Strategic Improvement Plan 2021-2025

Albion Park Rail Public School 4121

School vision and context

School vision statement

Albion Park Rail Public School pursues excellence and equity in education for all. Our staff nurture, inspire and challenge students to find joy and strength in knowledge, build their life and academic skills, and help them make sense of their world. The school focuses on working collaboratively as a productive learning community where all stakeholders feel connected, respected and value.

School context

Albion Park Rail Public School, located in Shellharbour City Council, currently caters for around 341 students including 23% Aboriginal and Torres Strait Islander enrolments. The school hosts 13 mainstream classes and a number of special education classes including two intellectually mild (IM), two Multi-Categorical (MC) classes and one Autism (AU) class.

Our school is supported in curriculum implementation with two Assistant Principal's Curriculum and Instruction that deliver tailored interventions in literacy and numeracy as well as focused professional learning for teachers to strengthen personalised learning for K-6.

Our school has a strong well being program underpinned by the core values of Safe, Respectful Learner. Students can participate in alternative education opportunities, an active Student Representative Council, electives and a pastoral care program.

Environmental education programs are a focus with an established poultry breeding program and sustainable gardens.

Technology is integrated throughout the school with computer hubs a mobile lab K-2, interactive whiteboards and tablets in every classroom. In 2022 we will have every student in Years 3-6 provided with a laptop that they will use over their four years in Primary.

Our school also hosts a School as a Community Center on the grounds which develops programs for children aged 0 - 8 years of age.

The school conducted a thorough Situational Analysis involving consultation with students, parents, carers, staff and the local AECG. The key findings of this analysis were that the school needs to improve students level of engagement in their learning and improve student attendance rates. Staff need to be up skilled in differentiating literacy and numeracy teaching to ensure all students make growth in their learning. The specific literacy skills that require further attention include reading comprehension and phonemic awareness. Student numeracy skills that require further attention are whole number and place value. Analysis of our schools experience during COVID -19 indicated that parents need more regular communication on the daily learning practice and families have a lack of access to technology in the home environment. These observations led to our three strategic directions of Growth and Attainment, Engagement and Wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of Strategic Direction 1, Growth and Attainment is for all students to make the expected growth in Literacy and Numeracy for each year of learning. All staff will have the knowledge and skills to implement an effective teaching and learning cycle. Upon leaving Year 6, all students will have consolidated foundational numeracy and reading skills to successfully transition to a high school setting.

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.

School Excellence Framework
Achieve by year: 2025

Improvement in the element of 'Data Skills and Use' to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Literacy and Numeracy Professional Learning

High-impact professional learning will:

- Develop collective efficacy through active engagement in relevant and meaningful Communities of Practice.
- Deepen teacher and leader knowledge and understanding of current evidence based research around quality Literacy and Numeracy pedagogies to improve student and teacher outcomes.
- Community of Practice hubs promote sharing of practical techniques and quality feedback to support Literacy and Numeracy professional learning.
- Implementation of Communities of Practice hubs will be supported by the Five Principals of Deliberate Practice.

Measuring and analysing learning

Measuring and analysing learning will be embedded in whole school practice through the following systems and processes;

- Systematic organisation of the collection and analysis of data to ensure student learning is monitored and growth is attained. Assistant Principals and Instructional Leader to facilitate data sessions in stage meetings and collaboration days.
- All staff will collect and analyse data regularly to inform where students are at with their learning, to inform planning, identify interventions and modify teaching practice. The selection of teaching strategies will reflect student needs and will be a focus for community of practice hubs within the school.
- Reporting on student performance is based on valid and reliable data and analysis and ensures collaboration through consistent teacher judgement.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. All staff have an effective repertoire of formative

Success criteria for this strategic direction

Curriculum -Teaching and Learning programs **In 1**

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.

Effective Classroom Practice **In 1 & 2**

A whole school 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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Data skills and use **In 2**

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Whole school monitoring **In 2**

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 teachers' consistent, evidence based judgement and moderation of assessments.

Assessment- **In 2**

Whole school approach to assessment practices are embedded across all classes K-6.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. All staff

Initiatives

assessment strategies to show impact of teaching and learning. This will be observed through learning walks, class observations and active participation in the CoP. (Community of Practice)

Success criteria for this strategic direction

have an effective repertoire of formative assessment strategies to show impact of teaching and learning.

