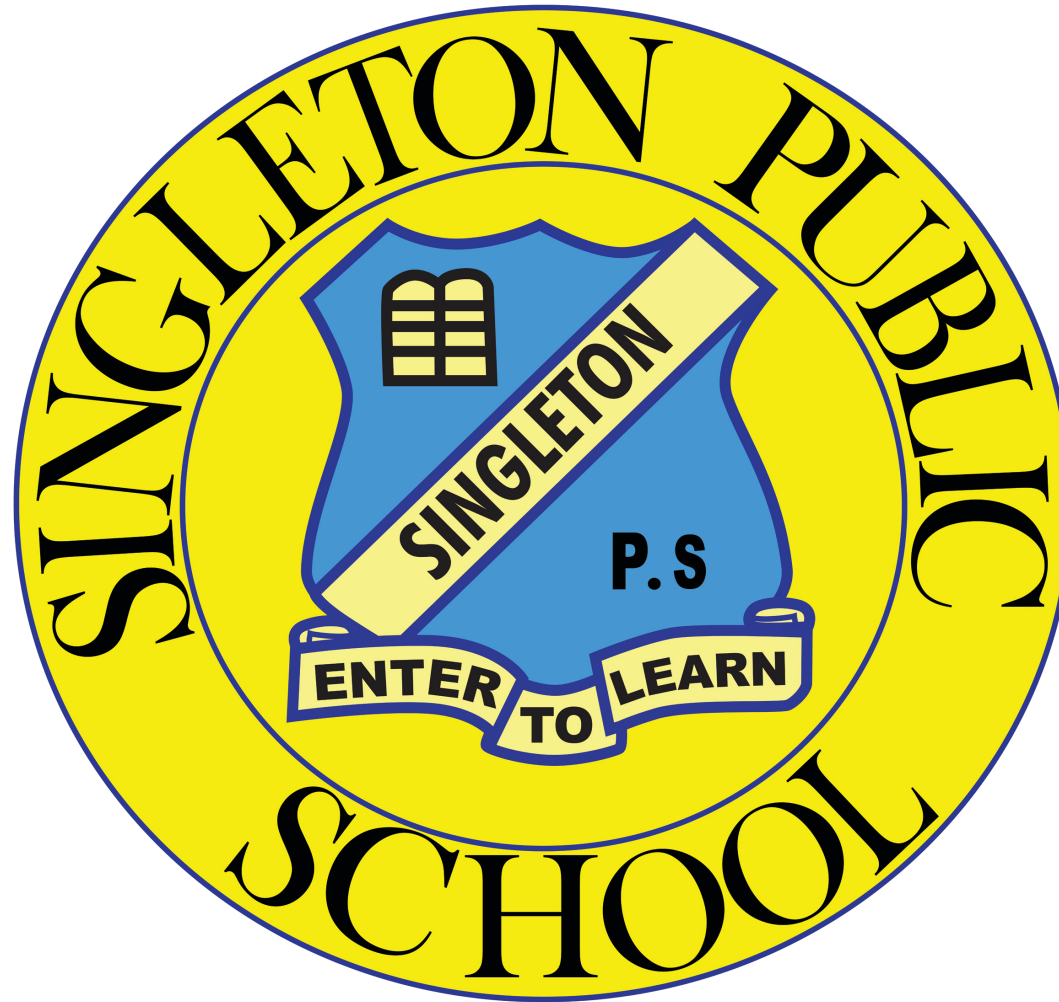


Strategic Improvement Plan 2021-2025

Singleton Public School 3070



School vision and context

School vision statement

Singleton Public School aspires to promote a culture of high expectations to empower students, staff and community in achieving quality outcomes across all aspects of school life. Our vision is to enhance partnerships and collaborative practices that build and support a nurturing, inclusive, inspiring and engaging learning environment. Students and staff are challenged to be responsible, resilient and confident learners who continually aim to improve.

School context

Singleton Public School is situated in the midst of Wonnarua Country within the vibrant Hunter Valley. The school is located in a semi-rural township, 60km west of Newcastle, supported by tourism and the mining industry. It is a part of the Upper Hunter Principals' Network and works collaboratively with other schools across the network and the Singleton Learning Community.

