

Strategic Improvement Plan 2021-2024

Greenwell Point Public School 3872



School vision and context

School vision statement

VISION

Greenwell Point Public School is committed to ensuring a quality education in a caring environment is provided to each child. Our school vision statement is underpinned by the School Excellence Framework, and is inclusive of school-identified priorities which consider the Department of Education and Premier's Priorities.

Learning

Students are increasingly self-motivated learners who establish and articulate learning goals and their importance. Students strive to develop strong literacy and numeracy skills as well as the ability to learn, adapt and become responsible citizens as they progress through each stage of their academic, social, and emotional development.

Teaching

Teachers are committed to developing professional knowledge and practice to effectively support students in engaging, evidence-based learning opportunities. Teachers take shared responsibility for student improvement and work in partnership with families as active participants in their children's education.

Leading

The school works in partnership with students, parents, carers, and the wider school community to lead quality education and wellbeing programs that support all students in reaching their potential. The school fosters a shared responsibility for student engagement, learning, development and success.

School context

CONTEXT

Greenwell Point Public School has a long tradition of quality public education dating back 150 years. Our school is within the heart of the town, with views of the Shoalhaven River. Our current population consists of 116 students in five classes and 15 staff. Our students come from a variety of backgrounds and we experience high annual mobility. Our Family Occupation and Education Index (FOEI) is 115 and we receive equity funding for socio-economic background, Aboriginal background, English language proficiency and low-level adjustments for disability.

Our teaching staff are committed to delivering engaging and challenging learning opportunities based on evidence and best practice. We strive to provide our students with the knowledge, understanding, skills, and values to become active, informed and productive citizens.

Greenwell Point Public School provides an inclusive, supportive and caring environment that meets the needs of individual students. We work closely with a dedicated Parents and Citizens Association who are committed to improving the school for their children.

After a robust and rigorous analysis of data, reflection of our previous school plan, consultation with community and research into latest best practice, three focus areas have been identified for the 2021-2024 school planning period.

1. Student Growth and Attainment

The first area is in the achievement of school targets in literacy and numeracy. As staff continue to teach multiple grades and stages in each class, planning, programming, assessment and data use in teaching will continue as areas of attention. Continual monitoring of assessment data will determine areas of need and success at an individual and whole school level, particularly in reading and numeracy. Research informed practice, high impact teaching strategies and data analysis will be a focus. Professional learning will centre on the following areas: learning progression implementation; formative assessment to reinforce the learning intentions and success criteria; foundational and conceptual mathematics understandings; alignment of our internal assessment data to external data as well as PLPs for each child to promote growth and self-directed learning.

2. High Impact Teaching

Our teaching practices will provide a high expectations framework so all students develop their knowledge, understanding and skills and demonstrate consistent and ongoing academic growth. We will continue with existing practices for collaboration and programs including visible learning and formative assessment practices for consistency around goal setting, success criteria and learning intentions. Professional learning will centre on the following areas: differentiation; consistent teacher judgement; using CESE 'What Works Best' and AITSL 'effective feedback' to guide student-student, teacher-student, and teacher-teacher feedback; resources that support the PAT tests. Opportunities will be provided for

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staff to collaboratively design explicit and engaging learning sequences that embed formative and summative assessment practices as well as opportunities to deeply reflect on and evaluate the effectiveness of their teaching pedagogy through 'Spirals of Inquiry'.

3. Connect, Succeed, Thrive

Data from students 'Tell Them From Me' surveys and parent and community engagement surveys confirms there is significance in pursuing strong relationships with families and community to support high expectations of students. We will follow the family-school partnerships framework guide and self-assessment to focus on the communication, connecting, and building dimensions. We will work on strengthening home-school partnerships, the well-being, engagement and attendance of our students and ensure students have a voice in planning and decision making and planning. Innovative teaching practices and making use of our school setting through our Smiling Minds program and cultural programs will increase engagement, embed Aboriginal histories and cultures, and make learning relevant and contextual for students. A school-wide understanding of effective wellbeing practices and trauma-informed practice will support student belonging and create a culture of high expectations. School-wide procedures and policies will be revisited to reflect this. The Wellbeing Framework self-assessment tool will underpin our next steps.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise consistent growth for every child every year, in reading and numeracy, and to build strong foundations for academic success in all key learning areas, we will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading increases consistently with the school's annual lower and upper bound targets.

% Students in Top 2 Bands Reading from a baseline of 40.7% (2019) to 45.2% (lower bound) by the completion of 2022.

Target year: 2022

The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy increases consistently with the school's annual lower and upper bound targets.

% Students in Top 2 Bands Numeracy from a baseline 23.8% (2019) to 29.6% (lower bound) by the completion of 2022.

Initiatives

Data Driven Practice

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

• Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.

• Expert use of authentic self-assessment processes to embed reflective practice for all school, teaching and learning practices.

