



Strategic Improvement Plan 2021-2024

Goulburn West Public School 3741



School vision and context

School vision statement

At Goulburn West Public School we are committed to providing quality teaching and learning programs that foster high ideals, high expectations and high achievement. We believe that each child brings a different set of experiences, knowledge and skills to school each day and understanding these is essential in planning their learning pathways.

We believe that student learning is underpinned by quality teaching, high levels of professionalism and commitment. Teacher professional learning and growth are a strong focus and along with a supportive and involved community, we take a shared responsibility for student engagement, learning, development and success.

School context

Goulburn West Public School is a K-6 school established in 1962. Extensive grounds with a great deal of open space, play areas, gardens and trees support a positive sense of student and staff wellbeing. Goulburn is 1.5 hours from Sydney and Canberra. Goulburn West Public School's population has been slowly increasing over the past 5 years although this trend is not expected to continue in accordance with the Department's revised enrolment policy. The school student population averages around 400 students for the past 3 years, 22 students identify as Aboriginal (5%) and 34 students are EALD (8%). The school NSW FOEI (family occupation and employment index) is 98 which is close the average school FOEI of 100.

Goulburn West enjoys strong community support. The P&C is active in our school community along with other local stakeholders that value partnerships with our school.

Goulburn West Public School is a growing and changing learning centre with a proud reputation of providing quality teaching and learning programs resulting in excellent student learning outcomes. An Opportunity Class supports gifted and high potential students from across the Goulburn community. We foster strong academic results for all our students as well as delivering current teacher professional learning for our staff. Like many schools in our area we are experiencing growth and change.

We are working towards building a learning environment based on collaboration, innovative, critical and creative thinking where our students and staff will be responsible learners and reflect on their work to build future success. Underpinning this commitment is a focus on the delivery of evidence-based explicit teaching in every classroom and data informed practice. A focus on attendance and student wellbeing will promote engagement and community partnerships.

Strategic Direction 1: Student growth and attainment

Purpose

For every student to maximise their learning, we will build strong foundations for academic success and progress in literacy and numeracy. All staff will provide a learning environment, that fosters communicative, collaborative, creative, critical and innovative thinking within a framework based on effective, evidence and data based practices.

Improvement measures

Target year: 2022

A minimum of 29.1% of Year 3 and 5 students achieving the top two bands in NAPLAN numeracy inclusive of our Aboriginal and English as an additional language or dialect students. (Lower bound system-negotiated target).

Target year: 2023

A minimum of 64.1% of students achieve expected growth in NAPLAN numeracy inclusive of our Aboriginal and English as an additional language or dialect students. (Lower bound system-negotiated target).

Target year: 2022

A minimum of 40.7% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading inclusive of our Aboriginal and English as an additional language or dialect students. (Lower bound system-negotiated target).

Target year: 2023

A minimum of 64.2% of students achieve expected growth in NAPLAN reading inclusive of our Aboriginal and English as an additional language or dialect students. (Lower bound system-negotiated target)

Target year: 2024

At least 90% of students K to 6 will demonstrate a 0.4 growth (calculated through effect size) when comparing start of year to end of year scores in our school writing assessment

Initiatives

Evidence based and data informed literacy strategies

Ensure whole school programs and practices are evidenced based and data informed to maximise student outcomes.

- Instructional leader to work with teachers using data to monitor and assess student progress and mentor/assist design future learning on a whole class, group and individual level
- Implement programs and systems to extend high potential students
- Initiate and regularly monitor data at a classroom, stage and whole school level

Evidence based and data informed numeracy strategies

Ensure whole school programs and practices are evidenced based and data informed to maximise student outcomes.

- Maths team to engage in high impact professional learning and then lead the school in collaborative and best practice
- Implement programs and systems to extend high potential students
- Initiate and regularly monitor data at a classroom, stage and whole school level

Success criteria for this strategic direction

- Students learning is monitored across stages to ensure continued growth with valid and consistent teacher judgement evident across the school (Mark IT, STARS, ReportIT and school data collection databases)
- Teachers understand, develop and apply a range of assessment strategies in determining teaching directions, reflecting on their practice and student progress
- Teachers differentiate to meet the needs of students at different levels of achievement (i.e L&S or High Potential)
- Teachers, stages and the whole school analyse student progress and achievement data and a range of other data sources. Teachers respond to trends in data at individual, stage and whole school level.
- The schools value-add trend is positive
- School data shows that student progress and achievement on external measures is consistent with internal measures
- Instructional Leader model sustains a culture of effective, evidence and data driven practices so that every students make measurable progress.
- A whole school based approach ensures the most effective evidenced based teaching is occurring to optimise progress and outcomes for students.

Evaluation plan for this strategic direction

Goulburn West will implement a structured analysis of the Question, Data, Analysis, Implications (QDAI) process to evaluate strategic directions.

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. This analysis will guide the school's future directions:

- NAPLAN data

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Value added data in Scout K-3 maintains Sustaining and Growing or increases to Excelling; Y3-5 maintains Sustaining and Growing or increases to Excelling; Y5-7 maintains Sustaining and Growing or increases to Excelling

Target year: 2024

Improvement measured by the School Excellence Framework

-Effective Classroom Practice will improve from Sustaining and Growing to Excelling

-Data skills and Use will improve from Delivering to Excelling

Evaluation plan for this strategic direction

- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups.
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 2: Enhancing teacher efficacy and capacity

Purpose

To ensure consistent school wide practices for intentional and effective teaching so that instruction is driven by high expectations, current research and data. Through high impact professional learning, teachers will work individually, collaboratively and at a whole school level to deliver strong, strategic and effective strategies enabling a self-sustaining and self-improving learning community.

