

Strategic Improvement Plan 2021-2024

Scotts Head Public School 3635



School vision and context

School vision statement

All at Scotts Head Public School continually develop learner habits, learning strategies and assessment capability that result in at least a years worth of growth, for a year of leaning in all key learning areas. Staff and students collaborate and encourage peers and colleagues, using effective feedback to reflect, adopting the belief to connect, succeed and thrive as life long learners.

School context

Scotts Head Public School a bilingual Bahasa Indonesia School, located in a small coastal village on the Mid-North Coast of NSW, which has a current enrolment of 109 students. Our numbers are slowly growing as our school is increasing recognized for our excellence in delivering quality education within a cohesive, supportive learning focused culture. Our FOEI is 104 and ICSEA 987 identifying us as a low socio-economic rural school demographic.

The two strong threads through the previous two school plans focused on continual whole school improvement by focusing on building the capacity of our inspired and passionate teachers and developing reflective and responsible learners. Our school community has worked collaboratively to support a relentless focus on learning at all levels within our school to promote wellbeing and develop learners who have the belief, skills and personal qualities to achieve the dreams for their future. We were successful in attaining the planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning at all levels: in all teaching and learning practices, student learning opportunities and community engagement .This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students also remains a priority. Internal surveys provided data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student becoming a confident, self directed and successful learner.

Strategic Direction 1: Student growth and attainment

Purpose

School wide systems and processes for assessment are expertly used by all stakeholders to promote learning excellence and responsiveness in meeting the needs of all learners.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands

Reading

There will be an uplift of 24% from baseline data in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Reading. (Equivalent to 8 students)

Numeracy

There will be an uplift of 24% from baseline data in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Numeracy. (Equivalent to 8 students)

Target year: 2023

NAPLAN Expected Growth

Reading

There will be 27% of students in Year 5 achieving or exceeding expected growth NAPLAN Reading. (Equivalent to 9 students)

Numeracy

There will be 27% of students In Year 5 achieving or exceeding expected growth NAPLAN Numeracy. (Equivalent to 9 students)

Value Added data in SCOUT

Value Added data in SCOUT for K-3 continues at Excelling.

Initiatives

Development of process to collect, analyse and use systematic and reliable assessment information to evaluate student learning over time and implement teaching that leads to measurable improvement.

- Develop a whole school tracking and monitoring system informed by regular assessments aligned to Assessment Schedule.
- PL schedule is aligned to the tracking and monitoring process and included high level data discussion.
- Consistent K-6 assessment informs the tracking and monitoring
- K-6 Programs include formative assessment to guide teaching focus.

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

- Professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data
- Effectively use the Instructional Leader and establish a Pedagogical Coach position to work with teachers using data to monitor and assess student progress and design future learning opportunities on a whole class, group and individual level
- Review and adapt practice to ensure reliable formative and summative assessments tasks are used to analyse student progress, evaluate growth over time and report student achievement Embed data informed formative assessment practices as an integral part of daily instruction in the classroom.

Success criteria for this strategic direction

Strong assessment, tracking and monitoring processes and systems in place to embed a high-performance culture with a clear focus on student growth and achievement and high-quality service delivery.

- Assessment: The school uses systemic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Collaborative practice and feedback: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. Teaching and learning programs.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Staff are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to data informed and evidence based teaching strategies (SEF).

Staff work with colleagues to use data from internal and external student assessment for evaluating learning and teaching identifying interventions, program and modified teaching practice (APST 5.4.3)

Evaluation plan for this strategic direction

Question:

How and in what ways can we demonstrate that improved data skills and use and collaborative planning and programming for explicit teaching has positively impacted student growth and achievement?

Strategic Direction 1: Student growth and attainment

Improvement measures

Value Added data in SCOUT for Y3-5 continues to improve from Delivering to Sustaining and Growing.

Value Added data in SCOUT for Y5- 7 continues at Sustaining and Growing.

Target year: 2024

School Based Targets

Reading

At least 80% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts elements of the Progressions.

At least 80% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts elements of the Progressions.

At least 85% of students in Year 2-6 will demonstrate a 0.4 growth when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in reading.

Numeracy

At least 80% of students completing Year 3 will have achieved the learning indicators within Level 7 of the Additive Strategies element of the Progressions.

