Strategic Improvement Plan 2021-2025

Sawtell Public School 3042

School vision and context

School vision statement

Every child is challenged to learn and continually improve within our school in an environment of high expectations, respect and inclusivity. We are partners in learning with the students, staff, parents/carers and the community to maximise student growth and attainment using evidence based practice. Teachers embed feedback in reading, writing and numeracy. Teachers engage in collaborative practice involving the use of data and data analysis to inform effective classroom practice ensuring quality differentiated teaching and supporting that strengthens the individual learning needs of students. Collaborative practice supports planning and programming and strengthens consistent teacher judgment K-6 and curriculum knowledge.

A planned approach to student well-being, driven by interventions, supports student resilience, a sense of belonging and student attendance. Positive Behaviour for Learning (PBL) is embedded across all settings resulting in clear behavioural expectations understood by all students, staff and parents/carers.

The school engages with parents and carers fostering an authentic partnership in learning for all students.

School context

Sawtell Public School is the heart of the Sawtell community and is recognised and valued for its involvement in community events and with community organisations. The school is part of the Coffs Harbour Network and is a member of the Bongil Bongil Community of Schools.

The school is a medium sized school with a student population of 313. Approximately 12% of students identify as ATSI. Students are drawn from a range of cultural and socio-economic backgrounds. The FOEI is currently 73. There is a blend of highly experienced and beginning teachers. Parents are highly supportive and value trust, collaboration, independent learning skills for their child and excellence. Extra-curricular opportunities in sport and creative and performing arts enable students to excel.

The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community fostering strong relationships.

Our students engage in language and culture lessons as part of their curriculum. Student voice and student leadership are valued. The Student Representative Council, Mini Fair and the Kindergarten buddies program offer leadership opportunities for students.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students are provided with stage appropriate learning. Further work is required around how teachers can successfully provide quality differentiated instruction to all students including students with additional needs and students identified as high potential. A model of instructional leadership will continue to support all teachers in reading, writing and numeracy as part of learning sprints to embed effective practices in feedback, explicit teaching and high expectations K-6. Positive Behaviour for Learning needs to be embedded across all school settings, additional whole school practices are required to further support students' emotional, social and physcial wellbeing.

Students, staff, parents, P&C and the local AECG have been engaged in the consultation process of this Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

To refine data driven, evidence based teaching practices that are responsive to the learning needs of individual students.

Improvement measures

NAPLAN expected growth - Reading
Achieve by year: 2023

Years 4, 5, and 6 within Sawtell Public School achieve expected, or above expected, growth in Reading as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.

NAPLAN expected growth - Numeracy
Achieve by year: 2023

Years 4, 5, and 6 within Sawtell Public School achieve expected, or above expected, growth in Numeracy as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.

Student achievement
Achieve by year: 2025

80% of students will achieve stage appropriate English and Mathematics syllabus outcomes.

Initiatives

Literacy

Ensure effective data analysis and feedback are used for responsive classroom practice and curriculum delivery in literacy.

- Engaging in collaborative data analysis to evaluate evidence of learning by individual students, classes and stage groups to support differentiation in reading.

- Building accountability and routines for collecting, recording and using data as a regular part of teaching practice to monitor and inform the progress of every student in reading.

- All teachers engage in teaching sprints to ensure explicit evidence based teaching targeted to student literacy needs.

- Teachers will design and deliver a range of formative and summative assessment tasks to embed student assessment as part of everyday practice, providing specific feedback based on success criteria.

- Embed a learning culture that enables students opportunities to reflect on and apply specific feedback to improve their skills, knowledge and understanding.

Numeracy

Ensure effective data analysis and feedback are used for responsive classroom practice and curriculum delivery in numeracy.

- Engaging in collaborative data analysis to evaluate evidence of learning by individual students, classes and stage groups to support differentiation in numeracy.

- Building accountability and routines for collecting, recording and using data as a regular part of teaching practice to monitor and inform the progress of every student in numeracy.

- All teachers ensure explicit evidence based teaching, targeted to student numeracy needs.

- Teachers will design and deliver a range of formative

Success criteria for this strategic direction

Teachers clearly understand, develop and apply a full range of assessment strategies to monitor and assess student progress and achievement in literacy and numeracy, and reflect on teaching effectiveness.

The literacy and numeracy learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Assessment is used expertly, flexibly and responsively as an integral part of daily classroom instruction. Students and parents understand the assessment approaches used in the school and their benefits for learning.

Feedback from students on their learning derived from assessments informs further teaching.

