

Strategic Improvement Plan 2021-2024

Grays Point Public School 3914



School vision and context

School vision statement

At Grays Point Public School we work collaboratively to engage students through differentiated programs that promote high expectations. We create safe, respectful and inclusive learning environments, working in partnership with the whole school community so that all students are successful.

School context

Grays Point Public School is located on the boundary of the Royal National Park in the Sutherland Shire and has a student population of 373 students from the local area. The school is recognised as a "small" community school by families, many of whom have had a long association with the school and local area over generations. The school is strongly supported by families as part of a community working together.

The community operates the school uniform store and canteen with volunteers. The before and after school service is a not-for-profit community operated centre. The community users have fully funded a purpose built centre for students enrolled at Grays Point Public School. The P & C is an active supporter of all school programs; funding both specialist staff including the well being officer, climbing equipment and facility upgrades that provide a welcoming and supportive learning environment. Grays Point Public School has long standing positive relationships with the wider community, parents and carers are regular volunteers in classrooms and run the Ethics program each week. Our school values parents and carers as partners in learning.

The school offers a broad range of extra-curricula programs and offers a wide variety of opportunities for students at different stages in creative arts, dance, band, chess, sport and technology.

The school undertook a situational analysis, looking inward at community feedback, school data and performance, looking outward at external data. school targets and research and looking forward on how to adapt and improve in order to excel. The gap analysis identified areas for improvement in student performance in NAPLAN numeracy to meet the system - negotiated targets. Our teachers will participate in professional learning and collaboratively develop differentiated teaching programs that meet the needs of all learners. Professional learning in the teaching and assessing of numeracy by the School Services team will be utilised to meet teacher needs.

Strategic use of school funding and resourcing to enable teachers to collaborate to improve curriculum planning and assessment is essential to building teacher capacity across the school.

An area of improvement in using consistent data K-6 was identified and staff have begun professional learning using literacy and numeracy progressions to both plan for, and assess student learning.

Student engagement in a differentiated, innovative curriculum is a priority, all staff will engage in High Performing and Gifted Education professional learning and transformative pedagogy to improve collaboration, communication, creativity and critical reflection for staff and students.

Continual monitoring of student performance data will determine areas of need and success at class and school level and the involvement of the whole school community in the process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student outcomes in reading and numeracy, we will implement the most effective classroom practices informed by student assessment data and evidence-based teaching strategies.

Improvement measures

Target year: 2022

The proportion of Year 3 and Year 5 students achieving in the top 2 NAPLAN numeracy bands meets lower bound system target.

Target year: 2022

The percentage of Year 3 and Year 5 students achieving the top two bands NAPLAN reading is at or above the lower bound system target.

Target year: 2023

Increase in the proportion of Year 5 students achieving expected growth in NAPLAN numeracy to the lower bound system-negotiated target.

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading is at or above the lower bound system-negotiated target.

Target year: 2024

School self-assessment of the themes of Explicit Teaching, Data Use in Teaching and Collaborative practice and feedback indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Explicit Teaching and Feedback

Ensure a whole school approach to the most effective teaching methods to optimise learning progress of all students, across the full range of abilities.

- Teachers use clearly explained learning intentions and success criteria to provide feedback.
- Teams collaboratively plan scope and sequences, lessons and assessments tasks.
- Instructional Leaders build teachers' capacity in teaching numeracy through high-impact professional learning.
- Teachers observe exemplary practice of 'Knowledgeable Others'.

Effective Use of Data for Teaching and Learning

Teachers clearly understand and use a full range of assessment strategies in determining teaching directions, monitoring, assessing student progress and reflect on their teaching effectiveness.

- The whole school uses reliable summative and formative assessment tasks to analyse student progress, evaluate growth over time and report on student achievement.
- Teachers use literacy and numeracy progressions to track student progress and plan effective programs.
- Assessment for and of learning, is used systemically to identify students requiring learning and support intervention programs.
- Small group tutoring model implemented to provide intensive support where required.

