

# Strategic Improvement Plan 2021-2025

## Scarborough Public School 3045



# School vision and context

## School vision statement

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*At Scarborough Public School we embrace a culture of trust, courage and risk taking that sets high expectations for **every** student to achieve academic, social, physical and emotional success. We value authentic collaboration to develop inclusive, creative and innovative learning opportunities that are responsive to student individuality and need.*

*We consistently expect our students and teachers to turn up, welcome challenge and be better than the day before. **Every** single day of teaching and learning at Scarborough Public School matters.*

## School context

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Scarborough Public School is located on the land of the Five Islands Dreaming in the northern suburbs of Wollongong. Our small school has an enrolment of 57 students, across 3 multi-grade classes. As a small school, we keep students at the centre of our decision-making, ensuring that no student gets lost in the crowd.

Our expectations for learning are high for **every** student and reflect the high aspirations and goals of both our community and the students themselves. Learning is supported across the curriculum by a very active and well-informed local community.

Our school celebrates difference within a diverse cohort of students, including an increasing number of neurodiverse learners. Aboriginal students make up less than 5% of our student cohort but the school has a strong focus on developing integrated learning opportunities that celebrate our country's rich Aboriginal history and culture.

We take an inclusive, proactive and strengths-based approach to learning. Our experienced staff are committed to working collaboratively with parents and external providers to ensure every student is known, valued and cared for. Adjustments are planned, documented and delivered by staff to ensure all students can access learning at their level of need.

Extra-curricular opportunities in sport, science and technology, debating, public speaking, academic enrichment and the arts enable our students to build on their strengths and interests through many different and challenging experiences. These opportunities are often delivered in collaboration with our Seacliff Community of Schools and a strong small schools network.

The whole school community, involving students, staff, parents and the NIAECG, was consulted in the development of this Strategic Improvement Plan. Through our situational analysis, we have identified a need to use assessment with greater flexibility and responsiveness as an integral part of daily instruction, ensuring teachers can adapt their practice and meet the learning needs of all students. Further work is required on developing staff understanding of student assessment and data concepts. Teachers need greater confidence in analysing, interpreting and extrapolating data, collaboratively using this information to inform planning, identify interventions and modify teaching practice.

Our analysis of NAPLAN and internal data highlights numeracy as an area of focus, with particular emphasis on developing a strong understanding of the new maths syllabus. A strategic planned approach to wellbeing and inclusion is also a priority, achieved through the development of whole school wellbeing processes that support the wellbeing of all students so they can connect, thrive and learn.

As part of these targeted improvements, student progress will be continually monitored and evaluated against the School Excellence Framework to determine the impact of our changes in practice.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student performance and growth in target areas of reading and numeracy through refinement of our curriculum knowledge and teaching practice, along with consistent use of literacy and numeracy assessment *for, as and of* learning.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Based on internal measures, all students demonstrate expected individual growth on the National Literacy Progressions in vocabulary.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Based on internal measures, all students demonstrate expected individual growth on the National Numeracy Progressions in Multiplicative Strategies.

## Initiatives

### Strong literacy foundations

Teachers are committed to understanding and implementing effective, evidence-based strategies, informed by research on effective reading in the early years of school.

- Purchase and implementation of decodable texts from K-2
- Professional learning to support implementation of the K-2 English Syllabus and InitialLit whole-class literacy program
- Purchase and integration of quality literature in all classrooms
- Expert teaching of reading, informed by the six key components - oral language; phonological awareness; phonics; vocabulary; fluence and comprehension
- Quality teaching of reading using a synthetic approach to the teaching of phonics, through InitialLit in K-2
- Ongoing formative and summative assessment to monitor student progress and identify next steps in learning
- Establish effective learning alliances with schools and experts to improve teaching of reading

### Quality mathematics instruction

Teachers are focussed on the teaching of big ideas in maths through the delivery of open, creative and hands-on lessons.

- Professional learning, and reading to support implementation of the K-2 Mathematics Syllabus, informed by the research of Jo Boaler and Di Siemon
- Collaborative analysis of student data, aligned to the Numeracy Progressions, to identify student growth and areas focus for teaching
- Delivery of incremental, evidence-based improvements to practice through Breakspear's

## Success criteria for this strategic direction

- Classrooms are rich in quality literature, providing examples of a range of textual features
- Teachers confidently plan and deliver whole-class literacy lessons built around the synthetic phonics approach
- Teaching programs reflect best practice in delivery of the new English and mathematics curriculum documents and clear evidence of differentiated learning opportunities
- Students engage in mathematics lessons that are hands-on, open-ended and drive conversation and questions around the big ideas
- Teachers collaborate and share effective classroom strategies within the team and across schools, leading to measurable improvement in numeracy outcomes
- Teachers engage in ongoing observations of classroom practice, providing quality feedback and sharing expertise to collectively improve pedagogy
- Data walls are used systematically, with clear evidence of ongoing evaluation of student work and monitoring of progress
- Assessment data shows growth in reading and numeracy focus areas.

## 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:

- NAPLAN, Check-in, PAT and Scout data
- Student IEPs and PLPs
- Sprints planning and student work samples
- InitialLit assessments
- Data wall photos
- Teacher programs, annotations and reflections
- Student work samples

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Teaching Sprints
- Review and adapt lesson planning practices to ensure teaching is differentiated and documented to support **all** students at their level of need, including high potential and gifted students
  - Establish effective learning alliances with schools and experts to improve teaching of numeracy

## Evaluation plan for this strategic direction

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- Teacher observation feedback
- Evaluation against the School Excellence Framework

# Strategic Direction 2: Student wellbeing and engagement

## Purpose

To improve student wellbeing and engagement in learning through the implementation of inclusive, proactive and research-informed practices.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 90.51% in 2023 to 91.6% in 2027.

