

Strategic Improvement Plan 2021-2025

Point Clare Public School 4050



School vision and context

School vision statement

At Point Clare Public School our community's vision for the school is to provide an inspiring and nurturing environment that encourages and values students achieving to their full academic and personal potential in an inclusive school community. Our staff, parents and students work collaboratively to foster a culture of high expectations and a strong sense of belonging for all students. At Point Clare Public School every student is known, valued and cared for.

School context

Point Clare Public School is a unique learning environment situated on the western side of Brisbane Water on the NSW Central Coast. The school was significantly upgraded via a \$9m project build over the period 2014 - 2016. The school is now a dynamic, personalised and connected learning environment that incorporates 21st Century learning pedagogy and includes several open flexible learning spaces. The current enrollment of 504 students includes 17 Aboriginal students and 63 EAL/D students from the communities of Point Clare, Koolewong, Tascott and part of West Gosford. The school community's vision for Point Clare Public School is currently underpinned by a strong professional development program for staff, a whole school Visible Learning - School Impact Program and the consolidation of the Positive Behaviour For Learning program. Point Clare Public School is an active member of both the Gosford City Learning Community and the Cooinda AECG.

As part of our continued participation in the LEED (Leading Evidence, Evaluation and Data) project and our annual school reflection processes, we conducted a situational analysis of our school during Term 4 2021. In 2022 we again conducted a situational analysis as part of our continued monitoring of our SIP. Each situational analysis has allowed our executive team to develop a rich and highly contextualized understanding of our school's current situation. We have looked inward, outward and forward through this process and as a result we have identified three strategic directions for our school. These are:

1. Student growth and attainment.

Point Clare Public School has achieved impressive NAPLAN results since 2016, with a clear upward trend in the overall % of students achieving in the Top 2 bands of NAPLAN. Our required system-negotiated targets for Reading, Numeracy, Aboriginal student achievement, attendance and well-being reflect our school's high expectations culture. These targets will be complemented by a strong focus on the improvement of our NAPLAN writing results.

2. Enhanced Teacher Capability.

All staff at Point Clare Public School unpacked the High Impact Professional Learning (HIPL) self assessment tool. As a staff we have identified that continuation of our Visible Learning journey was a valuable exercise for all staff. We also identified two HIPL themes to focus on. These are: "Professional learning is driven by identified student needs" and "Professional learning is continuous and coherent". Our shared goals are to ensure that the most effective evidence based teaching methods are employed across the school and that staff will demonstrate, collaborate and share their expertise.

3. Authentic Community Consultation.

A deeper dive into our Tell Them from Me survey results and strong feedback from our community via the Family School Partnerships Framework survey helped us to identify two main elements for the school to improve. These are "Connecting learning at home and at school" and "Consultation on decision making". Our shared goal is to achieve higher levels of community satisfaction and community engagement.

Strategic Direction 1: Student growth and attainment

Purpose

The implementation of evidence based teaching and learning programs in all Stages of learning for reading, writing and numeracy will build strong foundations for academic success for all students. We will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Achieve by year: 2025

Well-being Targets

Uplift towards the lower bound system-negotiated target of 90.1% including Tell Them From Me (TTFM) data that reflects the following:

Advocacy @ school maintains higher performance than NSW Govt norm - 89%

Expectations for success maintains the upper bound target for well-being of 95.1%

Sense of Belonging achieves higher than NSW Govt norm - 89% and baseline of 85.6%

Achieve by year: 2022

Attendance Targets:maintain student attendance rate above 87.3% (lower bound system-negotiated target)

Reading growth

Achieve by year: 2023

Increase the % of students achieving correct responses from in Check -In Reading in Years 4 and 6 from Term 2 to Term 4.

Numeracy growth

Achieve by year: 2023

Increase the % of students achieving correct responses in Years 4 and 6 from Term 2 to Term 4.