Success criteria for this strategic direction

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF- Effective classroom practice-Lesson planning)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled and students' learning improvement is monitored, demonstrating growth. (SEF Effective classroom practice- explicit teaching)

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 Effective classroom practice-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. (SEF Learning and development-Collaborative practice and feedback)

All teachers have a sound understanding of student assessment and data concepts (eg. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF Data skills and Use- data literacy)

Progress and achievement of equity groups is consistent with the progress of all students measured on internal and external assessments. (SEF Student performance measures)

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

The Learning Support team collaborate effectively with staff and parents/carers to improve results for identified students. Smart goals on individual learning plans are reviewed regularly.

The school uses systematic 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 teacher's consistent, evidence based judgement and moderation of assessments. (SEF Assessment- Whole school monitoring of student learning)

Evaluation plan for this strategic direction

Questions:

What has been the impact of using consistent effective teaching methods on student performance?

Do teachers clearly use learning intentions and success criteria to provide feedback?

To what extent have we achieved our purpose and improved student growth and attainment?

Data:

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
- Scout - value added data
- Assessment data from SENA
- Literacy and numeracy PLAN 2 data
- Student work samples and student voice
- Using Data with Confidence - CESE online resource

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Professional Learning reflections
- Surveys/Interviews
- SET SaS elements.
- Professional Development Plans
- Peer observations

Analysis:

The leadership team will analyse the data to determine the extent to which the purpose has been achieved. Analysis will be embedded within the initiatives through the progress and implementation monitoring. Teachers will analyse class data regularly and will review the triangulation of data sources to validate conclusions each term.

We will report back to our community on school progress measures in the Annual School report, P and C meetings and in newsletters throughout the year.

Implications:

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

- What are our future directions and next steps?

Strategic Direction 2: High expectations in differentiated teaching programs

Purpose

Our purpose is to improve student engagement for all students by differentiating the curriculum through a collaborative approach to curriculum planning, delivery and assessment.

Improvement measures

Target year: 2024

An improvement to the level of excelling in the element of Curriculum in the School Excellence Framework.

Target year: 2024

An improvement in the SEF element Assessment to the level of excelling measured on the School Excellence Framework.

Target year: 2022

Uplift of 2% in Wellbeing-sense of belonging to be at or above the lower bound system target.

Target year: 2024

An improvement in Student Performance Measures to the level of excelling as measured on the School Excellence framework.

Initiatives

Differentiation

Curriculum planning, delivery and assessment promotes learning excellence and responsiveness to meet the needs of all students. This will be achieved by

- Professional learning in **High Performing and Gifted Education** to engage and challenge all students across intellectual, creative, social-emotional and physical domains.
- Developing, designing and teaching responsive differentiated learning programs and provide experiences that meet the advanced learning needs of High Performing and Gifted students..
- Collaborating to improve teacher effectiveness.
- Using the literacy and numeracy progressions to change and adjust student learning goals and feedback within targeted "Teaching Sprint" groups.
- Using teaching sprints to prepare, sprint and review. (Simon Breakespeare).
- Integrating formative assessment into teaching practice.
- Analyzing Summative assessment is used at individual, group and whole school levels.

Student engagement through collaboration, communication, critical reflection and creativity.

Students are actively connected to their learning in meaningful, engaging and rewarding learning experiences.

This will be achieved by:

- Professional learning in *4C Transformative Learning* to develop skills across the school community in collaboration, communication, critical reflection and creativity.
- A strength based approach to developing learning dispositions so that all students are able to be

Success criteria for this strategic direction

High performing teachers continually build their own capacity to ensure every student experiences high quality teaching.

The leadership team develops the capacity of others and monitors the impact of programs and approaches used by all teachers.

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. (SEF Curriculum- teaching and learning programs)

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 Curriculum-differentiation)

Tell Them From Me, Student Engagement surveys demonstrate growth in and sense of belonging and being challenged in learning.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. (SEF Assessment- Formative assessment)

The school analyses student progress and achievement data and a range of contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels.(SEF Assessment-Summative assessment)

Evaluation plan for this strategic direction

How will we evaluate progress of the strategic direction?

Questions:

Strategic Direction 2: High expectations in differentiated teaching programs

Initiatives

- reflective, responsible learners with strategies to achieve personal learning goals.
- Embedding collaboration, communication, critical reflection and creativity across the school community to improve engagement in ongoing learning.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose?

