

Strategic Improvement Plan 2021-2025

Speers Point Public School 3968



School vision and context

School vision statement

To be leaders in inclusive, innovative and individualised learning.

School context

Speers Point Public School is located on the north side of Lake Macquarie with 240 enrolments in 2022. This has almost doubled the school population over the last four years, leading to an increase in staff and executive. The school's Aboriginal and Torres Strait Islander population is at 10% with 24 students in 2022.

Along with the mainstream classes, Speers Point is proud of our support classes, two MC (Multi-categorical) one IO (Intellectually Moderate) and one Au (Autism). This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. With an average FOEI of 111, the community is supportive of the school, and the inclusive ethos embodied in the school.

Our school has seen major redevelopment over 2019/2020 with the design and construction of new facilities including new administration, hall, library, and five new innovative learning environments. Two existing learning spaces were also refurbished in this style, and the four support classrooms were refurbished to meet student needs.

With the elements within "What Works Best" forming the bedrock of strategies, it is enhanced with approaches towards developing student leadership, innovative learning environments and building student transference of learning. Transference and retention of learning will be developed through a school-wide embedded program based on the concepts of a "toolbox for learning."

Speers Point Public School has firmly embedded learning and wellbeing practices into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes and personal growth through explicit, consistent and evidence based teaching, underpinned by individualised student data to inform evaluative practice and targeted professional learning.

Improvement measures

Achieve by year: 2023

Improvement as measured by the School Excellence Framework

Learning

Curriculum - moving to *Excelling*

Assessment - moving to *Excelling*

Student Performance Measures - maintaining *Sustaining & Growing*

Teaching

Effective Classroom Practice - moving to *Excelling*

Reading growth

Achieve by year: 2023

80% or greater in Years 1 to 6 (mainstream) will demonstrate a 0.4 effect size growth (effect size formula) when comparing Term 3 year to year in PAT Reading

Numeracy growth

Achieve by year: 2023

80% or greater in Years 1 to 6 (mainstream) will demonstrate a 0.4 effect size growth (effect size formula) when comparing Term 3 year to year in PAT Numeracy.

Phonics

Achieve by year: 2025

85% of Year 1 students to benchmark (28 or higher) on

Initiatives

Evidence Based

Ongoing implementation of and improvement in evidence based teaching & learning practices.

- Ongoing PL in literacy and numeracy practices
- Personalisation of Learning & Intervention
- New curriculum PL, implementation and support
- Ongoing Explicit Teaching in literacy and numeracy
- Visible Learning strategies (with a strong focus on feedback) supported and implemented.

Data Informed

Data and data analysis effectively informs curriculum delivery, individualised learning and student growth.

- Defined K-6 assessment schedule and data collection points.
- Ongoing PL in data, analysis and usage in the teaching & learning cycle.
- Collaboration days for PL, data analysis and intervention.
- School wide student data and growth tracking.

Success criteria for this strategic direction

A visible whole school approach towards the implementation of most effective evidence based teaching. (*Effective Classroom Practice*)

Student feedback is explicit, specific, timely and details what students need to do to achieve growth as a learner. (*Effective Classroom Practice*)

Teaching and Learning programs are adjusted to address individual student needs, supporting high expectations, where all students are challenged and adjustments lead to improved learning. (*Curriculum*)

Ongoing systems of student data collection, analysis and tracking informs practice and drives school improvement. (*Assessment, Data Skills & Use*)

Facilitated collaboration between staff underpins improvement, shared ownership and practice. (*Learning & Development*)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate student growth and achievement?

Data:

- NAPLAN data
- Scout - Value added data
- Check-in data
- PAT reading, numeracy and vocab
- Essential Assessment data
- Collaboration days data analysis
- Student work samples
- Literacy and numeracy
- Student PLPs PLSPs
- SEF-SaS

Strategic Direction 1: Student growth and attainment

Improvement measures

the phonics screener.

Evaluation plan for this strategic direction

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. Annually the school will review progress towards the improvement measures.

Implications:

The findings from the analysis will inform:

- Future directions and next steps
- Annual reporting on school progress measures
- Budget allocations

Strategic Direction 2: Innovative Leaders

Purpose

To build the capacity of leadership in staff and students to develop inspirational, effective and reflective practitioners and learners, with a basis of supporting opportunity, change and sustainability.

Improvement measures

Achieve by year: 2023

Improvement as measured by the School Excellence Framework

Teaching

Professional Standards - moving to *Excelling* (Accreditation withstanding)

Learning & Development - moving to *Excelling*

Leading

Educational Leadership - moving to *Excelling*

Achieve by year: 2023

Consistent application of a future focused learning model in all Innovative Learning Environments.