Initiatives

Effective Numeracy Practices

In Numeracy, we will embed sustainable whole school processes to support student learning of Numeracy skills through:

- * Sustained implementation of evidence based teaching practices
- * the differentiation of curriculum to meet all student learning needs
- * targeted professional learning to support staff to improve student learning outcomes

Effective Literacy Practices

In Literacy we will build evidence based, sustainable practices to support student learning of Literacy skills through;

- targeted professional learning to support staff to improve student learning outcomes
- Sustained implementation of evidence based teaching practices
- continued explicit teaching of phonics and phonemic awareness skills in K-2 classrooms.
- Explicit teaching of vocabulary across K-6
- explicit support for EAL/D and Tier 3 students
- Embedding quality and explicit teaching of writing across all K-6
- Continue embedding phonetic based spelling programs

Aboriginal Reconciliation Action Plan

Increased emphasis will be placed on the Point Clare PS Reconciliation Action Plan (RAP) through the use of the "Narragunnawali" platform which has identified 14 deliverables to drive our work in Aboriginal Education. We will also embed Aboriginal and Torres Strait Islander perspectives into all classroom learning programs through the use of the Wingaru Kids platform and professional

Success criteria for this strategic direction

A whole school Visible Learning approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. (SEF - Teaching Domain: Effective Classroom Practice)

Assessment data is systematically collected in reading and numeracy for all Stages of learning on a regular and planned basis and used responsively as an integral part of classroom instruction. (SEF - Teaching Domain: Data Skills & Use)

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

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes or well-being. (SEF - Learning Domain: Learning Culture)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Leading: Educational Leadership)

Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers. (SEF - Learning Domain: Well-being)

Evaluation plan for this strategic direction

Question:

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

Data:

Strategic Direction 1: Student growth and attainment

Initiatives

learning modules for all staff.

Well-being Initiatives

We will improve our wellbeing targets, programs and processes through the continued practice of universal systems in all school settings through the Positive Behaviour for Learning (PBL) framework.

Our Learning and Support Team processes and procedures will be strengthened through the training and implementation of PBL Tier 2 - Targeted Interventions and Support.

All school staff will promote positive and proactive mental health through the use of the Smiling Mind - Mindfulness Foundations whole school program from K-6.

Effective Intervention Practices in Literacy and Numeracy

A whole school 'Intervention Plan' to target Tier 2 and 3 students in literacy and numeracy will be continued. The funding allocated by the COVID ILSP program resulted in the employment of one staff member (2 days a week) to implement these programs to Tier 2 students. In addition, our allocated LaST (working 0.8) also works with the Tier 2 students.

Professional learning has also been provided for SLSO staff to work with small groups of students. They are allocated to work with the Tier 3 students.

Attendance Initiatives

We will

- Improve and maintain quality relationships between students, staff and the community
- Provide a range of regular extra curricula activities to increase student engagement
- The introduction of a levelled long-term reward system for students demonstrating regular attendance

Evaluation plan for this strategic direction

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

Internal assessments

PAT Vocab skills assessment data

LLARS

Fluency assessment data

Stage CTJ sessions

WCPM and Comprehension assessment data

IfSR

PLAN 2 data

"Check-In" assessment data

PAT reading data

PAT Maths data

Student document analysis / work samples

Student and Teacher surveys

Student PLPs

Year 1 Phonics Screening check

Phonological Awareness Assessment

Best Start data

Sound Waves Diagnostic Assessment

Sound Waves Content Assessments

Sentral Behaviour Data

Sentral Attendance Data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

NAPLAN

Formative assessments (incl worksamples, observational notes)

Summative assessments

Student school reports/Teacher programs

Analysis:

Termly reviews of assessment data by APCI and executive and Stage teams.

Regular monitoring of Tier 2 and Tier 3 student data to inform Intervention cycle

Progress monitoring of initiatives by executive team in SPARO.

Implications:

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

Strategic Direction 2: Enhancing Teacher Capability

Purpose

The implementation of a school-wide teacher professional development program that focuses on strengthening student achievement by improving teacher quality under the framework for High Impact Professional Learning (HIPL). Our focus will be on individual professional development that supports our school strategic vision and priorities whilst also supporting our staff to effectively plan for and evaluate their impact on the learning of their students.