Have we improved student engagement and sense of belonging?

Data:

Student surveys- Tell Them From Me.

Parent survey- Tell Them From me

Student focus groups

Differentiation in teaching programs

Provision of sustained and challenging enrichment, extension and extra-curricula programs for HPGE and talented students across all domains.

Proportion of students engaging in extra-curricula programs.

SEF SAS elements: Learning culture, Learning and Development, Curriculum, Assessment, and Wellbeing.

4C Pedagogy Parent forum feedback.

Scout data

Analysis:

The evaluation plan will involve analysis of the data to determine the extent to which the purpose has been achieved. Analysis will be embedded within the initiatives through the progress and implementation monitoring. Term by term review of data sources to validate conclusions.

We will report back to our community on school progress measures in the Annual School report each year and regularly in newsletters and P and C meetings.

Implications:

Strategic Direction 2: High expectations in differentiated teaching programs

Evaluation plan for this strategic direction

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

- What are our future directions and next steps?

Strategic Direction 3: Continuous improvement across the school.

Purpose

To ensure that student learning and success is a school wide collective responsibility which is shared by teachers, parents and students. There will be a planned approach to developing whole school processes that support high levels of wellbeing and community engagement.

Improvement measures

Target year: 2022

Lift the proportion of students attending school more than 90% of the time by 4.91% to meet lower bound target.

Target year: 2024

An improvement in the SEF element of Educational Leadership to the level of excelling measured on the School Excellence Framework.

Target year: 2024

An improvement in the SEF element of Wellbeing to the level of excelling measured on the School Excellence Framework.

Initiatives

Individual learning needs

Planning for learning is informed by sound holistic information about wellbeing and learning needs in consultation with parents/carers. This will be achieved through:

- Tiered approach to Learning and Support Team and support staff
- Positive Behaviour for Learning
- Student voice and leadership in the classroom and school settings.
- Individual learning plans developed in consultation with students and parents/carers
- Establishing clear processes to support equity groups and implement targeted programs.

Community Engagement.

Teachers directly and regularly engage with community members to improve understanding of student learning and strengthen student outcomes. This will be achieved through:

- Engaging in Transition and Continuity of Learning programs including transition to school and high school and detailed student transition profiles.
- Community consultation including parent teacher interviews, parent meetings, P&C, parent information evenings and Tell Them From Me and other surveys.
- Clear avenues for communication with parents/carers.

Success criteria for this strategic direction

Smart goals on individual learning plans are evaluated by students and teachers on a regular basis.

There is school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by holistic information about each students well being and learning needs in consultation with parent/carers. (SEF Wellbeing- Individual learning needs)

Student reports include reflections.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. (SEF Reporting)

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. (SEF School resources)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. (SEF Learning Culture -transitions and continuity of learning)

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. (SEF Wellbeing- behaviour)

All classrooms and other learning environments are well managed within a consistent, school-wide approach.

Teachers, parents and the community work together to support consistent and systematic processes and ensure

Strategic Direction 3: Continuous improvement across the school.

Success criteria for this strategic direction

student absences do not impact on learning outcomes. (SEF Learning Culture - Attendance)

The school is recognised as excellent and responsive by it's community because it uses best practice to embed a culture of high expectations, and effectively caters for a range of equity issues in the school. (SEF Educational leadership-community engagement)

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose? How can we determine that systems and processes we have implemented to support high levels of engagement and wellbeing have been successful?

Data:

How will we evaluate progress of the strategic direction?

- School attendance records
- School reports
- Learning and support team meeting records
- Learning and Support team referrals
- Evidence of participation in school wellbeing programs
- Tell Them From Me surveys
- PBL evaluation tools
- Student behaviour incident records
- Suspension data
- Student behaviour support plans.

Analysis:

The evaluation plan will involve analysis of the data to determine the extent to which the purpose has been

Strategic Direction 3: Continuous improvement across the school.

Evaluation plan for this strategic direction

achieved. Analysis will be embedded within the initiatives through the progress and implementation monitoring. Term by term review of data sources to validate conclusions.

We will report back to our community on school progress measures in the Annual School report each year and regularly in newsletters and P and C meetings.

Implications:

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

- What are our future directions and next steps?