

Strategic Improvement Plan 2021-2025

Stockton Public School 3110



School vision and context

School vision statement

Stockton Public School has high expectations to ensure every student and every teacher will be challenged to continue to learn and improve every year.

Explicit teaching strategies are key to strong foundations in literacy and numeracy. Through a varied and differentiated curriculum, student's individual potential will be nurtured with quality pedagogy in every classroom. We value and foster strong connections with our whole school community to build open and trusting partnerships focused on maximising opportunities and the wellbeing of every student.

School context

Stockton Public School, established in 1861, is located on the north side of Newcastle harbour. Enrolment in 2022 is 261 students from Kindergarten to Year 6, including 23 students with a language background other than English and 35 of our students identify as Aboriginal.

In addition, there are 38 students enrolled in our Department of Education Preschool. Our Preschool offers a five-day per fortnight program. The Early Years Framework guides the play-based program. The preschool provides an outstanding transition to school program. Our preschool is a part of our school community and joins in for whole school events.

The school has a strong sporting history and offers a broad range of activities including a biennial whole school performance, STEM program, lunch time clubs such as bucket drumming and gardening.

The school works in close partnership with parents, local businesses and the wider community. Parents are engaged in their children's learning and actively participate in our range of school activities. The dedicated and energetic P&C support the school in achieving goals through an open and consultative relationship. Community Partnerships have been established with both Orica and Port Waratah Coal who support the school through providing funds for school improvements and programs, initiatives and scholarships.

The majority of the school's equity funding will be used to support initiatives outlined in this 2021-2024 Strategic Improvement Plan.

Reading and numeracy will be the key areas for improved student outcomes. Evidence-based practices focused on assessment, leading to curriculum differentiation and personalised learning, will support student growth and achievement. The NAPLAN gap analysis indicated the areas of focus for reading are viewing and comprehension strategies, and in numeracy are whole number, word problems and measurement.

Developing whole school processes for collecting and analysing student data to inform teaching and learning programs will contribute significantly to our success. The monitoring of student data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Building teacher capacity to embed high impact teaching strategies will ensure students achieve expected growth and attainment in their learning. High expectations and collaboration will strengthen pedagogy and practice across the school.

The wellbeing and engagement of our students will also be a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions. Engagement with the Wellbeing Framework will provide clarity for developing whole-school processes to support every student being known, valued and cared for.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop explicit teaching pedagogy, strong assessment practices and whole school monitoring processes tailored to individual student growth.

Improvement measures

Reading growth

Achieve by year: 2023

Uplift of percentage of students achieving appropriate individual growth as measured by triangulated internal data (Check in, DIBELS, SSP)

Numeracy growth

Achieve by year: 2023

Uplift of percentage of students achieving appropriate individual growth as measured by triangulated internal data (Check in, IfSR)

School Excellence Framework

Achieve by year: 2025

School Excellence Framework elements of student performance measures, assessment and reporting are validated at excelling.

Initiatives

Reading

Establish a whole school reading focus to support student progress and achievement by:

- delivering lessons and units of work based on the new K-6 English syllabus
- providing individualised, explicit and differentiated learning opportunities
- explicit teaching of the key areas of the evidence based practice of learning to read
- embedding early years phonological awareness programs in preschool
- personalised learning for all students through data informed differentiation, identification of and catering for high potential and gifted students and intensive learning support for students needing further remediation.

Numeracy

Establish a whole school numeracy focus to support student progress and achievement by:

- ensuring consistent school wide scope and sequences for explicit delivery of linked content
- personalised learning for all students through data informed differentiation, identification of and catering for high potential and gifted students and intensive learning support for students needing further remediation.
- ensuring the delivery of explicit and differentiated teaching and learning programs

Success criteria for this strategic direction

Teachers expertly teach explicit reading and numeracy lessons to support student's improved learning outcomes.

Teachers have a comprehensive understanding of the new K-6 syllabus in English and Mathematics.

Teachers identify interventions and extensions and modify teaching practice to improve student outcomes.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Students articulate, understand and achieve their literacy and numeracy learning goals.

Evaluation plan for this strategic direction

The following data sources will be used to regularly analyse the effectiveness of initiatives in improving student outcomes in reading and numeracy:

- external assessment
- internal assessment
- scout data
- document analysis
- student focus group and work samples
- surveys.

Annually the school will review progress towards the improvement measures.