Singleton Public School is a blend of heritage buildings and new modern facilities. The school is well resourced, with expansive grounds, new and upgraded playground facilities and engaging classroom environments, with many opportunities for technology to be used to support learning outcomes.

The school has 16 mainstream classes and three Multi-Categorical support classes with a total enrolment of 377 students, as of Term 1 2022, 13% of our students identify, recognise, share and celebrate their Aboriginal and Torres Strait Islander culture. The school works in partnership with the AECG, community organisations and local services to support and enhance education opportunities for all students.

Singleton Public School has a mixture of experienced and new teachers who work together to foster a quality learning environment that reflects the school's core values of Respect, Responsibility and Quality. The staff at Singleton Public School are dedicated, professional and committed to delivering data driven practices that enhance the learning needs of all students, high quality, evidence based teaching and the fostering of strong student feedback which enhances continued student improvement and achievement. A strong focus on collaborative practice, high impact teaching strategies and high impact professional learning will continue to drive sustainable school improvement through a strategic and systematic process. Professional dialogue and reflective teaching practices are highly valued and are integral in supporting a growth centred learning environment.

Through NAPLAN analysis, the school has identified system negotiated targets in Reading and Numeracy to ensure upwards trends in achievement in the top 2 bands, achievement in the top 3 bands and expected student growth.

Singleton Public School has a focus on promoting positive wellbeing practices for students, staff and school community in conjunction with the Singleton Learning Community. A strong focus on ensuring connection and individual success is aimed at ensuring all students develop a strong sense of advocacy, belonging and high expectations. Through the analysis of Tell Them from Me data and school attendance data, the school has identified system negotiated targets for positive student wellbeing and attendance.

The provision of a well-rounded curriculum with a balance of academics, sporting and cultural activities is highly valued and supported across our school community by students, staff and parents and carers. The school band and performing arts opportunities are also highly visible and strongly supported.

The P&C are very active within our school community, encouraging all stakeholders to support and contribute positively to our school. The P&C support school projects, programs

School vision and context

School vision statement

School context

and provide an exceptional canteen and Breakfast Club service to students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, staff will further develop and refine data driven teaching practices where the learning needs of individual students reflect evidence-based strategies and are in response to student learning needs. School systems and processes will have the capability to respond flexibly with the allocation and alignment of human and financial resourcing.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Data Driven Practices

Ensure school-wide practices focus on effective use of assessment and data to identify student achievement and progress in order to reflect on teaching effectiveness and responsive curriculum delivery.

- Embed data-informed formative assessment practices as an integral part of daily instruction in every classroom.
- Engage and establish Instructional Leaders to work collaboratively with teachers in effective data analysis to identify areas for development and design future learning for whole class, groups and individuals.
- Review and adapt whole school practice to ensure all teachers utilise reliable formative and summative assessment tasks to analyse student progress, evaluate growth over time and report on student achievement.
- Establish and adapt practice to utilise consistent methods when collecting data between classes, so that comparisons of student progress is accurate.
- Deliver high impact professional learning for all staff in data literacy, data analysis and use, to inform teaching.

Personalised Learning

Embed a learning culture that enables staff and students to regularly monitor and review individual student learning needs and goals.

- Expertly use student assessment data to reflect on teaching effectiveness and to provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- Deliver high impact professional learning on the use of literacy and numeracy progressions, evidence based practices and the High Potential and Gifted

Success criteria for this strategic direction

- Ongoing formative and summative data is collated, analysed, and applied to class, student cohort and whole school level to inform student learning requirements, leading to consistent high quality targeted teaching.
- Valid and reliable assessment data is regularly collected, monitored and analysed to identify areas of strength and development, in collaboration with the leadership team, Instructional Leader and stage/grade teams.
- Teachers consistently utilise a variety of system, school and classroom data to inform professional learning needs and planning, including student work samples, formative assessment and external assessments.
- Data and feedback inform teaching practice and direct learning and future planning.
- Teachers support students to use learning goals to monitor and progress their learning, based on identified strengths and areas for improvement.
- All students articulate, understand and evaluate their progress against literacy and numeracy goals.
- Leadership teams, LST, Intervention teams and support staff work collaboratively to build the capacity of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.

