

Strategic Improvement Plan 2021-2024

Queanbeyan West Public School 4127



School vision and context

School vision statement

Committed to providing a safe, supportive learning environment that promotes strong connections and positive relationships. We foster lifelong learners through high expectations where students strive to achieve their personal best.

School context

Queanbeyan West Public School currently caters for the social, emotional and learning needs of approximately 500 students in 19 mainstream and 4 supported learning classes. The school is made up of 11% Aboriginal and Torres Strait Islander (ATSI) and 27% Language Background other than English (LBOTE) students and has a reputation for excellence in the local area.

We promote and advance the intellectual, social, physical and moral development of all students to become responsible, contributing citizens. We work in partnership with our community to ensure a safe and happy environment. Our Positive Behaviour for Learning values; Responsibility, Safety and Respect underpin all aspects of school life and is the heart of our students' success in learning.

Queanbeyan West Public School provides students with an innovative and comprehensive curriculum and also provides additional opportunities through extra-curricular learning experiences. Some significant programs include: Creative Arts opportunities such as dance, choir and music, including a specialist Musicorp teacher providing regular lessons, The Music Bus catering for all students as part of an enrichment group; Environmental programs which deepen students' understanding of environmental issues and sustainability; Academic support and remediation programs in literacy and numeracy, including entry into competitions such as the NSW Spelling Bee, Public Speaking, Debating and Tournament of Minds; Sporting teams and opportunities for individual and team sports at school and representative level; Personal Development and Health programs such as Peer Support and Positive Behaviour for Learning which focuses on student wellbeing, health and safety; and Technology upgrades within classrooms and the inclusion of Robotics Clubs. These programs inspire all students to strive to achieve *"nothing but the best"*.

In 2019 a review of strengths, opportunities and areas for development across the school took place, and in late 2020 and early 2021 a comprehensive process was undertaken to review current practices and collect evidence, including forums and survey data from staff, students and parents/carers to form our situational analysis. In response, three Strategic Directions were identified as a basis for a shared commitment to future developments across the school.

The Strategic Directions for 2021-2024 show how Queanbeyan West Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum and excellence in teaching and learning. It provides staff with the expertise to competently implement evidence-based teaching practices through data analysis as we prepare students for a future defined by technology, creativity and critical thinking. The Strategic Directions show the school's commitment to academic, social and emotional progress. They also maintain our commitment to an inclusive and equitable whole school learning environment that encourages and supports positive relationships, personal responsibility and partnerships with community.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy through development of sustainable whole school processes for collecting and analysing data. This is in order to ensure that the implementation of quality teaching and learning programs occurs and these programs are underpinned by evidence-informed strategies.

Improvement measures

Target year: 2022

% of students achieving top 2 bands in reading increases to 42% by 2024.

Target year: 2022

% of students achieving top 2 bands in numeracy increases to 37.2% by 2024.

Target year: 2023

% of students achieving expected growth in reading increases to 65.4% by 2024.

Target year: 2023

% of students achieving expected growth in numeracy increases to 63.9% by 2024.

Target year: 2024

Aboriginal and Torres Strait Islander student targets reflect State Priorities by increasing students in top three bands from 16.67% in reading.

Target year: 2022

Aboriginal and Torres Strait Islander student targets reflect State Priorities by increasing students in top three bands from 27.78% in numeracy.

Target year: 2024

All teachers using learning data to inform practice

Initiatives

Data Collection and Analysis

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Build teacher capacity through high impact professional learning in data analysis and data use in teaching for all staff.
- Develop methods for tracking student achievement and growth.
- Staff review and assess their practice and adapt to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time, report student achievement and guide future learning.
- Staff embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

High Quality Teaching and Learning Programs and Explicit Teaching

Teaching and Learning programs are dynamic and differentiated, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Explicit teaching utilises current, evidence-based, effective teaching methods to drive improvement.

- Use regular formative assessment to understand students' strengths and areas of improvement, and provide a variety of meaningful learning opportunities that cater to the full range of understanding and abilities in the classroom.
- Provide increasingly more complex tasks that considers prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.
- Provide students with quality examples and exemplars of responses and learning tasks.

Success criteria for this strategic direction

All teachers have a sound understanding and apply a range of formative and summative student assessment and data concepts to inform planning, identify differentiated interventions and modify teaching practice for measureable improvement.

There is consistent teacher judgement within school in line with syllabus requirements and across schools.

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

Teaching and Learning programs are clear and easy to follow and responsive to student progress. They contain evidence of data and feedback to inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Explicit evidence-based teaching strategies are evident in programs and implemented effectively.