Strategic Direction 2: Explicit Teaching

Purpose

To improve teacher capacity and effectiveness in delivering explicit, data driven teaching practices with a focus on high expectations through high impact professional learning.

Improvement measures

Assessment Strategies

Achieve by year: 2025

Assessment tasks are varied to cater for individual needs and to measure growth over time.

Teachers work collaboratively to analyse data and adapt teaching and learning programs.

School Excellence

Achieve by year: 2025

School Excellence Framework elements of effective classroom practice, data skills and use, learning and development are maintained at excelling.

Initiatives

Data use and analysis

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery by:

- providing high impact professional learning in data literacy, data analysis and data use for all staff
- establishing collaborative practices to use data to monitor and assess student progress and design future learning on a whole class, group and individual level
- reviewing and adapting practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time, and triangulate student achievement
- embedding data informed formative assessment practices
- establishing whole school literacy/numeracy focus to regularly assess, collate and analyse student progress to inform the next steps of teaching.
- establishing a data informed culture in throughout the school.

Building teacher capacity

Professional learning supports the development of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement by:

- establishing mentoring and coaching opportunities focused on explicit delivery of literacy and numeracy
- providing opportunities for staff to draw on the collective expertise of teachers
- developing ongoing professional learning to build teacher capacity of effective reading strategies and pedagogy and in numeracy the big ideas and number talks.
- collective pedagogical practice through the new English and Mathematics syllabus' K-6 and the High potential and Gifted Education policy

Success criteria for this strategic direction

Valid and reliable assessment data is regularly collected, monitored and analysed in reading and numeracy to inform teaching practice and direct learners and learning.

Student assessment data using literacy and numeracy progressions provides individualised, explicit and differentiated learning opportunities.

Regular stage, executive and whole school meetings review and analyse student performance data against system negotiated targets.

Evidence-based teaching strategies and students' learning improvement is monitored and demonstrates growth.

The school uses embedded and explicit systems that facilitate collaborative practices between teachers.

Evaluation plan for this strategic direction

To regularly analyse the effectiveness of the initiatives in improving teacher capacity and data driven teaching practices:

- document analysis and observations
- student and staff focus groups
- surveys for students, staff and parents/carers

Annually the school will review progress towards the improvement measures.

Strategic Direction 2: Explicit Teaching

Initiatives

- embedding systems for collaboration, observation and feedback to sustain quality teaching practices
 - establishing and embedding a culture of agreed practices in the delivery of quality teaching focused on the improvement of all student's literacy, numeracy and wellbeing.
-

Strategic Direction 3: Connect and Engage

Purpose

To ensure all students have a sense of belonging through increased opportunity and a planned approach to whole school wellbeing that fosters connection, belonging and engagement.

Improvement measures

Attendance >90%

Achieve by year: 2023

Students attending >90% of the time is above 50%. (2022 School 37.2%; DoE State 37.6%; SSSG 41.9%)

Processes and Practices

Achieve by year: 2025

Wellbeing, behaviour and attendance processes and practices are documented and embedded whole school.

Reciprocal cooperative partnerships are built and maintained with our school and local community.

Wellbeing

Achieve by year: 2023

Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is above 90.4%. (Baseline 86.8%)

Initiatives

Wellbeing

Embed a whole-school approach to student wellbeing and engagement where this is a collective responsibility for success by:

- teaching resilience and self-regulation
- reviewing current wellbeing processes through the Wellbeing Framework self assessment
- updating whole school approaches to wellbeing focused on attendance, wellbeing and behaviour
- providing opportunities for student success both in and out of the classroom
- embedding the Department of Education's Wellbeing Framework into school culture through professional learning in effective wellbeing strategies.

Cooperative partnerships

Build strong link with parents, carers and school communities to foster pride, connection and belonging by:

- continuing to build community connections with local Aboriginal people to build collective knowledge, respect and understanding
- delivering professional learning for staff in Aboriginal cultural, knowledge and heritage
- continuing to build existing partnerships with our school P&C and local businesses to foster a sense of community
- providing extra curricular and in school opportunities with community to nurture engagement and success.

Success criteria for this strategic direction

Implementation of whole school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.

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

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 is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

To regularly analyse the effectiveness of initiatives in improving student's sense of belonging and our partnerships the following data sources will be used:

- document analysis
- student, staff and community focus groups
- surveys
- agency - student and community voice

Annually the school will review progress towards the improvement measures.