Evaluation plan for this strategic direction

The evaluation of this Strategic Direction will be managed by the project leader in consultation with stakeholders across the school community and is overseen by the principal.

A formal evaluation of the plan will be undertaken twice per term through the QDAI process. This process will enable our school to reflect and evaluate in real time to ensure we remain on track to achieve our improvement measures.

Q- To what extent has teacher practice changed resulting in improved student progress and achievement?

D-

External Data - NAPLAN, Check in assessments, SCOUT value added, NSW DoE Phonics Screening Check,

Internal Data - Lesson observations, Learning walks, CoP, Progressive Achievement Tests (PAT) PLAN 2 & Literacy and Numeracy progressions, Reading levels and behaviours, Stage assessments, NSW DoE Best Start Kindergarten NSW DoE Phonological awareness diagnostic, NSW DoE Interview for Student Reasoning (IfSR) for Number and place value, Student work samples.

A: Point in time data is analysed by the team and shared with whole school in order to draw conclusions amongst data sets and triangulation- moving data into evidence. This will be at least once a term across the school on a set focus.

I: As a result of the analysis the next steps are reviewed and refined to determine next steps. This will inform;

- Future directions

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Budget allocation
- Reporting on progress measures (published in Annual School Report each year)

Strategic Direction 2: Engagement

Purpose

The purpose of Strategic Direction 2 is to engage all students with an innovative curriculum that encourages students to hold high expectations for their educational outcomes. Relationships will be strengthened with all stakeholders to support a sense of belonging.

Improvement measures

Achieve by year: 2025

Increased performance in the Tell Them From Me (TTFM) student survey in the measure 'students with aspirations of attending university'.

Achieve by year: 2025

Improvement in parent involvement in school activities as measured by internal data.

Achieve by year: 2025

Increased performance in the Tell Them From Me (TTFM) student survey in the measure 'Aboriginal students feel good about their culture'.

Achieve by year: 2025

Shift in School Self Assessment wellbeing from delivering to sustaining and growing.

Achieve by year: 2025

Maintain a high advocacy at school for students with an 10% increase in students identifying with a positive sense of belonging.

Achieve by year: 2025

Increased performance in the Tell Them From Me (TTFM) student survey in the measure 'Aboriginal students feel good about their culture'.

Achieve by year: 2025

Improvement in the number of students interested and

Initiatives

Engaging Community

Learning is a partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

To enhance the school's culture and connections we will;

- Strengthen transition programs to promote active parent involvement in supporting children as they move between stages.

- Create and strengthen links with outside agencies who support the parent/carer learning partnerships with our school.

- Work with parents/carers to build a shared understanding and responsibility for positive school attendance.

Engaging and innovative curriculum

All staff provide students with engaging and challenging curriculum opportunities that promote engagement and high expectations for learning. Our work will involve;

- High impact professional learning of staff in expanding the curriculum opportunities and experiences students have access to so that students are exposed to a wider world view.

- Effectively respond to new curriculum as it emerges.

- Use a variety of strategies to showcase our curriculum offering to the wider community.

- Actively engage with the High Potential and Gifted policy to ensure that student potential is nurtured in every classroom.

Success criteria for this strategic direction

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. **IN 1**

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **IN 1**

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. **IN 2**

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. **IN 2**

Evaluation plan for this strategic direction

The evaluation of this Strategic Direction will be managed by the project leader in consultation with stakeholders across the school community and is overseen by the principal.

A formal evaluation of the plan will be undertaken using the QDAI process. This process will enable our school to reflect on and evaluate in real time to ensure we remain on track to achieve our improvement measures.

Q: To what extent are we engaging and connecting with

Improvement measures

motivated in learning, with students identifying their learning to be challenging their skills.

Evaluation plan for this strategic direction

our school community using innovative curriculum?

D:Tell Them From Me survey Parent involvement in school activities, accessing platforms, school website and social media engagement levels, analysis of teaching programs.

A: Point in time data is analysed by the team and shared with whole school in order to draw conclusions across data sets and triangulation- moving data into evidence.

I: As a result of the analysis the next steps are identified and refined to determine where we go next.