## Initiatives

### Proactive wellbeing and inclusion practices

Whole school practices result in measurable improvements in wellbeing and engagement to support learning across the entire school community.

- Professional Learning for Inclusive Practice: Design and implement high-impact professional development sessions on inclusive teaching methods. Drawing from proven approaches like the Inclusive, Engaging, and Respectful Schools reform, Berry Street Education Model, and Collaborative Proactive Solutions.
- Living Ripples Collaboration: Continued engagement in a collaborative partnership with Western Sydney University to implement our 3-year action plan.
- Behaviour Policy: Review behaviour policy to align with inclusive and positive student behaviour support and management approaches, including utilizing PAX Good Behaviour strategies.
- Restorative Practice Model Implementation: Implementation of the Restorative Practice model to promote positive relationships, conflict resolution, and accountability across the school.
- Proactive Wellbeing and Inclusion Plan: Develop a proactive plan that includes the school's behaviour support and management plan, care continuum, and school values.
- Student Resilience Strategies: Designing and implementing effective strategies to build student resilience.
- Social Learning Goals: Research and implement social learning goals for all students, focusing on promoting social-emotional development alongside academic achievement.

### Cultural awareness and reconciliation

Whole school focus on cultural inclusivity, with a specific emphasis on Aboriginal and Torres Strait Islander perspectives.

## Success criteria for this strategic direction

Professional Learning for Inclusive Practice:

- Number of inclusive teaching methods successfully implemented in classrooms.
- Improvement in student engagement and performance.

Living Ripples Collaboration:

- Progress tracked against the milestones outlined in the 3-year action plan.
- Number of collaborative projects initiated or completed as a result of the partnership.
- Demonstrated impact on student outcomes attributable to collaborative efforts.

Behaviour Policy:

- Reduction in behaviour incidents over time.
- Feedback from staff, students, and parents indicates increased understanding and acceptance of the behaviour policy.
- Observable improvements in school climate and culture.

Restorative Practice Model Implementation:

- Increase in the number of positive relationships reported by students, teachers, and staff.
- Higher rates of accountability and responsibility-taking among students.

Proactive Wellbeing and Inclusion Plan:

- Development and implementation of clear, measurable objectives aligned with the plan.
- Reduction in incidents related to student wellbeing and behaviour.
- Positive feedback from stakeholders regarding the effectiveness of the plan in promoting a supportive and inclusive environment.

Social Learning Goals:

## Strategic Direction 2: Student wellbeing and engagement

### Initiatives

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- Cultural Awareness Training for Teachers: Provide cultural awareness training for all teachers, with additional opportunities for staff to attend Connecting to Country sessions throughout the planning cycle.
- Reconciliation Action Plan Development: Develop and publish a Reconciliation Action Plan outlining tangible steps towards reconciliation and cultural respect within the school community.
- Enhanced Personalised Learning Pathways: Revise and enhance Personalised Learning Pathway processes to bolster student engagement and improve learning outcomes, particularly for Aboriginal and Torres Strait Islander students.
- Teacher Participation in AECG Meetings: Encourage increased teacher participation in Northern Illawarra AECG meetings to foster stronger community connections.
- Student Exposure to Aboriginal and Torres Strait Islander Texts: Expand student exposure to high-quality Aboriginal texts through enhanced curriculum integration.

### Success criteria for this strategic direction

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- Incorporation of social learning goals into curriculum and lesson plans.
- Improvement in social-emotional skills as evidenced by assessments or observations.
- Positive changes in peer interactions and classroom dynamics.

#### Cultural Awareness Training for Teachers:

- Percentage increase in teacher attendance at cultural awareness training sessions.
- Pre- and post-training surveys to measure changes in knowledge and attitudes towards Aboriginal and Torres Strait Islander cultures.
- Incorporation of culturally inclusive teaching practices observed in classroom observations post-training.

#### Reconciliation Action Plan Development:

- Completion and publication of a comprehensive Reconciliation Action Plan.
- Inclusion of measurable objectives and action steps in the plan, with progress tracked regularly.
- Engagement and feedback from Aboriginal and Torres Strait Islander and community members.

#### Enhanced Personalised Learning Pathways:

- Increase in student engagement levels as measured by attendance rates.
- Improvement in academic outcomes for Aboriginal and Torres Strait Islander students.
- Regular feedback from students and teachers indicating the effectiveness of revised pathways in meeting individual learning needs.

#### Teacher Participation in AECG Meetings:

- Increase in the number of teachers attending Northern Illawarra AECG meetings.
- Demonstration of enhanced community connections through collaborative projects or initiatives involving

## Strategic Direction 2: Student wellbeing and engagement

### Success criteria for this strategic direction

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the school and local Aboriginal community members.

- Feedback from AECG members indicating perceived benefits of increased teacher involvement.

Student Exposure to Aboriginal Texts:

- Integration of Aboriginal texts into curriculum units across multiple subject areas.
- Feedback from students and teachers on the relevance and impact of the texts on their learning experiences.
- Assessment of student knowledge and understanding of Aboriginal cultures and perspectives through purposeful assessments related to the texts.

### Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures:

- Tell them from Me (student and parent feedback)
- Living Ripples data
- School Bytes wellbeing entries and suspension data
- Turning Policy into Action Guide
- IEP, PLP and Behaviour Plan documentation
- SEF SaS
- Student work samples
- Wellbeing Self-Assessment Tool & Wellbeing for School Excellence tools
- External expert feedback (OT/Speech/Psych)