

Strategic Improvement Plan 2021-2024

Ramsgate Public School 3830



School vision and context

School vision statement

Ramsgate Public School prides itself on developing aspirational, optimistic and motivated students who are equipped with the set of skills, values and knowledge to prepare them as informed, creative and productive members of society. Underpinned by a philosophy of continuous improvement, the highly dedicated community work together with high expectations for excellence in teaching to cultivate student growth and attainment within an inclusive, respectful and supportive environment.

School context

Ramsgate Public School with a population of 537 students prides itself as being the centre of its community. Enrolment to the school is highly sought after due to the school's outstanding reputation. The school values a dedicated and supportive parent community. Our students come from diverse socio economic and cultural backgrounds with greater than 60% of students from non-English speaking backgrounds. Within all our programs and processes, we cater for the needs of all students including our Aboriginal and Torres Strait Islander students, students with additional needs, and students learning English as an additional language.

Our school focuses on the development of the whole child, equipping students with an understanding of key values chosen by our whole school community as well as embedding learner dispositions which provide students with a toolkit of strategies to set them up for success in their pursuit of excellence. Student wellbeing is underpinned by Positive Behaviour for Learning which helps students connect, succeed and thrive. Our team of dedicated and collegial staff are committed to the provision of quality teaching and learning programs to support students in achieving at least one year of growth for one year of learning with Literacy and Numeracy as high priority areas. Strategically designed professional learning with a particular emphasis on Visible Learning ensures ongoing improvement in teacher pedagogy and practice. Students' academic, performance, social, cultural and sporting achievements are showcased and celebrated at every possible opportunity. The provision of a wide range of extra-curricular activities cultivates students' desire to strive for their best in any endeavour, with the community greatly valuing the sport and fitness, dance and music programs. Ramsgate PS is a proud member of the Bayside Community of Schools consisting of 7 primary schools and 2 high schools working together to enhance student learning opportunities and achievement and strengthen the capacity of teachers and leaders across the network. As a school community, we work together to equip our students to be safe, respectful and active lifelong learners.

A situational analysis of the school identified three main areas of focus for our aspirational school plan for the next four years. Analysing the data obtained from SCOUT, TTFM parent, teacher and student surveys and other internal school data, and building upon the work undertaken in the previous school planning cycle around highly effective learning and high quality teaching, the emphasis embodies continual growth and attainment through excellence in teaching practice under an umbrella of continuous improvement for all. Key initiatives, which are strategically aligned to our annual budget, will be established in moving towards achieving our strategic directions.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the reading growth of students in K-2 and improve numeracy attainment and growth of students in Years 3-6, we will develop and sustain effective practices coupled with contemporary curriculum differentiation underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

- Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Years 3-5 from 45.5% in 2019 to lower bound system negotiated target 45.8% and upper bound target 50.8%

The uplift required for upper bound = 5%

Target year: 2022

Achievement of 2022 system-negotiated targets:

- Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5 from 27.3% in 2019 to lower bound system negotiated target 37.3% and upper bound target 42.3%

The uplift required for lower bound = 10%

Target year: 2023

Achievement of 2023 system-negotiated targets:

- Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5 from 66.7% in 2019 to lower bound system negotiated target 63.8% and upper bound target 68.8%

The uplift required for upper bound = 2%

Target year: 2023

Initiatives

Improve Reading and Numeracy Assessment

Teachers will

- Evaluate, measure, and document the academic readiness, learning progress, skill acquisition or educational needs of all students
- Ensure student assessment is a part of everyday practice
- Use assessment to provide students with learning opportunities
- Design and deliver high-quality formal assessment tasks

Improve Reading and Numeracy Curriculum

Teachers will differentiate the curriculum by:

- Using the data to evaluate the effectiveness of current teaching practice and moderate practice to meet the learning needs of students across the full range of abilities
- Identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension

Success criteria for this strategic direction

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (SEF - Learning - Assessment)

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF - Learning - Curriculum - Curriculum provision)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Learning - Curriculum - Differentiation)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student growth and attainment and reading and numeracy?

Data:

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

- Internal assessment, e.g. PLAN2, class data
- External assessment, e.g. NAPLAN, PAT,
- MacqLit and MiniLit
- Phonics Screening check
- EALD Progressions
- Phonemic awareness

Strategic Direction 1: Student growth and attainment

Improvement measures

Achievement of 2023 system-negotiated targets:

- Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5 from 65.3% in 2019 to lower bound system negotiated target 68% and upper bound target 75%

The uplift required for lower bound = 3%

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

- To move towards excelling in Curriculum - differentiation in reading & numeracy

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

- To move towards excelling in Assessment where consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

- To move towards excelling in Student Performance Measures where progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. This will be measured through percentages of

Evaluation plan for this strategic direction

- Student PLPs

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:

- The future directions in the use of assessment and data to underpin planning for teaching and learning.
- The identification of target groups for interventions in the areas of literacy and numeracy.
- K-6 plan on the use of The Literacy and Numeracy Progressions to track and monitor individual students and identify learning gaps across cohorts to provide teaching directions
- Annual reporting on school progress measures (published in the Annual School Report each year)

Question:

How successful has the implementation of assessment practices and contemporary curriculum differentiation been in influencing teaching practice?

Data:

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

- Teacher programs
- Observations
- Reflections
- Quality of assessment tasks

Analysis:

Strategic Direction 1: Student growth and attainment

Improvement measures

EALD/Targeted students meeting individual learning goals as measured through the progressions and other school internal data.

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring.

