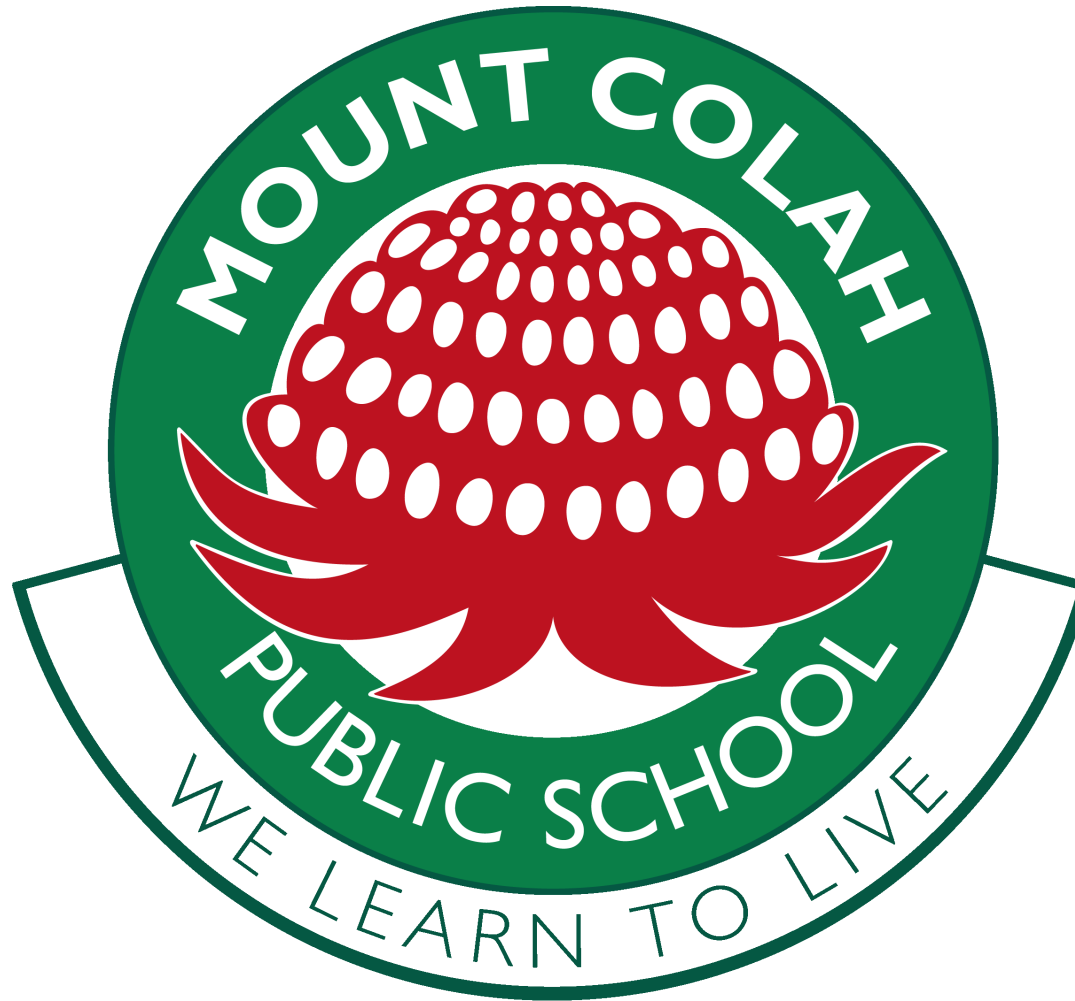


Strategic Improvement Plan 2021-2025

Mount Colah Public School 3885



School vision and context

School vision statement

At Mount Colah Public School our vision is that every student, teacher, leader improves every year, to prepare young people for rewarding lives as engaged citizens in a complex and dynamic environment. At our school, every child is known, valued and cared for. We are committed to children leaving this school with a set of values such as honesty, integrity, good judgement and belonging, as well as a complement of essential skills that encompass linguistic, mathematical, scientific, creative, technological, physical and social competencies. We value developing inquiring and discriminating minds, a life long desire for knowledge to attain wisdom, strong self-esteem, high personal expectations, personal integrity, acceptance and respect for others. The partnership which exists between school, parents and community is essential to realising this vision of constant growth.

