Strategic Improvement Plan 2021-2025

Edgeworth Public School 3564

School vision and context

School vision statement

Edgeworth Public School embraces an inclusive culture of success where everyone is connected and empowered to reach their potential.

School context

Edgeworth is a large primary school located in Lake Macquarie, in the Hunter Region that caters for children Preschool to Year 6. It has an enrolment of over 700 students including 18% Aboriginal and Torres Strait Islander and 7% English as an additional Language or Dialect (EAL/D).

A staff of over 60 has strong relationships with the wider community, working collaboratively to enhance high expectation relationships and promote school excellence. Strong connections to our Aboriginal Education Consultative Group (AECG) strengthen our commitment to improve the educational and wellbeing outcomes of our Aboriginal and Torres Strait Islander students so that they can excel and achieve in every aspect of their education. Positive links with the Innovation, Inspiration, Learning Alliance (IILA), a collaboration of local public schools and strong relationships with educational, external agencies and a highly supportive and enthusiastic community and P&C are embedded in the culture of the school.

The school reflects community needs by providing a diverse choice of sporting, cultural, academic, leadership and artistic activities. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process is essential to our success.

In 2021 the school completed a situational analysis, including consultation that has identified three areas to focus on for this Strategic Improvement Plan, which will continue to build on the previous school planning cycle to ensure that the school embraces a culture of success.

The whole school's focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence-based research, focusing on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

The school's work with individual students will be responsive and closely monitored. Individual and targeted support through differentiated programs and intervention will be provided where growth is not evident. The High Potential and Gifted Education Policy will also inform intervention needs, ensuring high performing students continue to be identified and supported to achieve their potential.

Staff value the opportunity to develop their professional practice through professional learning and collaboration, so capacities are continually built. The principles of evaluative thinking, monitoring the impact of programs and approaches used by all teachers to ensure quality teaching practices are embedded.

A collective, strategic, and planned approach to wellbeing, engagement and partnerships of the whole school community will continue to be built upon. Wellbeing will be supported by practices that foster students' sense of belonging, promote engagement in learning, school activities and higher levels of attendance. Professional learning communities will focus on

School vision statement

School context

improving the quality of teaching and learning and transitions for students.

Strategic Direction 1: Student growth and attainment

Purpose

To continuously improve student learning outcomes we will ensure that every student is known, valued and cared for, within a strengthening culture of high expectations, that puts faces to our data and improves student achievement.

Improvement measures

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

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.

Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

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.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) in the element of Data Skills and Use indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Data Driven Practices

Effective strategies and processes for data collection, analysis and reflection is used for responsive curriculum delivery to ensure effective classroom practice is embedded.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This will be supported by inclusion in the Leading Evaluation, Evidence and Data (LEED) and Guided L&N Support Projects.
- Engage knowledgeable others within the school to work collaboratively with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Analyse data to monitor student learning and progress to inform intervention practices to support all students at their point of need (faces to our data).
- Review, design and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress and evaluate growth over time.
- Commitment to improving Aboriginal & Torres Strait students outcomes where evidence-based systems are embedded to enhance attendance, student engagement and educational opportunities.

High Expectations

A culture of High Expectations and shared aspirations will promote and encourage continuous improvement for all learners.

- Refine and embed clear and consistent expectations for learning and behaviour Preschool to Year 6.
- Model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.
- Guide and support students towards meeting expectations including specific feedback for students

Success criteria for this strategic direction

A school wide system for student assessment data will clearly identify student achievement and progress, reflecting on teaching / learning cycles and inform future school, class and individual student directions.

Teachers will expertly and consistently apply a range of formative and summative assessment strategies to inform effective classroom practice, leading to measurable improvements that will be responsive to trends at all levels.

All students will be known, valued and supported to maximise their learning outcomes through an embedded culture of high expectations

The High Potential and Gifted Education Policy (HPGE) will underpin quality differentiated instruction, individualised feedback and continually challenge students within each classroom.

All students can clearly articulate, understand and achieve their individualised reading and numeracy learning goals.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in Student Growth and Attainment and High Expectations, and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

- Internal assessments
- External assessments
- Work Samples
- Observations

Initiatives

to improve

Evaluation plan for this strategic direction

- Student voice
- Surveys
- Focus Groups
- Document analysis
- SEF S-aS
- SCOUT

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures through the Annual Report

Strategic Direction 2: Empowering Educators

Purpose

To enhance teaching practice that is committed to identifying, implementing and evaluating the most effective evidence-based strategies. Staff embrace professional standards, effective collaboration and explicit, quality teaching processes across learning environments where everyone can reach their potential.

Improvement measures

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) themes of Explicit Teaching and Lesson Planning indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) themes of Improvement of Practice and Literacy and Numeracy Focus indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) element of Learning and Development indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

TTFM 'Focus on Learning' Teacher Survey Report (Collaboration) indicates improvement from 7.6 to reach at or above State norm.