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.

Analysis including data sources from:

NAPLAN

Literacy and Numeracy PLAN2 data

Strategic Direction 1: Student growth and attainment

Initiatives

- Education policy to individualise learning and develop shared responsibility for student learning and success.
- Effectively diagnose individual student's abilities to inform the selection of tailored and appropriately challenging strategies and personalised learning.
- Use data to evaluate individual learning programs to inform or adapt goals for student learning, to ensure all students are challenged and successful.

Evaluation plan for this strategic direction

SCOUT data

Student work samples

Student PLP's and ILP's

Student Focus Groups

SEF SaS

HIPL

Internal school data

will guide the school's future direction and planning to maximise student learning outcomes.

Strategic Direction 2: High Impact Teaching and Teacher Quality

Purpose

In order to improve student learning outcomes and teacher capabilities, processes will be developed to ensure that all staff are collaborating effectively to embed evidence-based High Impact Teaching Strategies. A collaborative school community that has high expectations, is purposeful, flexible and dynamic will be established to meet the diverse needs of our students, staff and community.

Improvement measures

Achieve by year: 2025

Assessment against the SEF reflects an upward trend towards **EXCELLING** in the following SEF elements by the end of 2024:

Effective Classroom Practice

Learning and Development

Professional Standards

Educational Leadership

With an emphasis on the following themes within the elements as a priority: *Explicit teaching, Feedback, Collaborative practice and feedback, Improvement of practice, Coaching and mentoring and Instructional leadership.*

Achieve by year: 2025

Assessment against the High Impact Professional Learning School Assessment tool (HIPL) reflects an upward trend towards **EXCELLING** by the end of 2024 across the elements of:

Professional Learning is driven by identified student needs

Collaborative and applied professional learning strengthens teaching practice

Initiatives

High Expectations, Explicit Teaching and Feedback

Ensure school wide practices focus on teachers identifying, understanding and implementing the most effective explicit teaching methods with priority given to high impact, evidence based teaching strategies.

- Model and embed exemplary practice and demonstrate aspirational expectations of learning progress and achievement for all students and staff.
- Review and adapt teaching and learning programs using student feedback, student assessment data and knowledge of curriculum to ensure that the correct teaching and learning cycle is planned for and systematically delivered.
- Deliver high impact professional learning for all staff in explicit teaching strategies and high impact practices which is evidenced in all classroom pedagogy.
- Establish and embed collaborative practices to build capacity and evaluate the effectiveness of explicit teaching practices of all teachers.

High Impact Professional Learning

Embed an integrated approach to high impact professional learning, curriculum planning and delivery that promotes learning excellence and responsiveness in meeting the needs of all students and staff.

- Review and adapt the school's curriculum provision to ensure it meets the changing requirements of students and the department.
- Embed collaborative practices and increase engagement with colleagues to test and evaluate efficacy of evidence based strategies to improve practice.
- Strengthen collaborative support for teacher performance development, stage collaboration and evidence-based programs guided by the School Excellence Framework.
- Actively engage teachers in setting explicit

Success criteria for this strategic direction

- Teachers consistently use assessment data as a source of feedback on their teaching practice, implementing changes and interventions as required to ensure teaching and learning programs document cyclic planning and evidence based teaching strategies that support learning outcomes.
- A strategic and strong alignment of the school's professional learning priorities and the professional learning needs identified by staff in PDPs enables deep collaboration, authentic peer review and feedback focused on improved student progress and achievement.
- Teachers routinely provide explicit, specific and timely feedback related to defined success criteria and learning goals, ensuring all students have a clear understanding of how to improve.
- All staff model effective practice and the embedding of timely and specific feedback about their practice is evident.
- School curriculum overviews and scope and sequences reflect implementation of the new curriculum.

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.

Analysis including data sources from:

Teaching and learning programs

Performance and Development Plans

Curriculum Overviews

Teacher Surveys - Impact of HITS continuum

Learning Intentions and Success Criteria

Strategic Direction 2: High Impact Teaching and Teacher Quality

Improvement measures

Professional learning is continuous and coherent

Initiatives

professional learning priorities and collaboratively plan to meet them, using internal expertise as well as accessing effective practice outside the school or through department professional learning and initiatives.

- Strengthen partnerships within and across schools to share expertise, high impact professional learning, knowledge, expert teachers and innovative practice with all staff.

Evaluation plan for this strategic direction

SEF-SaS

Learning walks

NAPLAN analysis

Check-in assessment analysis

HIPL School Assessment Tool

PAT analysis

TTFM

Photographs

Strategic Direction 3: Wellbeing and Attendance

Purpose

In order to improve student outcomes, a strategic and planned approach to develop whole school wellbeing processes that support all students to connect, succeed, thrive and learn will be implemented. Student learning potential will be maximised and improved every year through the development and achievement of individual goals based on self-regulation, behaviour, wellbeing and attendance.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase student positive sense of wellbeing above the baseline by 2.7% (lower bound).

Attendance (>90%)

Achieve by year: 2023

Increase attendance above the baseline by 5.9% (lower bound).

Initiatives

Wellbeing

A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students to connect, succeed, thrive and learn.

- Review, implement and embed whole school systems and wellbeing practices that utilise resources and expertise to positively impact wellbeing and engagement for all stakeholders.
- Research, implement and embed comprehensive and integrated strategies to support the cognitive, emotional, social, physical and spiritual wellbeing of students, staff and community.
- Establish quality learning environments that recognise difference and diversity and respect and respond to identity and cultural background.
- Promote and build collective ownership of positive teacher-student relationships with a focus on advocacy, belonging and connectedness.

Attendance

A strategic and targeted approach, strongly focused on continual improvement of student attendance is implemented across the school to assist students in maximising their potential.

- Engage students, staff and parents in developing personalised attendance approaches for all students.
- Embed effective attendance monitoring processes by all staff which promptly address attendance issues, concerns, improvements and celebrate regular attendance.

Learning Support

A strategic and targeted approach, strongly focused on learning, the building of educational aspiration and ongoing performance improvement for all students, is implemented consistently across the whole school.

- Embed practices that promote school wide collective

Success criteria for this strategic direction

Wellbeing

- School wide, collective responsibility for student learning and success shared by staff, students and parents.
- Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing creating optimum conditions for student learning across the whole school.
- A common language for wellbeing, behaviour and engagement is evident across all school settings.
- All students identify a staff member to whom they can confidently turn for advice, assistance and support to reach their full potential at school.
- Students are recognised, respected and valued and are connected with their cultural, religious or spiritual background.
- Collaborative partnerships are evident with students, staff, families, communities and other organisations that support and develop students, staff and the school community.

Attendance

- Consistent and systematic processes support the analysis of attendance data to inform planning and personalised attendance approaches in collaboration with staff and parents.
- Attendance monitoring strategies, planned approaches and personalised attendance goals are consistently documented in school-wide systems by staff.

LST

- Well developed school wide systems and processes reflect the collaborative responsibility of staff, parents, students, and external resources in supporting individualised learning needs.
- Whole school community demonstrates aspirational expectations of learning progress and achievement for all students as reflected in individualised learning plans developed in consultation with parents and

Strategic Direction 3: Wellbeing and Attendance

Initiatives

- responsibility for maximum impact on supporting student achievement, behaviour and wellbeing.
- Embed school-wide systems and processes that utilise internal and external resources and expertise at every level, targeted to meet the learning, engagement and wellbeing needs of all students.

Success criteria for this strategic direction

carers.

Evaluation plan for this strategic direction

The following data will be analysed in the determination:

- Student feedback and surveys
- Parent feedback and surveys
- TTFM
- Suspension data
- PAT tests
- Sentral behaviour data
- Sentral attendance data
- Individual attendance plans
- LST referral data
- LST minutes and follow up
- PLSPs
- SCOUT data

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.