Improvement measures

Achieve by year: 2022

Collective teacher efficacy (CTE) has a minimum effect size of 0.4 per calendar year as measured by the Teacher Efficacy Scale (TES) against the 2021 baseline data.

Achieve by year: 2023

Continued upward trajectory of our self assessment of the "Data Skills & Use" and "Learning & Development" elements in the Teaching Domain. of the School Excellence Framework. This will be validated at Sustaining & Growing.

Achieve by year: 2025

SCOUT dashboard data for Professional Learning per employee improves from 2021 baseline of 3.17 hrs per employee to >15 hrs per employee by 2024.

Achieve by year: 2025

Our High Impact Professional Learning (HIPL) self assessment is validated at "Sustaining & Growing" for all themes in the five elements.

Initiatives

Visible Learning: School Impact Program

1. Whole School Visible Learning Program - Visible Learning will be systematically embedded in our school processes and practices through a range of initiatives including:

- Foundation Visible Learning program for all new staff.
- Individualised Visible Learning goals collaboratively developed and annotated in PDPs for all staff.
- Making Learning Visible: comprehensive whole staff Visible Learning program.
- Feedback: What works best (executive staff only)

High Impact Professional Learning Program

2. Professional learning focused on student progress and achievement

Actively engage all teaching staff in the analysis of student need and the identification of evidence-based initiatives that can be introduced to further strengthen professional learning in the school.

Literacy programs

- K-2 new syllabus
- Sound Waves
- PAT Vocab & PAT Reading
- APCI professional learning

Numeracy Programs

- K-2 new syllabus
- PAT Math
- APCI professional learning

Welfare Programs

Targeted professional learning designed to build capacity of all staff to support the achievement of the well-being

Success criteria for this strategic direction

Consistent Teacher Judgement (CTJ) is evident in all Stage teams K-6. 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. (Teaching Domain: Collaborative practice and feedback)

Collection of assessment data is conducted systematically across each Stage of learning and drives continuous refinement of teaching programs. Progress towards student learning goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (Teaching Domain: Data Analysis)

Teachers see professional learning as a core part of their role, aligned to strategic and professional improvement goals, and driven by student need. Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. (Teaching Domain: Expertise & Innovation)

School leaders use professional learning and other relevant resources to support teachers to engage in professional learning that is embedded into their everyday practice over a sustained period. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Leading Domain: High Expectations Culture)

Evaluation plan for this strategic direction

Questions:

Does the extent of collective teacher efficacy indicate that the Visible Learning initiative is having an impact for teachers? Is the professional learning focused on student progress and achievement having a measurable impact on student learning outcomes? What % of staff are achieving their individual PDP goals in a calendar year?

Strategic Direction 2: Enhancing Teacher Capability

Initiatives

targets in Strategic Direction 1. Staff will develop knowledge, skills and practical experience in social and emotional learning (SEL) through involvement and training in:

- PBL Tier 2
- Smiling Mind K-6 program
- Wellbeing Wednesday initiative

3. Professional learning is continuous and coherent

Effective professional learning is aligned to system, school and individual performance and development goals. It supports teachers and school leaders to deepen their practice by focusing on sustained evidence-informed approaches.

All teachers use the Australian Professional Standards for Teachers or Lead standards to develop a dynamic, personalised Performance and Development Plan (PDP).

A minimum of PDP goals for all staff are negotiated with the Principal and current supervisor. Each PDP includes goals directly linked to the Strategic Directions of the 2021-2024 School Improvement Plan.

Evaluation plan for this strategic direction

Data:

A comprehensive range of data sources will inform our evaluative processes including:

Teaching & Learning Programs include evidence of LISC

High Impact Professional Learning (HIPL) School self-assessment tool

Teacher Efficacy Scale (TES)

Scout Data - MyPL

Effect sizes for internal school data in key measures

TTFM data for teachers and students

Meeting minutes from PDP reviews

Monitoring of the % of teachers achieving PDP goals

Peer lesson observations

Analysis:

PCPS will conduct TES assessments twice per year (Term 2 & 4).