Initiatives

Embedded Quality Teaching Practice

Teachers commit to ensuring quality teaching practices are embedded through identifying, implementing and evaluating the most effective explicit, evidence-based teaching methods.

- Teachers will engage in the Professional Standards for Teachers, to reflect on their practice and identify areas of growth.
- Targeted, high impact professional learning in quality teaching practice with a literacy and numeracy focus is embedded and supported by evidence of impact on the quality of teaching and improved student learning outcomes
- The leadership team engage in capacity development programs to support embedded quality teaching practice in all classrooms.

Collaboration

Effective collaboration is the key sharing successful and innovative evidence-informed practices across the teaching profession.

- Embed explicit systems and opportunities that facilitate professional dialogue and collaboration
- Facilitate classroom observations, the modelling of effective practice and the provision of specific and timely feedback between teachers
- Teachers demonstrate and share their expertise within their school and within our learning community

Success criteria for this strategic direction

Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning which will be underpinned by high quality teaching.

Universally high levels of professionalism and commitment, where teachers reflect on their practice and measure themselves against the Australian Professional Standards for Teachers, so capacities are continually built and evident.

Lessons and learning opportunities will be engaging and teaching strategies are evidence-based.

Individually and collaboratively, teachers will evaluate the effectiveness of their literacy and numeracy teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student.

The leadership team will engage in capacity development programs and implement principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers to ensure quality teaching practice is embedded.

Frequent and ongoing collaboration will be embedded as part of the school culture that promotes and values the sharing of ideas and advice in encouraging ways and through formal learning communities.

Teachers will participate in formal and informal lesson observations that focus on the impact of quality teaching practices on student improvement.

A whole school process supports teachers to collaboratively plan, develop and refine teaching and learning programs to achieve shared goals.

Evaluation plan for this strategic direction

Question:

Strategic Direction 2: Empowering Educators

Evaluation plan for this strategic direction

To what extent have we achieved our purpose in Empowering Educators through Embedded Quality Teaching Practices and Collaboration?

Data:

We will use a combination of data sources. These will include:

- Professional Development Process (PDP)
- Observations
- Student voice
- Surveys
- Focus Groups
- Document analysis
- SEF S-aS
- SCOUT

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures through the Annual Report

Strategic Direction 3: Enriched Connections

Purpose

A whole school approach to wellbeing ensures all students can connect, succeed and thrive through positive attendance and strong relationships. Effective partnerships underpin ongoing school improvement where all stakeholders feel valued.

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 90.25% in 2023 to 91.35% in 2027.

Wellbeing

Achieve by year: 2025

Increase the percentage of students reporting positive wellbeing (Expectations of Success, Advocacy, Sense of Belonging) by 4.6%.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) theme of Community Engagement indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Enhanced Wellbeing

Reflect and refine whole school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

- Deepen staff understanding in the Wellbeing for School Excellence Policy and Framework to review and refine existing practices and process
- Refine and embed whole school processes in monitoring, analysis, evaluation and celebration of attendance
- Review, refine and implement systems to ensure students experience a Strong Sense of Belonging, Advocacy and Expectations for Success

Effective Partnerships

Collaborative partnerships are built with the whole school community to support students to connect, succeed and thrive.

- Maintain and strengthen partnerships with the Innovation, Inspiration and Learning Alliance (IILA)
- Strong links with the AECG will foster welling, positive attendance and improved learning outcomes for our ATSI students
- The school values and responds to feedback to strengthen whole school sustained improvement
- Links with educational and external agencies are used to inform school practices for relevant stake holders

Success criteria for this strategic direction

The school-wide wellbeing system is valued and supported by the wider learning community, with a shared responsibility for a positive learning environment to enable all students to connect, succeed and thrive.

All staff demonstrate a deep understanding of the 5 domains of the Wellbeing Framework, incorporating understandings into all interactions

Students demonstrate healthy coping strategies, resilience and self-regulation skills

Student voice and student leadership opportunities are evidenced in classrooms and whole school situations

Whole school commitment to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

Partnership with the Innovative, Inspirational Learning Alliance (IILA) supports collective understanding and embedded best practice through combined professional learning to improve student outcomes.

Aspirational expectations of learning progress and achievement for all students is demonstrated by improvement in whole school community and parental satisfaction.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in Enriched Connections through Enhanced Wellbeing and Effective Partnerships?

Data:

We will use a combination of data sources. These will include:

- Observations

Strategic Direction 3: Enriched Connections

Evaluation plan for this strategic direction

- Student voice
- Surveys
- Focus Groups
- Document analysis
- SEF S-aS
- SCOUT

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures through the Annual Report