

# Strategic Improvement Plan 2021-2024

## Yowie Bay Public School 4124



# School vision and context

## School vision statement

Yowie Bay Public School strives to develop confident and successful life-long learners, through quality teaching, high expectations and positive wellbeing in a nurturing environment.

## School context

Yowie Bay Public School is situated in the Sutherland Shire, 30km south of the Sydney CBD. The school strives for academic, cultural and sporting excellence offering varied and interesting curriculum to all students.

Our enrolment in 2021 is approximately 415 students who come from an economically diverse community with 18% from non-English speaking backgrounds. There is a strong emphasis on the development of literacy and numeracy skills. Yowie Bay Public School has a well-resourced learning environment offering specialist programs such as Learning and Support, Technology and extra-curricula activities including band, ukulele, choir, sport, dance, debating, public speaking, chess and environmental and sustainability groups.

A friendly, happy and harmonious environment is maintained through a strong commitment to the wellbeing of all students and enhanced partnerships between staff, parents and the wider community. Our enthusiastic and highly-qualified staff participates in ongoing professional learning in order to provide a quality education and differentiated learning for all students.

A comprehensive situational analysis has been conducted which led to the development of the 2021 - 2024 Strategic Improvement Plan, which involved consultation with students, staff and parents. Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to appropriate learning experiences. Further work will need to occur around how teachers successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within the school.

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

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success. The school uses collaborative professional learning that builds effective classroom practice and curriculum expertise specifically in literacy and numeracy.

## Improvement measures

### Target year: 2022

To increase the percentage of students achieving in the top 2 bands NAPLAN Reading 2019 to our lower bound system-negotiated target.

Uplift = 3.34%

### Target year: 2022

To increase the percentage of students achieving in the top 2 bands NAPLAN Numeracy 2019 to our lower bound system-negotiated target.

Uplift = 6.22%

### Target year: 2023

To increase the percentage of students achieving expected growth NAPLAN Reading 2019 to our lower bound system-negotiated target.

Uplift = 9.61%

### Target year: 2023

To increase the percentage of students achieving expected growth NAPLAN Numeracy 2019 to our lower bound system-negotiated target.

Uplift = 6.61%

### Target year: 2024

Increase the percentage of targeted students achieving

## Initiatives

### Improving Literacy and Numeracy

We will achieve this through:

#### Collaboration

Teachers will work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality. (High Impact Professional Learning)

#### Explicit Teaching

Explicit teaching practices will draw on research about how students effectively take in and retain information, and how they then use that knowledge and understanding to solve problems, pose questions, and synthesise and justify their reasoning.

#### Effective Feedback

Teachers will use effective feedback that reflects and communicates about the learning task with students. They will provide students with detailed and specific feedback about what they need to do to achieve growth as a learner. The school will encourage students to self-assess, reflect and monitor their work. A priority will be to ensure that students act on the feedback that they receive. (Literacy and Numeracy Project, Learning and Support Project)

## Success criteria for this strategic direction

Our success will be defined by these School Excellence Framework elements:

### Learning and Development - Collaborative practice and 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. This drives ongoing, school-wide improvement in teaching practice and student results.

### Effective Classroom Practice - Explicit teaching and feedback

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### Curriculum

The school's curriculum provision in literacy and numeracy supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

### Student Performance Measures

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

## Evaluation plan for this strategic direction

**Question:** Are our students growing and attaining in their literacy and numeracy learning? What has been the impact of our explicit teaching and feedback in literacy and numeracy for staff and students?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

individual learning goals/stage benchmarks so that equity gaps are closing.

### Target year: 2024

To move towards excelling in Effective Classroom Practice.

### Target year: 2024

To move towards excelling in Learning and Development - Collaborative practice and feedback.

## Evaluation plan for this strategic direction

**Data:** NAPLAN, InitiaLit, MiniLit, MacqLit, Progressive Achievement Tests (PAT), Year 1 Phonics Screening Check, Years 3-6 Check-in Assessments (Reading and Numeracy), PLAN 2, school-based assessments, Teacher Performance and Development Plans, observations of teaching, staff surveys.

**Analysis:** Data is analysed and triangulated regularly (twice a term), to determine the extent to which the purpose and improvement measures have been achieved.

**Implication:** Rigorous analysis of the data to determine impact will guide both ongoing implementation and future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Data informed practice leading to explicit teaching and differentiation

## Purpose

Our purpose is to build teacher capability to effectively use quality assessment and analyse data so that teaching meets the individual needs of all students. Through differentiation every student will be a successful learner. The school uses systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

## Improvement measures

### Target year: 2024

To move towards excelling in Data Skills and Use.

### Target year: 2024

To move towards excelling in Assessment.

### Target year: 2024

To move towards excelling in Curriculum - Differentiation.

### Target year: 2024

To move towards excelling in Effective Classroom Practice - Explicit teaching.

## Initiatives

### Data informed practice leading to explicit teaching and differentiation

We will achieve this through:

#### Data informed practice

Teachers will regularly dedicate time to using data effectively, and collect meaningful data. Teachers analyse data to monitor student learning and progress to make teaching decisions based on data analysis.

#### Assessment

Assessment practices will be strengthened using formative or summative strategies. Formative assessments will occur during the learning process to give teachers feedback about student progress. Summative assessments will occur at the end of a course of study or period of time and indicate student achievement level against curriculum standards or other defined learning objectives.

#### Differentiation

Teachers will use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This will be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

#### Explicit Teaching

Teachers will clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

## Success criteria for this strategic direction

Our success will be defined by these School Excellence Framework elements:

### Data Skills and Use

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

### Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

### Curriculum - Differentiation

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.

### Effective Classroom Practice - Explicit teaching

There is a whole school approach to ensure 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.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of staff skill development in the use of quality assessment, data analysis and differentiated learning for students? Are we building a professional learning community within the

## Strategic Direction 2: Data informed practice leading to explicit teaching and differentiation

### Evaluation plan for this strategic direction

leadership team, who demonstrate professional responsibility and support a culture of high expectations?

**Data:** Classroom walk-throughs, summative and formative assessment data, Teaching Sprints and PDP lesson observations, collaborative programming, student outcome data, Tell Them From Me (TTFM) Teacher survey, Best Start, InitiaLit, Plan2, PAT, Check-in assessments, NAPLAN

**Analysis:** Data is analysed and triangulated regularly (twice a term), to determine the extent to which the purpose and improvement measures have been achieved.

**Implication:** Rigorous analysis of the data to determine impact will guide both ongoing implementation and future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Student wellbeing and engagement

## Purpose

Our purpose is to further engage students through strategically planned wellbeing practices that ensure a sense of belonging, and advocacy at school in a high expectations environment. The school will continue to promote social, emotional, behavioural and intellectual engagement by fostering positive relationships across the school community.

## Improvement measures

### Target year: 2022

Increase the percentage of students with positive wellbeing to at or above our upper bound system-negotiated target.

Uplift = 4.04%

### Target year: 2022

To increase the percentage of students attending school greater than 90% of the time from our baseline to our lower bound system-negotiated target.

Uplift = 4.2%

### Target year: 2024

Increase the percentage of students who achieved in the top 2 bands in NAPLAN, achieving higher than expected growth.

### Target year: 2024

To move towards excelling in Learning Culture - High expectations.

### Target year: 2024

To move towards excelling in Wellbeing.

## Initiatives

### Wellbeing and Student Engagement

We will achieve this through:

#### High Expectations

Teachers will promote high expectations of their students as they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

#### Attendance

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

#### Wellbeing

Teachers will select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation. They will initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student. The school will target support for different phases of student development and for students who may be at risk.

#### High Potential and Gifted Education

Through the implementation of the High Potential and Gifted Education Policy the school will prioritise high expectations and effective, explicit, evidence-based teaching creating optimal learning environments where all students are challenged and engaged to achieve their educational potential.

## Success criteria for this strategic direction

Our success will be defined by these School Excellence Framework elements:

### Learning Culture - High Expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

### Learning Culture - Attendance

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

### Wellbeing

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### High Potential and Gifted Education

The school has identified what growth is expected for high potential students, and students are achieving higher than expected growth on internal school progress and achievement data.

## Evaluation plan for this strategic direction

**Question:** Are our students expressing an increased sense of positive wellbeing? Are regular attendance rates improving for all students, including those at risk? What has been the impact of a high expectations culture, and our HPGE strategies?

**Data:** TTFM, SRC, academic performance of top students, SENTRAL Behaviour data, PBL Tiered Fidelity, Wellbeing Framework Toolkit, Attendance data, HPGE Policy Evaluation & Planning Tool

**Analysis:** Data is analysed and triangulated regularly

## Strategic Direction 3: Student wellbeing and engagement

### Evaluation plan for this strategic direction

---

(twice a term), to determine the extent to which the purpose and improvement measures have been achieved.

**Implication:** Rigorous analysis of the data to determine impact will guide both ongoing implementation and future school planning to provide continuous improvement, ensuring students grow in their learning.