At least 85% of students in Year 2-6 will demonstrate a 0.4 growth (1 year growth - calculated through effect size formula) when comparing start of year to end year scale scores in the Essential Assessment in numeracy.

Target year: 2024

SEF

In the element of assessment in the learning domain we are excelling in themes of work school monitoring and formative assessment

The school uses systematic and reliable assessment

Evaluation plan for this strategic direction

Data:

- NAPLAN data
- Scout - Value added data
- Learning sprint data analysis
- Student work samples Literacy and numeracy
- Student PLPs / ILPs Student focus groups
- Assessment Schedule
- Teaching Programs
- Walkthroughs and Peer Observation data
- PL Schedule
- Stakeholder surveys

Analysis:

- Regular review of these data sources to determine whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework v2 elements and themes
- Executive team and whole staff reflection opportunities
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to inform future directions Implement the QDAI process within milestones requirement

Implication:

Data analysis of the sources above will determine 'Where to Next?' for the following four years.

Strategic Direction 1: Student growth and attainment

Improvement measures

information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Strategic Direction 2: Enhanced Learner Capabilities

Purpose

Students have the belief, skills and learner habits to be life-long learners

Improvement measures

Target year: 2024

The school will move from Sustaining and Growing to Excelling in the domain of Learning in the area of student engagement within the element of assessment.

'All students at Scotts Head Public School will show at least one year's growth for one year's teaching in all KLAS. They will demonstrate the characteristics of assessment capable visible learners (i.e. understand what they are learning, how they are going and where they will go next) and can interpret and act upon assessment results.'

Target year: 2024

The school will move from Sustaining and Growing to Excelling in the theme of Feedback within the element of Effective Classroom Practice.

Teachers consistently review learning with individual students, prioritising students explicit understanding of where and how to make progress in their learning. Teachers ensure students feedback informs their teaching.

Students are explicitly taught learning habits to identify where they are, where to next and how to get there using the SHPS "Whale Scale" (novice, developing, proficient, mastery).

Initiatives

Staff to expertly develop systems, process and practices to support the personal and social capability of all students to be self-directed and regulated in their learning through effective evidence based programming that optimising learning progress for all students, across the full range of capabilities.

- Ongoing PL for staff on Effective Feedback, WWB, Whale success Scale, Visible Learning. To Develop a shared definition and consistency of language (St, T, P) of the learning process.
- Mentoring and coaching embedded to directly align professional learning to teaching practice goals.
- Programs have embedded Learner habits and identified differentiated learning strategies appropriate phases of learning in visible learning (success Whales Scale) .
- All classrooms have systems and processes in place to actively engage students in the learning process (visuals, Learning Pit, Learning Portfolios evidenced in Class Dojo)
- Walkthroughs embedded regularly to monitor quality and process of Learning Expectations in all rooms K-6.

Embed a learning culture that enables students to create, receive feedback and achieve learning goals.

- Teachers use a combination of feedback strategies to provide students with information which is timely and directly connected to the learning intentions and success criteria.
- Self, peer and teacher feedback is given to encourage students' self-regulation and to improve their assessment capability and progress.
- Student feedback is elicited by teachers and informs their teaching.
- Teachers and students have a clear understanding of when knowledge is transferable (surface/deep/transfer).
- Expertly use student assessment data to reflect on

Success criteria for this strategic direction

A school wide collective responsibility which is strongly based on learning and ongoing performance improvement.

- Students can reflect on, and monitor their progress, seek and respond to feedback to assist them in fulfilling their potential.
- There is a school-wide collective responsibility for student learning and progress which is shared by parents and students.
- Teacher /Student, Student/Student, Student/Teacher routinely review learning with each other to ensure they have a clear understanding of how to improve.
- Students will be able to identify, describe and understand how they learn and adapt the learner qualities in the process of learning.
- Students will be able to apply the learner qualities when faced with challenges.
- Students will be able to give, receive and act on feedback to improve learning.
- There is a shared language of learning across the school community.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF)

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.(APST 5.2.2)

Evaluation plan for this strategic direction

Question:

How can we demonstrate the extent do all stakeholders understand the learning process and give, seek and act on feedback and share understanding?

Strategic Direction 2: Enhanced Learner Capabilities

Initiatives

- teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities
- Embed and use professional learning models to build teacher capacity and collective pedagogical practice.

Evaluation plan for this strategic direction

Data:

Stakeholder Surveys

Lesson Observations

Walkthroughs

Analysis of class videos sent home through Class Dojo

School-wide collective responsibility for learning within the deliberate impact cycle.

Instructional Leader to teacher feedback notes

Teacher self assessment pre and post on the components of a visible learner

Instructional rounds Data

Performance Development Plans (PDP)

Teacher /Student/ Parent surveys

Walk through Data

Analysis:

When are we going to collect and analyse data regularly at a timetabled data analysis session.

Implication:

Strategic Direction 3: Community Wellbeing

Purpose

Our mission is to nurture everyone's physical, social, emotional and academic wellbeing, in a safe, caring, happy, orderly and productive learning community. We are committed to supporting each other, creating an empathetic and compassionate learning environment which fosters self-regulation, leadership and autonomous thinking.

Improvement measures

System negotiated targets

Students

- At least 90% of students reporting positively to *Wellbeing* in the Tell Them From Me Survey (TTFM) and achieving the upper bound system negotiated target *an* increase of 10% in the aspect Belonging. (Equivalent to 14 students)
- Decrease in repeat referrals to agencies to support students experiencing difficulty with their physical, cognitive, social, emotional, moral or educational progress.
- Increase students attendance to 90% ,monitoring engagement and academic levels as measured by external and internal academic and wellbeing data from pre K-7 inclusive of key transition points.

Parents

- Increase in parent engagement with the school in relation to the holistic education of their child as measured by Tell Them From Me Parent Survey
- Increase in proportion of parents / carers accepting support from outside agencies
- Increase in positive feedback in school Parent Engagement surveys.

Target year: 2024

Initiatives

Student Empowerment

- Conduct an audit of current student wellbeing and academic support within the school to ensure that all students are known, valued and cared for and academic support is provided at instructional level.
- Amend and adjust support processes and practices.
- Source appropriate personnel and continue to build student-centred relationships with school personnel and outside agencies to support student progress and development against all domains.
- Differentiate student support through consultation and feedback with stakeholders.
- Assess, monitor and evaluate initiatives and amend as required for duration of plan.
- Implement processes and practices to assist clear communication between all stakeholders and sense of purpose regarding student progress and empowerment as life long learners and resilient individuals.

Parent Empowerment

- Conduct and audit and review the stakeholder engagement strategy of the current school to regularly collate and analyse feedback to inform action.
- Review current practices and impact of key personnel including the P and C , Dare to lead Committee and Aboriginal School Support Officer that provide opportunities for parents and carers to engage with their children as learners and support their schooling.
- Implement systems and processes where parents have opportunity to engage with each other, school staff and the wider learning community to build collective efficacy as a consistently.

Success criteria for this strategic direction

- A planned approach to wellbeing: The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Individual learning needs: There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Behaviour: 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.
- Attendance: Teachers, parents and the community work together to support consistent and systemic processes that ensure student absences do not impact on learning outcomes.
- Parent engagement: Teachers regularly and directly engage with parents to improve understanding of student learning and wellbeing to strengthen outcomes. Parent engagement has enhanced in response to feedback received.
- Teachers demonstrate expertise in teaching students with complex trauma and/or behaviour difficulties.
- Teachers demonstrate their expertise of evidence based innovative teaching practice within their school and with other schools to drive ongoing improvement of student learning, engagement and attendance.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF)

All staff contribute to professional networks and associations and build productive links with the wider community to improve teaching, learning and student engagement (APST 7.4.3)

Work with colleagues to provide appropriate and contextually relevant opportunities for parents and carers

Strategic Direction 3: Community Wellbeing

Improvement measures

In the Learning Domain of the SEF we are excelling in the elements of learning culture and attendance.

In the Leading domain we are sustaining and growing or excelling in the element of Educational Leadership.

Evaluation plan for this strategic direction

to be involved in their child's learning (APST 3.7.3)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact in relation to student and parent empowerment ?

Data:

Wellbeing Framework Self assessment pre and post data.

Every Student Known Valued, Cared for pre and post data

Internal assessment (PLAN2)

External assessment (TTFM, NAPLAN)

External Referrals (Community Health etc)

Survey

Observation

Focus group

Student voice

Interview

Analysis:

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

Implications: The findings of the analysis will inform:

Future actions

Annual reporting on school progress measures (published

Strategic Direction 3: Community Wellbeing

Evaluation plan for this strategic direction

in the Annual Report each year, the
newsletter and on the school Website