Strategic Direction 3: Wellbeing

Purpose

The purpose of Strategic Direction 3 is to position our students to thrive and live fullling, productive and responsible lives by providing them with the knowledge, skills and values to make positive choices .

Improvement measures

Achieve by year: 2025

Increased performance in the Tell Them From Me (TTFM) student survey in the measure of 'advocacy', with students feeling they have someone at school who consistently provides encouragement and can be turned to for advice.

Achieve by year: 2025

100% of students referred to Learning Support Team have Individual Learning Plans that are monitored and reviewed regularly in collaboration with caregivers. Staff, students and parents work together on achieving the SMART goals listed in the ILPs.

Achieve by year: 2025

All staff apply comprehensive knowledge of evidence informed practices to support students. Student data entries on Sentral indicate staff have made adjustments to support students in both their learning and behaviour.

Achieve by year: 2025

100% of students have an individual profile that provides staff with an in depth knowledge of the student and how they can support and monitor them as they work towards their personal growth and achievement every year they are at school.

Attendance (>90%)
Achieve by year: 2023

Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 72.6%.

Initiatives

Comprehensive and proactive wellbeing programs

Enhance the school's ability to provide proactive and responsive systems of support for students. This will be achieved by;

- Coordination of the school and community personnel and resources to ensure students' personalised needs are considered, planned for and reviewed systematically.
- Establishing clear and consistent Learning and Support procedures.
- High impact professional learning for all staff in Choice Theory and consistent application of the theory in every classroom.
- Engaging with the Attendance Matters website to review current school procedures for promoting positive student attendance and addressing students at risk for falling below 90%. Use this information to improve current practices.
- Developing student learning profiles for all students.

Staff wellbeing and professional growth

Nurture all staffs commitment to ensuring annual professional growth that can be directly linked to improving student learning outcomes. Continue to promote staff wellbeing and acknowledge the link between positive staff wellbeing and positive student wellbeing. This will be achieved by;

- Strengthening the PDP process to ensure all teachers receive effective feedback from classroom observations to inform improvement in their classroom practice. Utilise additional professional learning funds to ensure teachers have time for meaningful professional discussions about their current practice.
- The Executive Team reflect on the Teaching Standards at Highly Accomplished and Lead level to inform their daily work and effectively guide and mentor the staff they supervise.

Success criteria for this strategic direction

Individual Learning Plans are created and reviewed regularly for all students who have been referred to the LST or who have received intervention.

All staff use Sentral as a means to document student behaviours with an analysis of data entries occurring on a weekly basis.

At the commencement of every school year, every teacher develops or builds onto the Individual Student Learning Profiles as a means improving their understanding each child in their class.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning

All staff are applying their knowledge and understanding of Choice Theory to support all students both in and outside of the classroom.

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.

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. This drives ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

The evaluation of this Strategic Direction will be managed by the project leader in consultation with stakeholders across the school community and is overseen by the

Strategic Direction 3: Wellbeing

Improvement measures

Wellbeing
Achieve by year: 2023

Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 90.4%.

School Excellence Framework: Wellbeing
Achieve by year: 2025

Improvement in the element of 'Wellbeing' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2025

Annual People Matters Survey shows steady improvement in job satisfaction.

Initiatives

- Use the High Impact Professional Learning framework to evaluate the current strength and weaknesses of collaboration days ensuring there are high levels of implementation of the learning gained in every classroom.
- Implement the key findings of the annual People Matter survey and involve staff in creating an action plan for further improvement in staff wellbeing.

Evaluation plan for this strategic direction

principal.

A formal evaluation will be undertaken through the QDAI process. This process will enable our school to reflect and evaluate, in real time, to ensure we remain on track to achieve our improvement measures.

Q: To what extent have our comprehensive and responsive wellbeing programs had an impact on positive student behaviour and learning? Is every teacher and every leader improving every year?

D: TTFM, SEF S-aS, PBL - Sentral, Learning Support minutes, Parent participation, Student Profiles, Employee Matters Survey, analysis of ILPs, analysis of PDPs, High Impact Professional Learning self assessment framework

A: Point in time data is analysed by the team and shared with whole school in order to draw conclusions across data sets and triangulation- moving data into evidence.

I: As a result of the analysis the next steps are reviewed and refined to determine where we go next.