Achieve by year: 2023

Academic growth of 90% of Aboriginal students against PAT test data (0.4 effect size growth) and K-2 reading levels (K- L 9, Yr 1 L 16 and Yr 2 L 24)

Achieve by year: 2023

Aboriginal perspectives and Aboriginal cultural education is embedded as evident in 100% of class teaching and learning programs.

Initiatives

Opportunity

Building leadership capacity and opportunities for staff and students through

- Developed support around PDP creation, goal attainment and professional reflections.
- Supporting opportunities for staff to work to, extend and build capacity in others in their expertise areas.
- Develop student leadership capabilities and provide greater opportunities for students to engage as school leaders.

Transformation & Sustainability

Developing systems to manage and support ongoing transformation, growth and sustainability.

- New curriculum and syllabus staff development and implementation.
- Maintaining proven practices post EAfS.
- Aboriginal education and Aboriginal Cultural education.
- Building Innovative Learning Environments & the application of future focused learning strategies.

Success criteria for this strategic direction

Embedded practice of mentoring and coaching supporting the ongoing development and improvement of all staff. (*Learning & Development*)

A high performance culture where all staff proactively seek to improve their performance. (Educational Leadership)

Teachers develop and implement innovative and future-focused practices, refining and measuring success. (*Learning & Development*)

The leadership team maintains a focus on distributive instructional leadership to sustain a culture of evidence-based teaching and ongoing improvement. (*Educational Leadership*)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate staff development, school transformation and sustainability management?

Data:

- NAPLAN data
- Scout - Value added data
- Check-in data
- PAT reading, numeracy and vocab
- Essential Assessment data
- Collaboration days data analysis
- Student work samples
- Literacy and numeracy
- Student PLPs PLSPs
- Staff PDPs
- SEF-SaS

Evaluation plan for this strategic direction

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. Annually the school will review progress towards the improvement measures.

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Strategic Direction 3: High Expectations Culture & Transference

Purpose

To cultivate challenge, aspiration and active partners to connect, give meaning to and enrich learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Proportion of students attending 90% of the time or greater will rise from 77.5% to 81.1% - 86.1% (or greater)

(Lower bound system negotiated target)

Wellbeing

Achieve by year: 2023

Increase "Sense of Belonging" from (2021 data)% to 85%

Increase "Advocacy at School" from (2021 data)% to 93%

Maintain or better "Expectations for Success" at 94.87%

Achieve by year: 2023

Improvement as measured by the School Excellence Framework

Learning

Learning Culture - moving to *Excelling*

Wellbeing - maintaining *Excelling*

Curriculum - moving to *Excelling* (link with SD1)

Leading

Educational Leadership - moving to *Excelling* (link with SD2)

Achieve by year: 2023

All students have negotiated and relevant learning goals that are measurable, tracked and reported on.

Initiatives

Connect & Drive

Ongoing improvement to wellbeing systems, successful transitions, community engagement and building a culture of high expectations.

- Improving attendance.
- Developing community as connected and active partners in learning.
- Ongoing improvement to PBL systems, support student wellbeing and engagement.
- Ongoing successful transitions supporting students in all entry and exit points.

Succeed & Thrive

Building capacity for students to make connections in and transfer learning, while striving to achieving personal goals and positive mindsets.

- Developing a consistent school wide "toolbox for learning" strategy.
- Developing a consistent, school wide Growth Mindsets strategy.
- All students' learning goals are measurable and represented through relevant plans including PLSPs, PLPs or 3-Way conferences .

Success criteria for this strategic direction

A culture of high expectations is developed and embodied with school and community, driving individualisation of learning and student personal learning goals. (*Learning Culture & Curriculum*)

Student attendance and transitions are managed and supported in unison with the school and community for optimal student engagement. (*Learning Culture*)

Every student is known, valued and cared for by every staff member, promoting student wellbeing and positive relationships. (*Wellbeing*)

Students demonstrate transference or connections between learning, building on prior learning, and using skills out of isolation. (*Curriculum & Assessment*)

Engagement in student goal setting, with student goals developed from feedback. (*Effective Classroom Practice*)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a school high expectations culture?

Data:

- NAPLAN data
- Scout - Value added data
- Check-in data
- PAT reading, numeracy and vocab
- Essential Assessment data
- Collaboration days data analysis
- Student work samples
- Literacy and numeracy
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Strategic Direction 3: High Expectations Culture & Transference

Evaluation plan for this strategic direction

- Tell Them From Me
- Surveys, focus groups, feedback

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. Annually, the school will review progress towards the improvement measures.

Implications:

The findings from the analysis will inform:

- Future directions and next steps
- Annual reporting on school progress measures
- Budget allocations