School context

Mount Colah Public School is situated in a bushland setting, north of Hornsby. It has a current enrolment of 469 students. The NESB background of the school community is 13%. The Family Occupation and Education Index (FOIE) is 35. Trained and dedicated teachers deliver quality teaching programs in a caring and supportive environment.

The school has consistently performed above the state average in literacy and numeracy over a number of years. An analysis of our results in recent years indicated a need to further develop student growth between Stages 2 and 3 (years 3-6), so that all students are progressing in their learning and high performing students are extended so that they fully demonstrate their capabilities. The school is aspiring to make further gains in student literacy and numeracy by analysing data and applying evidence based practice, informed by research so that students are proactive and engaged in directing their own learning journey.

In valuing, knowing and caring for every student, the school embraces comprehensive well-being programs to identify students at risk and developing programs to support them. Feedback from students and the community indicated that we needed to further develop a greater sense of belonging and advocacy, in turn ensuring a high level of attendance and engagement from every child. The school's broader welfare programs will continue to develop and teach healthy coping strategies, resilience and self-regulation.

The school provides a well-rounded education focused on the development of the 'whole child', through its successful academic, sport, performing arts and technology programs. The school's cultural program is enriched in the form of three bands, two choirs and two dance groups, who compete and perform both within and beyond the school. Students engage in technology programs using robotics, and STEM resources to develop their digital competencies. Other enrichment programs include being a part of a network of schools which seek to develop their gifted and talented students and providing opportunities for our students to compete academically in state and national competitions. Through the Primary Schools Sports Association, our students have been able to compete against other schools and our elite athletes have access to state and national competitions.

The school enjoys strong parent and community involvement. There is strong parental support for literacy and numeracy intervention programs and volunteers participate in extensive training for the role, provided by the Learning and Support team. Environmental programs are student led and enthusiastically supported in collaboration with our Parents and Citizens (P&C). The P&C has also generously supported the installation of technology infrastructure for learning within the school and supplements the updating and growth in the technology area on an ongoing basis. Community groups volunteer their time to assist our students such as the Early Support Aboriginal Literacy Project, supporting our Aboriginal students, with their Personalised Learning Pathways.

We highly value collaboration and aspire to formulating even stronger bonds across the school community. Feedback from teachers indicates the value that they place on professional dialogue in maximising student growth and attainment, and the school seeks to prioritise this by providing opportunities for professional collaboration, as well as partnering with parents to assist students to achieve their learning goals.

Strategic Direction 1: Student growth and attainment

Purpose

Implement high impact practices in literacy and numeracy supported by data to improve student outcomes in achieving system set targets.

Improvement measures

Reading growth

Achieve by year: 2023

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.

Numeracy growth

Achieve by year: 2023

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

The number of staff self reporting that they collect and use data to inform teaching practice, will increase from 4.2 to 4.5 on the CESE What Works Best survey scale.

Achieve by year: 2025

All teachers' programs cater for High Potential and Gifted students, across all Key Learning Areas.

Initiatives

Explicit teaching practices in reading and numeracy

Build the capacity of teachers to deliver explicit teaching practices in reading and numeracy to enable students to use their knowledge and understanding to solve problems, pose questions and synthesize and justify their reasoning.

- Professional learning to develop teachers' capacity to deliver curriculum content that is explained, modeled and guided
- Professional learning to build teacher capacity in explicit teaching strategies including differentiation and catering for individual needs
- Build professional capacity and school based systems to meet the needs of High Potential and Gifted Education (HPGE) students

Data informing practice

Data is analysed to monitor student learning and progress, and is used to drive student learning needs.

- Build capacity of staff to analyse, understand and use data to implement future student learning outcomes
- Design and implement data tracking systems so that student progress is monitored for understanding
- Build the capacity of teachers to implement teaching strategies, programs and assessment folders that reflect data collection and analysis and inform teaching practice

Success criteria for this strategic direction

- The whole school community demonstrates commitment to the learning progress and achievement of students, and they are committed to the pursuit of personal excellence.
- Formative and summative assessments tasks are embedded in programs and teaching practice, and are regularly analysed to drive teaching programs, instruction and respond to trends in student achievement.
- Teaching and learning programs across the school show evidence of adjustments to meet individual student needs, including high performance and gifted students so that all students are challenged and meet growth targets.
- School data shows that student progress and achievement is greater than statistically similar schools on external measures and strong progress is shown on internal measures.
- A range of explicit teaching practices are evident in classroom observations to explain and breakdown knowledge for students.
- Teachers collaborate within and across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement, to drive future teaching and learning programs and lessons, which meet the needs of all students.