Feedback from classroom observations facilitate professional dialogue, collaboration, and informs modelling of effective practice between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Teaching and learning programs 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.

All students can state clearly what they are learning and where to next in reading and numeracy.

Evaluation plan for this strategic direction

Initiatives

and summative assessment tasks to embed student assessment as part of everyday practice, providing specific feedback based on success criteria.

- Embed a learning culture that enables students and teachers opportunities to reflect on and apply specific feedback to improve their skills, knowledge and understanding.

Evaluation plan for this strategic direction

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 analysis will guide the school's future directions:

- NAPLAN data
- Check-in Assessment data
- Scout - Value added data
- Learning sprints data analysis
- Student work samples
- Literacy and numeracy PLAN2 data
- Teacher programs

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 and adjustments that will be made.

Strategic Direction 2: Well-being

Purpose

To enhance the well-being of students through a high quality learning environment.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

- Increase the proportion of students attending 90% or more by 5.1% to the lower bound system-negotiated target.

Achieve by year: 2022

- Decrease proportion of students attending <80% of the time 10%.

Wellbeing
Achieve by year: 2023

- There will be an up-lift of 4.5% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School (system-negotiated target) in Tell Them From Me (TTFM) survey.

Initiatives

A planned approach to well-being

A planned approach to well- being

Using the Wellbeing for school excellence, staff will develop enhanced skills, understanding and processes to improve planning for students to ensure continuity of learning at all times.

- Develop and implement strategies to proactively teach resilience, self-regulation and learning dispositions underpinned by the PBL framework, to build positive learning environments across all school settings.
- Enhance a whole school approach to physical and mental health of students.
- Targeted support for all students through individual learning needs being identified, including students who may be at risk
- Review current transition practices, and develop and implement Pre K- 6 transition plan that supports the continuity of learning for all students at transition points.
- Review current communication practices and implement a systematic approach to teachers regularly engaging with parents/ carers about learning to improve parent/ carer understanding of student learning.
- Students' individual learning needs are targeted using data to inform learning goals, differentiation, and intensive interventions.

Attendance

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

- Regularly monitor attendance data through the Learning and Support Team and executive Team
- Foster regular attendance by establishing a positive

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.

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.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

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.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student 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 in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Scout - Value added data
- Sentral attendance
- Tell Them From Me data
- Surveys

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

Strategic Direction 2: Well-being

Initiatives

and welcoming school culture for all students

- Address attendance concerns by identifying and providing targeted strategies for students or cohorts needing more support
- Re-engage students with learning by providing tailored interventions for students with significant support needs
- Celebration and promotion of positive attendance with parents and students

Evaluation plan for this strategic direction

measures and adjustments that will be made.

Strategic Direction 3: Parent and community partnerships

Purpose

To strengthen collaborative partnerships with students, staff, families and the broader community to support, develop and enable the aspirations of every student.

Improvement measures

Student satisfaction
Achieve by year: 2025

An uplift of 20% of Year 2 - 6 students indicate that they always give their best at all times compared with 2020 internal school student survey data.

Parent partnerships
Achieve by year: 2025

Increase parent/carer satisfaction with school communication to 90% compared with 2020 internal school student survey data.

Professional Learning Community
Achieve by year: 2025

A professional learning community is established building the capacity of Assistant Principal Curriculum Instruction, instructional leader and aspiring leaders.

Initiatives

Parent Partnerships

To build high aspirations within the school community with a strong focus on learning and improvement through a culture of high expectations and community engagement.

- Initiate and implement opportunities to further enhance parent/carer engagement in the life of the school to build a cohesive educational community.
- The school clearly presents information to parents on what and how well their children are learning and receive regular information in accessible formats about how to support their child's progress.
- Staff build relationships that encourage, facilitate and leverage parent and family engagement in learning through effective communication.

Inter-school Partnerships

To embed explicit systems for collaboration and feedback to sustain quality teaching practice, build teacher/leader capacity, and provide increased opportunities for students across the curriculum.

- Seek out partner schools to build inter-school relationships with a focus on developing teacher knowledge and teaching practice by engaging in cross school/stage teacher judgment and critiquing of practice.
- Teachers demonstrate and share their expertise within and across schools through sharing contemporary content knowledge and deploying effective teaching strategies.
- Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy with other schools.

Success criteria for this strategic direction

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

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.

Evaluation plan for this strategic direction

- Student surveys
- Staff surveys
- Parent surveys
- QTR data
- NSW Teaching Standards

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 and adjustments that will be made.