Implications:

The findings of the analysis will inform:

- Future directions for school wide literacy and numeracy programs
- The development of scope and sequences reflecting the new English and Mathematics Syllabuses
- The identification and strategies to support high potential students.
- Planning for professional learning

Strategic Direction 2: Excellence in Teaching

Purpose

In order to ensure effective classroom practices occur consistently across the whole school, we will implement evidence-based Visible Learning strategies and build teacher capacity through collaboration, ensuring explicit teaching and feedback are commonplace in every learning opportunity.

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching:

- To move towards excelling in Effective Classroom Practice - Explicit teaching where the most effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities and their learning improvement is monitored, demonstrating growth.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching:

- To move towards excelling in Effective Classroom Practice - Student feedback where teachers routinely review learning with each student in verbal and written methods, ensuring all students have a clear understanding of how to improve, and student feedback is elicited by teachers to inform their teaching until mastery is demonstrated.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching:

Initiatives

Embed Explicit Teaching

Teachers will, through the Visible Learning Project:

- embed strategies systematically to ensure excellence in teaching is demonstrated across the school
- clearly and explicitly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded

Develop a Feedback Culture

Teachers will, through the Visible Learning Project:

- ensure that appropriate and meaningful feedback strategies are commonplace
- give students opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance
- provide students with detailed and specific feedback about what they need to do to achieve growth as a learner and ensure students act on the feedback that they receive
- encourage students to self-assess

Establish Collaborative Professionalism

Teachers will:

- work together to achieve a common goal through the sharing of evidence informed practices, knowledge and problem solving
- initiate and engage in professional discussions with colleagues in a range of forums to evaluate teaching and learning directed at improving professional knowledge and practice and the educational outcomes of students

Success criteria for this strategic direction

Explicit Teaching

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Teaching - Effective Classroom Practice)

Feedback

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 - Teaching - Effective Classroom Practice - Feedback)

Collaborative Professionalism

There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Teaching - Learning and Development)

Evaluation plan for this strategic direction

Question:

To what extent have teachers improved their teaching practice using Explicit Teaching, Feedback & Collaborative Practice and how has this been measured?

Data:

- Teacher Observations
- Teaching and Learning Programs
- Teacher and student feedback
- Project evaluations

Analysis:

Strategic Direction 2: Excellence in Teaching

Improvement measures

- To move towards excelling in Learning and Development - Collaborative practice and teacher feedback where embedded and explicit schoolwide systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers, in order to drive ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

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:

- How to move from collaborative practice to collaborative professionalism
- The future directions around the use of Learner Dispositions
- The expansion of the use of Learning intentions and success criteria across all areas of the curriculum
- The development of common goals to support student learning
- Future professional learning underpinned by student need

Strategic Direction 3: Continuous Improvement

Purpose

In order to drive continuous improvement in all aspects of our school, we will hold high expectations of each member of the school community and use data for regular and systemic monitoring of practice and planning to ensure that every child, every teacher and every leader is improving and maximising their potential every year.

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching:

- To move towards excelling in Data Skills and Use - Teachers use student assessment data regularly to identify student achievements and progress, collaboratively using this to inform planning and identify interventions for the modification of teaching practice. Learning goals for students are guided by this analysis and progress towards goals is monitored through collection of quality, valid and reliable data.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

- To move towards excelling in Learning Culture - High expectations where the whole school places priority in the learning progress and achievement for all students and is committed to the pursuit of excellence, with effective partnerships and collaboration motivating all to deliver their best and continually improve.

Leading

Initiatives

Data to Inform Practice

Teachers will:

- use data to check and understand where their students are in their learning and to plan what to do next
- effectively use data to ensure that students are progressing at an appropriate level in response to the teaching approaches in their classroom
- reflect on adjusting their practice to drive improvement for all students in their class
- work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice

High Expectations

Teachers will:

- promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement

The Leadership Team will:

- develop processes to collaboratively review teaching practices to affirm quality
- establish a professional learning community which is focused on continuous improvement of teaching and learning

Developing Leadership

Teachers who are aspiring leaders will:

- work in partnership with the Leadership Team to achieve shared collaboration goals

Success criteria for this strategic direction

Data to inform practice

Student assessment data is regularly used schoolwide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Teaching - Data Skills and Use)

High Expectations

The school culture is strongly focused on the building of educational aspiration. (SEF - Learning - Learning Culture)

Developing Leadership

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. (SEF - Leading - Educational Leadership)

Evaluation plan for this strategic direction

Question:

How has our leadership team led a culture of high expectations?

Data:

- Teacher reflections
- Leadership reflections
- PDPs
- Walk through and observations

Analysis:

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

Strategic Direction 3: Continuous Improvement

Improvement measures

- To move towards excelling in Educational Leadership - High Expectations Culture where the leadership team establishes practices which are focused on continuous improvement of teaching and learning.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Leading

- To move towards excelling in Educational Leadership - Instructional Leadership where distributed instructional leadership is used effectively in sustaining a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and that the gaps in student achievement decrease.

Initiatives

- advocate for, participate in and lead strategies to support high quality professional learning opportunities that focus on improved student learning
- pursue opportunities to participate in decision making with school leaders

The Leadership Team will:

- develop a team of highly effective leaders, broadening teachers' and leaders' capacity and expertise
- implement professional dialogue within the school that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students

Evaluation plan for this strategic direction

Implications:

The findings of the analysis will inform:

- Future high impact professional learning that meets the needs of individual teachers as well as whole school directions
- The identification of aspirational teachers and the development of processes to provide genuine leadership opportunities

Question:

How is data being used across the school to focus on continuous improvement?

Data:

- Stage based monitoring of data

Analysis:

How is it going and how do we know?

Implications:

The findings of the analysis will inform:

- The future directions around the ongoing development and use of school based data to inform planning for teaching and learning
- Process to collect and analyse school based data and to use this in reporting to the community
- The identification of changes needed to ensure that the SIP remains a dynamic document reflective of current need