Improvement measures

Target year: 2022

All staff to be trained in PAX behaviour management following the schools Wellbeing procedures and processes aligning with the DoE's Behaviour Policy.

Target year: 2023

All staff to interpret, analyse, store and use data collaboratively to reflect on their practice and inform their future planning and teaching.

Target year: 2023

Focus groups lead the whole school in curriculum direction for the improvement and consistency across stages and the whole school.

Initiatives

Collaborative Practice

The leadership team maintains a focus on distributed leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress.

High Impact professional learning on school initiatives -

- All staff trained in and to embed PAX into their daily teaching (consistent approach to behaviour management)
- All staff to embed sound waves spelling in to their teaching and learning programs with evidence of explicit teaching following the K-6 scope and sequence.
- Differentiated numeracy focus using K-2 'Starting Strong' and 3-6 'Working with big ideas' from the NSW Mathematics Strategy Professional Learning team

Instructional Leadership

Whole school/inter-school relationships provide mentoring and coaching support to ensure ongoing development of all teachers by expert teachers such as Instructional leaders or targeted Focus group members.

- Teacher mentoring (including beginning teachers) targeted in the aspects of - reading and comprehension and the whole school focus of data use and skills. IL to work alongside staff to foster our collaborative culture and manage our systems for data collection and use.
- Work with other ILs in our network to enhance best practice and embed sustainable processes in our school and across Goulburn network.

Success criteria for this strategic direction

- The school identifies expertise within its staff and draws on this further to develop focus groups and/or a professional learning community.
- All teaching and learning programs are data driven, differentiated for individual student learning needs and demonstrate syllabus content measured by program reviews, data meetings, feedback on teaching practice and student work samples.
- Teachers collaborate with staff in our school and in other schools to share and embed good practice.
- The school uses explicit systems that facilitate professional dialogue, collaboration, observations, modelling of effective practice, feedback and reflection
- Teachers are proficient in their teaching of literacy and numeracy with some staff looking at higher accreditation

Evaluation plan for this strategic direction

Goulburn West will implement a structured analysis of the Question, Data, Analysis, Implications (QDAI) process to evaluate strategic directions.

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. This analysis will guide the school's future directions:

- PBL data
- Scout data
- Whole staff/stage/PBL/L&S/Exec/network meeting minutes
- MyPL data
- Staff PDPs
- Impromation - 'Stars' and 'Mark It' programs
- SEF SaS

Strategic Direction 2: Enhancing teacher efficacy and capacity

Evaluation plan for this strategic direction

- Staff timetables

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 3: Consistent and planned school systems and processes

Purpose

We aim to be responsive to our school community and embed a culture of high expectations focusing on learning through a consistent planned approach to teaching and learning. This will underpin effective practices to build a cohesive, positive and engaged educational community.

Improvement measures

Target year: 2024

Maintain/develop up to date contextual processes to align with DoE policies and refine/streamline school management and daily operational procedures with all staff having knowledge and being able to embed these into their pedagogy.

Target year: 2024

In the School Excellence Framework elements of Learning Culture, Wellbeing and Educational Leadership the schools self assessment will move from Sustaining and Growing to Excelling.

Target year: 2024

A minimum of 90.4% of students attending school 90% of the time or more (Upper bound system-negotiated target).

Target year: 2024

A minimum of 89.8% of students with positive wellbeing (Upper bound system-negotiated target).

Initiatives

Effective School Systems

Ensure strong, strategic and effective operational processes are consistent and understood to enable a self-sustaining and self-improving school community.

- Develop and maintain contextual processes to align with DoE policies i.e. communication and engagement policy
- Establish and maintain ongoing focus teams across the school community and wider network of schools

Planned Approach to Teaching/Learning and Wellbeing

Ensure the school makes informed choices using evaluative practices to maintain consistency in response to local context and need.

- Systematic and comprehensive Scope and Sequences that address the NSW curriculum with responsive units of work and assessments to inform future practice
- Establish focus areas for student and staff wellbeing encompassing behaviour, attendance, positive wellbeing and academic data to increase engagement and positive relationships
- School leaders and teaching staff communicate regularly within our school community and are responsive to school community feedback

Success criteria for this strategic direction

- The school evaluates its administration systems and process, ensuring that we are delivering effective benefits to the school community
- Teachers, parents and the community work together to support consistent and systematic process that ensure student engagement, positive wellbeing and academic progress
- Powerful, positive and respectful relationships are evident amongst the school community promoting student attendance and wellbeing ensuring optimal learning conditions.
- Teaching and learning programs across the school show evidence of NSW Syllabus requirements with consistent and reliable student assessment and continuous tracking of student progress
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments
- The school is recognised as excellent and responsive by its community because of its communication, high expectations, effectively catering for students and for best practice.

Evaluation plan for this strategic direction

Goulburn West will implement a structured analysis of the Question, Data, Analysis, Implications (QDAI) process to evaluate strategic directions.

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. This analysis will guide the school's future directions:

- TTFS (Parents/Students/Staff) data and other surveys
- PBL data
- Scout data

Strategic Direction 3: Consistent and planned school systems and processes

Evaluation plan for this strategic direction

- Whole staff/stage/PBL/L&S/Exec meeting minutes
- Wellbeing programs/initiatives
- Student PLPs/ILPs
- EBS attendance and behaviour data
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes