

Strategic Improvement Plan 2021-2024

Stanwell Park Public School 3103



School vision and context

School vision statement

At Stanwell Park Public School we believe that every minute of every lesson is valuable and important. Our vision is for challenge to be embraced by intrinsically motivated students who strive to achieve their personal best. Teachers facilitate learning that is driven by student data and dialogue to develop critical, creative and reflective thinkers who can articulate what they need to master next. A high expectations school culture supports the learning and wellbeing of every student. Students, parents and staff work actively together to ensure continuous improvement for all.

School context

Stanwell Park Public School is located in the northern Illawarra region and has a student enrolment of 164. 8% of our students have a language background other than English. 2% of students identify as Aboriginal or Torres Strait Islander. The majority of our students come from high socio-economic backgrounds. The school community welcomes and supports extra-curricular opportunities that enhance the wellbeing of our students.

Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment. NAPLAN trend data shows inconsistencies, in particular, the number of students in the top 2 bands. Whilst Reading results are higher than Numeracy, both areas need to be addressed. Expected growth data indicates that the number of students who achieve in the top bands in Year 3 significantly decrease in Year 5. Providing challenge and appropriately targeted learning for our high performing students is vital. High expectations curriculum provision, quality differentiated explicit teaching and whole school monitoring of student learning will be areas in which we build the knowledge and capacity of all staff. Formative assessment practices will be improved to ensure all students are provided with opportunities to progress in line with aspirational school expectations.
2. Challenge, Stretch, Differentiate. Effective classroom teaching practice is required to provide every student with the targeted learning needed to achieve their personal best. A focus on using data in teaching to accurately gauge where students are and then coordinate explicit teaching opportunities and provide timely feedback is important. We will focus on building each teacher's capacity to use a range of assessment strategies and provide opportunities for teachers to work collaboratively. There will be an ongoing effort to collectively and individually improve. Embedded and explicit systems will be put in place to facilitate professional dialogue, classroom observations and the provision of specific and timely feedback on performance.
3. Continuous Improvement Culture. A coordinated effort is required to engage the whole school community in the pursuit of excellence. A focus on the relationships the school has with parents will be important as well as the systems in place to keep parents informed of the learning progress of their child. High level engagement of our K-2 parents is evident and we would like to see this across the school. Our goal is to increase the active involvement of parents in learning conversations school wide. When effective partnerships exist students are supported to deliver their best and continually improve.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and refine our differentiated curriculum delivery and assessment practices to achieve learning excellence and responsiveness to all student needs.

Improvement measures

Target year: 2022

3% uplift in the number of Year 3 and 5 students achieving in the top two bands in reading.

6% uplift in the number of Year 3 and 5 students achieving in the top two bands in numeracy.

Target year: 2023

8% uplift in the number of Year 5 students achieving expected growth in reading.

5% uplift in the number of Year 5 students achieving expected growth in numeracy.

Target year: 2024

Value added data in SCOUT for K-3 and Y3-5 increases to Sustaining and Growing.

Value added data for Y5-7 increases to Excelling.

SEF Elements

Learning: Differentiation theme within the Curriculum element and all aspects of the Student Performance Measures element are self-assessed at Excelling.

Teaching: Effective Classroom Practice, Data analysis and Data use in teaching are self-assessed at Sustaining and Growing with some Excelling themes evident.

Initiatives

Differentiation

- Teachers differentiate curriculum delivery to meet the needs of all students and increase challenge.
- Students are supported to articulate their learning goals and understand what they need to learn next to improve.
- Formative and summative assessment practices allow all students to receive individualised feedback on their learning.

Whole school monitoring of student learning

- Every student's learning is tracked and analysed to ensure teaching is informed by student data and need. Established targets are school elevated to promote aspirational achievement.
- Processes are in place that support teachers' consistent, evidence-informed judgement and moderation of assessments.
- Student achievement and progress data is triangulated to ensure internal and external measures are consistent and aligned with syllabus standards.

Success criteria for this strategic direction

- Teachers differentiate curriculum delivery to support learning and ensure all students are challenged to achieve their personal best.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- Consistent school-wide literacy and numeracy assessment practices assist teachers to monitor, plan for and meet the learning needs of all students.
- Teachers adapt their practice based on assessment data and student feedback.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular and rigorous review of data sources to ensure students are tracking toward individual and collective targets. Intervention will be considered for students who are achieving and/or progressing below expected standard.
- Staff reflection sessions. What's working well? How do we know? What can we do better?
- Triangulation of data sources to ensure our monitoring of progress and achievement is validated and accurate. Inconsistent student data will be explored.

We will use these tools and data sources:

- NAPLAN and Check-in assessment data
- Literacy and Numeracy progression data PLAN2
- PAT test data Years 2-6; Reading and Maths
- Value added data in SCOUT
- Lesson observation and walk through student response data aligned with the Quality Teaching Framework

Strategic Direction 2: Challenge, Stretch, Differentiate

Purpose

To develop an expert teaching team who are confident and capable to use evidence-informed practice, high quality feedback and engage with data analysis to maximise all student outcomes.

