeyan Public School 2922



School vision and context

School vision statement

Queanbeyan Public School collaborates with community to create a safe and inclusive environment that encourages respectful, responsible and resilient learners.

School context

The students, staff and parents acknowledge the Traditional Caretakers of the land the school is on, the Ngunnawal people, and pay respect to Elders past, present and emerging. The land the school is on has always been a place of learning for the Ngunnawal people. The Queanbeyan Public school community continues this tradition. (An Acknowledgment of Country written by the students of Queanbeyan Public School in 2017.)

Queanbeyan Public School, established in 1864, is the most historic school in Queanbeyan. The school community is diverse, welcoming students from a wide variety of cultures and backgrounds. 21% of the school population identifies as EAL/D and is supported by a dedicated ESL teacher.

The school has a deep commitment to Aboriginal Education including ongoing reconciliation actions. It maintains a collaborative partnership with the Aboriginal Education Consultative Group and consults with the Aboriginal community.

We currently have an enrolment of 620 students. Our staff includes over 50 (full time equivalent) teachers and support staff.

The staff have a diversity of skills and experiences with a commitment to ongoing evidence based professional learning. We strive for excellence in teaching that provides a consistent, relevant, challenging and diverse curriculum for all learners. The Coolamon is representative of the school's connection with the Ngunnawal people. The Coolamon was traditionally used to carry most precious possessions, including infants. It is symbolic of the school's role in caring for and carrying the aspirations of each child in the school community. Student wellbeing is a priority and we ensure that every student is known, valued and cared for with targeted initiatives to achieve this outcome. Queanbeyan Public School is dynamic and diverse, serving a culturally and linguistically diverse community with 32% of students from NESB from approximately 32 countries.

Queanbeyan Public School and its community form a strong partnership. The school has a partnership with a "Schools as Community Centres" facility that is sited on school grounds. The Parents and Citizens association is a very supportive and active part of the school community. Parents and teachers work together to support students to be responsible, respectful and resilient individuals.

Strategic Direction 1: Student growth and attainment

Purpose

All staff share responsibility and accountability for promoting a culture of high expectations. All staff are committed to using data informed evidence based practice ensuring our students reach their learning potential.

Improvement measures

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 6.8% from baseline data towards the system-negotiated target.

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 7.1% from baseline data towards the system-negotiated target.

Aboriginal student achievement: NAPLAN top 3 bands - Numeracy

Achieve by year: 2022

Increase the proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN numeracy by 6.7% from baseline data towards the system-negotiated target.

Aboriginal student achievement: NAPLAN top 3 bands - Reading

Achieve by year: 2022

Increase the proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN reading by 8.9% from baseline data towards the system-negotiated target.

Initiatives

Curriculum Provision (Collaboration)

Teaching and Learning at QPS is collaborative and reflects feedback on teaching practices, consistent and reliable assessment and monitoring of student achievement.

- Professional learning in teaching reading and mathematics for all staff with a focus on best practice models and instructional leadership.
- Embed practices for lesson observation and feedback.
- Collaborative practice for stage co-planning and co-teaching for teaching and learning programs including assessment.

Data Skills and Use

Assessment data is used to identify student achievement and progress in order to reflect on teaching effectiveness.

- Data use will be embedded within a whole school framework. This will be enabled by a school wide plan to collect evidence of student learning. This data will be used to target teaching and track students' progress over time to inform student learning goals.
- Professional learning will enable our teachers to become data literate and have a sound understanding of the range assessment strategies for learning, of learning and as learning and data concepts.

Success criteria for this strategic direction

- The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.
- There is effective, evidence-based teaching which impacts measurable student learning progress and gaps in student achievement decrease.
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations.
- Lesson observation and feedback drives ongoing school wide improvement in teaching practice and student results.
- School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.
- Staff analyse, interpret and extrapolate data on a regular basis and use this to inform planning, identify interventions and modify teaching practice.
- Learning goals are informed by internal and external data with progress monitored regularly.
- Teachers use assessment data to determine explicit teaching required, future directions, monitor and assessing students progress and achievement, and reflect on teaching effectiveness.

Evaluation plan for this strategic direction

Questions.

- Are student achievement results improving as a result of collaborative evidence-based teaching practices?
- How do we know that collaborative practice is impacting on improved student outcomes?
- Do all teachers have evidence-based teaching and

Evaluation plan for this strategic direction

learning programs?

- What systems and structures are in place for staff to engage collaboratively to collect meaningful data and analyse it with colleagues?
- Are staff analysing data to monitor student progress for each student to identify strengths and gaps in their learning?
- Are staff utilising the full range of assessment strategies to inform learning goals for students?

Data: NAPLAN, PLAN2, PAT Maths, PAT Reading, document analysis (program reviews), observation and feedback, focus groups, SEF SAS, PDP's reflect school planning initiatives.

Analysis will be embedded for this initiative through rigorous mile-stoning and by strategically monitoring progress and implementation.

Implications. Data analysis will inform future actions and planning. Annual reporting on school progress measures published at the end of Term 1 each year.

Strategic Direction 2: Belonging Matters

Purpose

In order to build a positive and safe learning environment where all students are known, valued and cared for we will further develop an enabling school environment that fosters students' sense of belonging, values student voice and promotes engagement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time or more by 4.6% from baseline data towards the system-negotiated target.

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.7% from baseline data towards the system-negotiated target.

High Expectations

Achieve by year: 2025

Improve the school's self-assessment level in the theme of high expectations to excelling against the School Excellence Framework.

Formative Assessment

Achieve by year: 2025

Improve the school's self-assessment level in the theme of formative assessment towards excelling against the School Excellence Framework.

Initiatives

Wellbeing

The school implements evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

- Whole school approach to social and emotional learning, with a focus of students being self-aware, regulating their emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Undertake a rigorous review of current whole school learning and support systems and structures to ensure that collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop our students and school community.

High Expectations

There is school wide collective responsibility for student learning and success which is shared by parents and students.

- Formative Assessment (PL, Whole school assessment plan). Teachers use assessment to improve student learning by ensuring that assessment is part of everyday practice, assessment is used to provide students with learning opportunities and formal assessment tasks are high quality and well designed.
- Student goal setting in a positive classroom environment. Teachers work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable and aligned to their individual needs. The relationship between the student and the teacher is collaborative. Clear specific feedback to students and from students inform learning goals.

Success criteria for this strategic direction

- School has implemented evidence-based change to whole school practices resulting in measurable improvements in well-being and engagement to support learning.
- 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.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs 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.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- Effective partnerships in learning with parents and students where students are motivated to deliver their best and continually improve.
- 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.
- Whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

Evaluation plan for this strategic direction

Questions.

- To what extent do we have evidence of whole school evidence based programs impacting positively on student's social and emotional wellbeing?

Evaluation plan for this strategic direction

- To what extent do we collaborate with students and their families to support students leading their own learning?
- To what extent is student assessment part of everyday practice?
- Are student's learning goals impacting on individual growth?

Data.

Tell Them From Me surveys(student: sense of belonging and positive relationships and parents: safety at school and school supports positive behaviour)

- Focus groups
- Implementation plan for a whole school approach to social and emotional learning
- Student wellbeing data on SENTRAL
- Results and strategy of the targeted Assistant Principal Wellbeing role.
- Purchasing of resources
- Teaching and Learning programs
- % of students reaching their goals in ILP's and PLP's
- Documentation (meeting minutes, ILP's, PLP's, teaching and learning programs)
- Staff attending professional
- % of families collaborating purposefully to inform the development of learning goals
- Tell From Them Me (students: skills/challenge and expectations for success, parents: parent participation and parents are informed)
- Internal and external assessment data(NAPLAN, PAT, progressions data)

Analysis will be embedded for this initiative through rigorous mile-stoning and by strategically monitoring progress and implementation.

Implications. Data analysis will inform future actions and planning. Annual reporting on school progress measures

Strategic Direction 2: Belonging Matters

Evaluation plan for this strategic direction

published at the end of Term 1 each year.

Strategic Direction 3: Striving for Excellence

Purpose

In order to build a school community where voices are heard and diversity valued we will collaborate to strengthen a culture of continuous improvement. Success will be shared and celebrated as we work in partnership to reach aspirational goals.

Improvement measures

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 7.9% from baseline data towards the system-negotiated target.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 6.5% from baseline data towards the system-negotiated target.

Community Engagement

Achieve by year: 2025

Increase the proportion of community reporting parent input into school planning through the Tell Them From Me survey by 10% from baseline data towards the school-based target.

Initiatives

Learning and Development

All staff engage in professional learning that is aligned with the school plan. The school evaluates the impact of professional learning on the quality of teaching and student learning outcomes focusing on student growth. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Capacity development programs are embedded in a whole school approach to ensure quality teaching experiences are used and improve student outcomes focusing on student growth. Instructional leadership, leadership development programs and beginning teacher support are planned, implemented and evaluated to sustain a culture of continuous improvement.

Community Engagement

Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Community Partnerships. Community has a range of opportunities to connect with school to improve outcomes for students. This includes authentic parent representation on school focus groups, including the Aboriginal Education Group, P and C and Positive Behaviour for learning. Community has embedded opportunities to provide feedback and work collaboratively with school staff to improve outcomes for students. The school leads the community engagement and actively shares the impact of collaborations with all stakeholders.

Success criteria for this strategic direction

- Whole school and/or interschool relationships provide mentoring and/or coaching support to ensure the ongoing development of all teachers.
- There are embedded systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of feedback.
- Staff use lesson observation and feedback strategies as a professional learning opportunity.
- Experts (internal and external) are being utilised to build capacity of staff.
- Student results reflect growth in achievement of outcomes.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.
- Management practices and processes are responsive to school community feedback.
- There is a whole school approach to improving service delivery and customer experience.
- Parents are represented on key committees driving school culture.

Evaluation plan for this strategic direction

Questions.

- To what extent are structured lesson observations used as a professional learning opportunity?
- To what extent are expert teachers being engaged to support the development of teacher practice?
- To what extent are staff working effectively in partnership with colleagues?
- To what extent does staff professional learning impact on student growth?
- To what extent is community satisfaction being measured and acted upon by the leadership team?

Evaluation plan for this strategic direction

- To what extent is there a planned, implemented and evaluated school communication strategy?
- To what extent are parent partnerships evidenced across the school?

Data.

- Timetables
- Feedback from staff
- Feedback methods
- PDP's
- Planned Strategy and resources to support expert teachers to coach and mentor
- NAPLAN data and internal student data
- Tell Them From Me Survey
- Feedback data from parents (anecdotal, focus groups, meeting minutes.)

Analysis will be embedded for this initiative through rigorous mile-stoning and by strategically monitoring progress and implementation.

Implications. Data analysis will inform future actions and planning. Annual reporting on school progress measures published at the end of Term 1 each year.