• Review and adapt school wide practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Teachers use consistent, evidence-based judgement and moderation of assessments to evaluate student learning over time and implement changes in teaching that lead to measurable improvement for all.

Student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Progress and achievement of equity groups is equivalent to the progress and achievement of all students in the school.

Assessments promote consistent and comparable judgement of student learning and identify skill gaps for improvement and areas for extension.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

Question: How can we determine that our systems and processes for ensuring data collection is used to differentiate curriculum, inform teaching and provide feedback to students have been successful?

Data:•

NAPLAN•

Best Start / PLAN2•

Scout reports (value-added)•

Check in assessments•

PAT Reading/Maths/Spelling/Comprehension

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Literacy and Numeracy hub assessments·

Phonics screening tests·

Student work samples·

Differentiated learning plans·

Student goals and PLPs·

Annual internal tracking of cohort comparisons

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: What are the implications for our work?
Use data to determine future directions and next steps.

Strategic Direction 2: High Impact Teaching

Purpose

In order to achieve a culture of high expectations as the foundation for excellence, we will have continuous school improvement at the heart of what we do, what we teach, how we teach it, our school systems, and the implementation of the new curriculum.

Improvement measures

Target year: 2022

All staff meet regularly with the Instructional Leader to build the capacity of teachers to deliver high-quality pedagogy through focused in-school professional learning. **Evidence of this practice will be reflected through every student showing a positive shift along the Literacy progressions in PLAN2.**

Target year: 2022

All staff meet regularly with the Instructional Leader to build the capacity of teachers to deliver high-quality pedagogy through focused in-school professional learning. **Evidence of this practice will be reflected through every student showing a positive shift along the Numeracy progressions in PLAN2.**

Target year: 2023

By 2023 we will increase the percentage of students achieving at or above expected growth to meet the lower bounds Reading targets (NAPLAN).

Target year: 2023

By 2023 we will increase the percentage of students achieving at or above expected growth to meet the lower bounds Numeracy targets (NAPLAN).

Initiatives

High expectations and a culture of continuous growth

- Embedding a learning culture that ensures every learning opportunity meets every student at their point of need.
- Explicit teaching is based on researched best practice and regularly reviewed assessment data
- Differentiation is evident in learning programs and every lesson includes adjustments to support and extend learners Feedback for teachers on their practice is explicit, specific, timely and used to improve pedagogy
- Collaboration sustains quality teaching practice
- A growth Mindset culture is evident in every classroom

Success criteria for this strategic direction

- The whole school community is committed to the pursuit of excellence. Students are motivated to deliver their best and continually improve.
- 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.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement and most students can articulate their learning and their 'where to next' to enable continuous improvement.
- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria, which supports improved student learning.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Evaluation plan for this strategic direction

Question: How can we determine that our systems and processes for meeting every child's learning opportunities at their point of need have been successful?

Data:

Tell Them From Me surveys

Internal and external student performance data

Progression along the School Excellence Framework domains.

Strategic Direction 2: High Impact Teaching

Evaluation plan for this strategic direction

Tracking and monitoring of students achievement along Literacy and Numeracy Progressions.

Teaching and Learning programs

Student PLPs/ILP's

Timetabling: team teaching, colleague feedback sessions, CTJ sessions

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: What are the implications for our work? Use data to determine future directions and next steps.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole-school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of **91.1%**

Target year: 2022

Decrease negative recorded behaviours and suspensions by a minimum of 5% determined by a two year baseline of incident reports as at year end 2021.

Target year: 2022

Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of **89.6%**.

Initiatives

Wellbeing and Engagement

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

This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.

- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis, and evaluation of student behaviour, attendance, wellbeing, learning, and engagement data is evidenced through regularly updated PLSPs.

- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.

- Implementation of mentoring initiative.

- Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention, and adjustments including Positive Behaviour for Learning, Smiling Minds, Individual Learning Plan's and Behaviour P'lans) ensuring strategies are regularly reviewed.

- Recalibrating and adjusting plans to ensure improvement measures are achieved.

- Ensuring Personal Learning Pathway's are individualised and are living working documents used to support student achievement.

- Strong Learning and Support Team practices and processes exist across the school.

Success criteria for this strategic direction

All teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement through strong Learning and Support team practices.

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

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.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Evaluation plan for this strategic direction

Evaluation plan

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

D. Wellbeing Framework Self assessment pre and post data.

Professional Development Plans.

Evaluation plan for this strategic direction

Personal Attendance Plans.

Incident reports.

Suspension data.

Extra-curricular group data.

PLP's

Behaviour Plans

Individualised learning plans

Sentral Data/ Internal School wellbeing data

Suspension Data

Attendance Data

TTFM - Student wellbeing, family satisfaction.

Scout

Participation in activities

Parental Engagement (feedback and data of parental attendance to events)

1. Analyse the data to determine the extent to which the purpose has been achieved.

I: What are the implications for our work? Future directions and next steps.