Improvement measures

Target year: 2024

SEF Elements

Teaching: Effective Classroom Practice element self-assessed at Sustaining and Growing with some Excelling themes evident.

Target year: 2024

SEF Elements

Teaching: Data Skills and Use element self-assessed at Excelling.

Target year: 2024

SEF Elements

Teaching: Learning and Development element self-assessed at Sustaining and Growing with some Excelling themes evident.

Initiatives

Professional learning

- Targeted professional development is provided to build staff confidence and ability to analyse student data and deliver high quality curriculum content that targets the needs of students across the learning spectrum.
- All staff are provided with opportunities to reflect on What Works Best in Practice and identify future directions for individual and collective improvement.
- The Quality Teaching Framework informs collegial feedback and teacher practice analysis and ensures all students are engaged in relevant, significant and high-order tasks.

Collaborative practice and feedback

- Facilitate collegial dialogue that reflects a deep level understanding of evidence-informed research.
- Teachers provided with opportunities to seek and offer feedback to and from colleagues on their daily classroom practice.
- Processes and systems exist to support formal professional discussions based on individual teaching strengths and areas of development.

Success criteria for this strategic direction

- All teachers implement the most effective explicit teaching practices, whilst evaluating their impact on student outcomes.
- Student feedback and formative assessment data is elicited throughout a lesson to inform teaching, resulting in every student's continuous improvement.
- Effective evidence-informed teaching methods are employed by all staff with confidence.
- All teachers clearly understand and apply a full range of assessment strategies to determine teaching directions, monitor student progress and achievement and reflect on teaching effectiveness.
- The intellectual quality of curriculum delivery is high and all students are provided with opportunities to build on prior knowledge and develop a deep understanding of concepts that can be applied in new and different situations.
- Explicit systems for collaboration and feedback exist to continuously evaluate teaching practice and identify areas for improvement.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular and rigorous review of data sources to ensure all staff are receiving the professional learning and support required to reflect on and improve their practice.
- Reflective consideration of moderating, planning and professional learning opportunities.
- Comparisons between teacher self-reflection on impact and peer and student provided feedback.

We will use these tools and data sources:

- Lesson observation data aligned with What Works Best elements and the Quality Teaching Framework
- Feedback provided by students during walk throughs

Strategic Direction 2: Challenge, Stretch, Differentiate

Evaluation plan for this strategic direction

- PDP conversations and identified learning goals
- National School Improvement Tool
- Student success criteria attainment data

Strategic Direction 3: Continuous Improvement Culture

Purpose

Establish and maintain strong partnerships within the school community to ensure a high performance school culture focused on continuous improvement exists.

Improvement measures

Target year: 2022

Learning Culture

- Every minute of every lesson, every day is valued by students, staff and parents. Students attending >90% of the time is >92%.

Wellbeing

- 8% uplift in the proportion of students in Years 4-6 reporting Expectations for Success, Advocacy, and Sense of Belonging at school.

Target year: 2024

SEF Elements

Learning: High expectations theme within the Learning Culture element is self-assessed at Excelling.

Leading: Educational Leadership element self-assessed at Sustaining and Growing with some themes showing evidence of Excelling.

Initiatives

High expectations school culture

- Build and maintain a classroom and playground environment based on psychological trust
- Clearly communicate a deep belief that every student is capable of successful learning and wellbeing
- The Leadership team work with staff to develop and maintain a student-centred learning culture within each classroom that supports every student in their pursuit of excellence and improvement

Community engagement

- Teaching and Administrative staff proactively address student attendance by involving parents in the processes required to identify and then improve the number of days every child attends school.
- Parent and student satisfaction is measured and evaluated regularly by all staff. Actions in response of the findings are shared with the community.
- Processes are in place to monitor and evaluate intended impact of school partnerships.

Success criteria for this strategic direction

- Every student and family believes school attendance is vital to achieve long term life success.
- Effective partnerships with parents and students ensure that student absences do not impact on learning outcomes and students are motivated to continually improve and deliver their best.
- High inclusivity is evident and all students know their contributions are taken seriously and valued.
- Parent involvement in school and learning-based conversations is consistent K-6.
- The school is recognised as responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for all students and families.
- Every school member improves every year.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Monitoring individual student attendance data and addressing any concerns in a timely manner.
- Regular and rigorous review of data sources to ensure initiatives are having a measured impact on the school community.
- Making sure student voice is highly represented in each data source and critically evaluated to inform future directions.
- Opportunities for parents to authentically and regularly engage with staff and the school.

We will use these tools and data sources:

- Student attendance data
- Teacher conversations with parents to gather baseline and ongoing data
- Reflective student voice comments
- Measured contributions by school towards the

Strategic Direction 3: Continuous Improvement Culture

Evaluation plan for this strategic direction

external community

- Parent response data via Seesaw and other communication platforms