Evaluation plan for this strategic direction

Question: How has the implementation of explicit teaching of literacy and numeracy strategies impacted student growth and achievement?

Is there evidence that professional learning has built teacher capacity in differentiating the curriculum, including HPGE?

Has the capacity of the staff to analyse data improved??

Is data being used effectively to track, monitor and inform

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

practice?

Data:

- Comparison and analysis of internal with external data sources. (NAPLAN, Check-In, PAT, school-based assessments)
- Classroom observations and walk-throughs to measure explicit teaching and student engagement
- Programming analysis for the catering of High Potential and Gifted students and evidence of adjustment
- Feedback from Focus Groups to ascertain the meeting of student needs
- CESE What Works Best survey of teachers to measure the use of data to drive teaching practice

Strategic Direction 2: Wellbeing and Collaboration

Purpose

Build student sense of belonging, advocacy and high expectations of success whilst maintaining a high level of attendance with the support and collaboration of the school community.

Improvement measures

Wellbeing

Achieve by year: 2023

Percentage of students with a positive wellbeing outlook, that includes advocacy, sense of belonging and expectations of success increasing by 3.6% from a baseline of 86.6% to 90.2% of students having a positive wellbeing outlook from the Tell Them From Me survey.

Attendance (>90%)

Achieve by year: 2023

Percentage of students attending more than 90% of schools days to increase by 3.3% from the baseline of 89.6% to 92.9% of students attending more than 90% of school days.

Achieve by year: 2025

Whole school behavioural tracking system implemented.

Achieve by year: 2025

The number of staff self reporting that they collaborate with other professionals, will increase from 3.83 to 4.2 on the CESE What Works Best survey scale.

Initiatives

Positive support and management

Target support for different phases of student development and for students who may be at risk or in need. This would encompass:

- Building a system to allow welfare and well being issues to be tracked and monitored
- Building the capacity of students to know who to turn to for support
- Building the capacity of staff and systems in identifying students at risk and developing programs to support them

Wellbeing and Self Regulation

Select and develop strategies to pro-actively teach healthy coping strategies, resilience and self-regulation. This would encompass:

- Prioritising professional learning to develop teacher capacity to support student in self regulation
- Implementing programming strategies that support healthy coping strategies, self regulation and resilience
- Researching and implementing classroom and playground implementation strategies

Collaborative Practice

Develop strategies to support the wellbeing of students by creating a collaborative school culture that seeks opportunities to gain expertise in evidence based teaching practice and partnerships with parents and stakeholders. This would entail:

- Develop a system to allow staff to collaborate in programs and observations
- Design and implement systems and practices to allow effective collaboration with parents
- Develop systems and strategies to ensure that student attendance is at 90% or above

Success criteria for this strategic direction

- Teachers engage in professional discussion and collaborate to improve teaching and learning, this drives ongoing school wide improvement in teaching practices and student results.
- School is organised so that students have the opportunity to meet with an identified staff member if they require support
- School-wide collective responsibility for student learning and success which is shared by parents and students.
- Positive respectful relationships are evident and widespread amongst students and staff to promote student well-being across the school.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Teachers collaborate within and across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement, to drive future teaching and learning programs and lessons, which meet the needs of all students.
- Teachers collaborate with the school community to use student progress and achievement data to identify individual priorities, and develop and implement plans for continuous improvement.

Evaluation plan for this strategic direction

Questions: Is the tracking of data consistent and is there a shared understanding across the staff of the processes and value of tracking the wellbeing data?

Are data tracking systems identifying students at risk?

Can all students identify a staff member as an advocate or mentor?

Does the student data indicate programs teaching healthy coping strategies have been successful?

Strategic Direction 2: Wellbeing and Collaboration

Evaluation plan for this strategic direction

Do staff feel that collaborative practices translate into improved student outcomes?