Reviews of SCOUT dashboard data will be conducted once per Semester.

Five weekly reviews of assessment data by executive and Stage teams.

Reflective sessions for the TTFM data will be conducted by whole staff and Stage teams in Term 3.

Progress monitoring of all initiatives will be completed by executive team in SPARO.

Implications:

The findings of the analysis will inform:

Strategic Direction 2: Enhancing Teacher Capability

Evaluation plan for this strategic direction

* Next steps

* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 3: Authentic Community Engagement

Purpose

To further develop staff capabilities in fostering and promoting effective and genuine community engagement. This will be achieved by concentrating our collaborative efforts into addressing the key dimensions of the Family School Partnerships Framework. There will be strong focuses on connecting with our Aboriginal community, the Cooinda AECG and the Point Clare Public School P & C Association.

Improvement measures

Achieve by year: 2022

Tell Them From Me (TTFM) data for "Two-way Communication with Parents: Parents are informed" will demonstrate improvement of PCPS mean score of 6.0 to better than the NSW Govt Norm (6.6).

Achieve by year: 2023

Improve TTFM data for "Two-way Communication with Parents: Parents feel welcome" from baseline score of 6.5 to above NSW Govt Mean of 7.4

Achieve by year: 2025

Point Clare Public School will achieve an average uplift of 20% in all seven domains of the Family School Partnerships Framework surveys by 2024.

Initiatives

Connecting learning at home and at school

1. The continuation of the SENTRAL Parent and student portal to streamline communication processes in the school. The SENTRAL for Parents app will allow parents to monitor their child's or children's school journey simply and efficiently. Parents will be able to receive messages and notifications from teachers, report absences, make payments for school activities in one location.

2. The introduction of Student Led Conferencing (SLCs) during Education Week will add further depth to our student reporting processes and build further connections with our school community. This will also further enhance and support the school's Visible Learning goal setting practices. It will ensure that all student goals are personalised and comprehensive and supported by relevant contextual data. SLCs will create strong collaborations between teachers, students and the community that inform and support continuity of learning for all students.

Consultation on decision making

1. Our Reconciliation Action Plan (RAP) will be a formal statement of commitment to reconciliation. PCPS will be utilising the "Narragunnawali" platform to extend our existing initiatives in Aboriginal education and to make deeper connections with our Aboriginal community members.

2. Establishment and embedding of the Sustainable Kitchen Garden program in all classes K-6 including P & C and other parental involvement. Our Sustainable Kitchen Garden program will provide genuine opportunities for parents to be actively involved in the school. It will also empower students to make decisions and take actions that contribute to creating a sustainable society and ecosystem. Project based learning will allow student to develop knowledge and understanding from multiple subjects and help them apply this in the context of their school, classroom or local environment.

Success criteria for this strategic direction

Parental Feedback in both TTFM and Family-School Partnerships Framework surveys is overwhelmingly positive. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (Learning Domain: High Expectations)

P & C and/or community representation achieved on the Sustainable Kitchen Gardens action team. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (Learning Domain: Parent Engagement)

Feedback from parents and carers reflects increased interaction based on 2021 data. School staff collaborate with the school community to use data to identify strategic priorities, and develop and implement plans for continuous improvement. (Teaching Domain: Data use in planning)

The Reconciliation Action Plan is reviewed annually by the the Aboriginal Education Action Team and approved by the Cooinda AECG . The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (Leading Domain: Community Engagement)

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can demonstrate effective and genuine community engagement?

Data:

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

* TTFM data

Strategic Direction 3: Authentic Community Engagement

Evaluation plan for this strategic direction

- * Family School Partnerships survey data
- * Student work samples
- * Observations of initiatives
- * Focus groups of Teachers, Students and Parents
- * Student voice
- * Parental Interview feedback mechanisms

Analysis:

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- * Regular professional discussion around the SEF elements and themes.
- * Executive team and whole staff reflective sessions.
- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

The findings of the analysis will inform:

- * Future actions
- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).