Do all stakeholders understand the importance of over 90% attendance for student growth and attainment?

What is the impact of increased parental collaboration?

Data:

- Benchmarks of quality - coach scoring guide to measure success in positive behaviour development.
- Attendance data analysis looking at reason for absence and identifying at risk students
- Tell Them From Me survey data indicating student perception
- Sentral data displaying tracking of student incidents
- Parent, teacher and student surveys to measure opinions, perception and future directions.
- Student, parent and teacher focus groups to encourage partnerships in wellbeing and attendance.
- Communication methods with parents e.g. Dojo, Seesaw to encourage partnerships in wellbeing and attendance.
- CESE What Works Best survey to measure teacher perception of collaboration initiatives

Strategic Direction 3: Engaging Students in their Learning

Purpose

Creating students who can live in a complex and dynamic environment, requiring them to be critical and creative thinkers and proactive in the management of their learning

Improvement measures

Achieve by year: 2025

Within the Visible Learning survey of students 2-6, percent of students will increase by 31.1%, from a baseline of 48.3%, resulting in 80% of students receiving feedback from their teachers.

Achieve by year: 2025

At least 71% of students in years 2-6 will have demonstrated a 0.4 growth (calculated through effect size formula), when comparing start of year to end of year scaled scores in the Progressive Achievement Test in Numeracy.

Achieve by year: 2025

At least 72% of students in years 2-6 will have demonstrated a 0.4 growth (calculated through effect size formula), when comparing start of year to end of year scaled scores in the Progressive Achievement Test in Reading.

Achieve by year: 2025

Using the Visible Learning Walkthrough Form, 75% of students are using success criteria to improve their work all the time. 75% of students read their peers work and give them feedback all of the time.

Initiatives

High Expectations through Visible Learning

Develop and sustain a culture of high student expectation by consistently challenging all students, establishing clear and consistent expectations whilst guiding and supporting students towards meeting expectations, thereby creating students who are critical and creative thinkers, open to feedback and proactive in the management of their learning. This will entail embedding a learning culture that:

- Builds teacher capacity to allow students to take ownership of their learning through the use of learning intentions and success criteria
- Builds systems to teach students how to use success criteria and respond to peer and teacher feedback
- Builds teachers' capacity to expertly use formative student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities

Effective Feedback leading to Personalised Learning

Provide effective feedback to students that is relevant, explicit, constructive and actionable against syllabus outcomes. This will entail professional learning and support so that staff have the skills to:

- Develop the systems to provide students with detailed and specific feedback about what they need to do to achieve growth as a learner
- Develop the skill set of students to self assess, reflect and monitor their work and ultimately acting on the feedback they receive

Success criteria for this strategic direction

- The whole school community demonstrates commitment to the learning progress and achievement of students, and they are committed to the pursuit of personal excellence.
- The effective partnership that has been built with parents and students means that students are motivated to deliver their best and continually improve.
- The school's curriculum provision supports high expectation for student learning.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.
- Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.
- The whole school approach of Visible Learning optimises learning progress for all students, across the full range of abilities. Teachers employ explicit teaching and feedback methods and students' learning improvement is monitored, demonstrating growth.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning and informs future teaching directions.

Evaluation plan for this strategic direction

Question

Have Visible Learning strategies contributed to student growth?

Are students understanding the Learning Intentions and using the Success Criteria consistently?

Strategic Direction 3: Engaging Students in their Learning

Evaluation plan for this strategic direction

Do teachers have the skills to guide students in self-reflection, feedback and self directed learning?

Are students using feedback to refine and improve their future performance?

Data

- Classroom Observation Tool when undergoing walkthroughs and observations to measure the level of questioning and feedback in classrooms
- Visible Learning Survey to measure students perceived amount of feedback received.
- Tell Them From Me (parent and student) to measure student and parental perception of learning and feedback
- Progressive Achievement Tests - Numeracy and Reading to measure effect size and therefore growth over time
- Comparison and analysis of internal with external data sources. (NAPLAN, Check-In, PAT), to drive teaching practices
- Programming analysis examining evidence of adjustment
- Feedback from Focus Groups (student, teacher and parent) to ascertain the meeting of student needs