Consistent practices are embedded across grades and the school.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate use of data to inform high quality teaching and learning programs and explicit teaching for student growth and attainment in literacy and numeracy?

Data: We will use a combination of data sources, such as:

* external assessment data - NAPLAN , Check-in assessment

* internal assessment data - formative and summative assessments, student work samples with teacher anecdotal notes

* PLAN2 data

Strategic Direction 1: Student growth and attainment

Improvement measures

evidenced by Teaching and Learning Programs.

Target year: 2024

All teachers are embedding consistent evidence-based practices in their classrooms.

Initiatives

- Use of expert staff and Departmental personnel to work alongside teachers to monitor and assess student progress and design future learning programs.
- Consistent practices are embedded across grades and the school.

Evaluation plan for this strategic direction

- * student PLPs
- * focus groups
- * teaching and learning programs
- * resource allocation analysis

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform future actions. Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 2: Collaborative, Connected Learning Community

Purpose

To improve student outcomes through whole school, future-focused, collaborative practices where staff will engage in professional learning that is targeted to Departmental and school priorities, and student and staff need. This is in order to develop high quality teaching and learning programs.

Improvement measures

Target year: 2024

100% of teachers are engaged in collaborative sessions.

Target year: 2024

100% of teachers embed professional learning into their teaching and learning programs.

Target year: 2024

100% of teachers are engaged in at least two observation and feedback cycles per year.

Target year: 2024

TTFM Student Learning teacher data (Collaboration, Leadership, Learning Culture, Data informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement) is at or above the NSW Government norm.

Target year: 2024

In the School Excellence Framework (SEF) shows improvement in the

- Teaching Domain, Professional Standards from 'Delivering' to 'Excelling' in the following themes: Improvement of Practice.
- Teaching Domain, Learning and Development from 'Delivering' to 'Excelling' in the following themes: Collaborative Practice and Feedback, Coaching and Mentoring, Professional Learning and Expertise and Innovation.

Initiatives

Collaborative Practice

Collaborative practices that explicitly aim to improve teacher practice and student outcomes are embedded into the school environment in order to produce a shared vision of quality teaching and learning. This will be achieved through;

- Creating an understanding of collective efficacy where there is a belief that staff can have a positive impact on student achievement.
- Embedding a culture for observation and feedback in which specific goals will be observed, reviewed and implemented between teachers within and across schools.
- Reviewing learning programs including the use of data to inform and adjust programs to cater for student learning needs.
- Reflection on own practice, gather evidence and identify ways to improve.
- Working in partnerships with colleagues within school and across schools to achieve shared goals.

Professional Learning

Engagement in Professional Learning communities with a focus to continually improve student outcomes including the use of internal and external expertise to deliver best evidence-based practices. This will be achieved through;

- Evaluation of student and teacher need.
- Engagement in ongoing professional dialogue.
- Active participation in professional networks and sharing of professional learning.
- Active engagement in observation and feedback cycles and acting on feedback.
- Working alongside expert staff, Department personnel and other identified individuals to provide professional support and build capacity.

Success criteria for this strategic direction

- Staff regularly engage in collaborative planning sessions which are targeted to develop and refine teaching and learning programs.
- Staff regularly open their classrooms to other teachers and are able to analyse each other's strengths and areas for development.
- Staff work within and across schools in order to reflect on practice.
- Systems are in place in order for staff to engage in collaborative practices and professional learning regularly.
- Evidence of professional learning is evident in classroom practice and programs.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate collaborative practices and professional learning for continuous improvement of practice?

Data: We will use a combination of data sources, such as:

- * professional learning records
- * performance and development plans
- * teaching programs
- * observations of teaching practice
- * focus groups
- * surveys of staff, students and parents
- * resource allocation analysis

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

Strategic Direction 2: Collaborative, Connected Learning Community

Evaluation plan for this strategic direction

The findings of the analysis will inform future actions.
Annual reporting on school progress measures -
published in the annual report and published on the
school website at the end of Term 1 each year.

Strategic Direction 3: Positive School Culture

Purpose

To ensure that all members of our school community are respected, valued and empowered to succeed through a whole school planned approach to support well-being and engagement.

Improvement measures

Target year: 2022

TTFM Well-being student data (advocacy, belonging, expectations) increases to 92% by 2024.

Target year: 2022

Proportion of students attending >90% of the time increase to 86% by 2024.

Target year: 2024

Decrease in student referral data.

Target year: 2024

Community engagement increases through attendance at events and feedback requests.

Target year: 2024

TTFM Well-being parent and carer data (parents feel welcomed, parents are informed, inclusive school, safety at school, school supports positive behaviour, school supports learning and parents support learning at home) is at or above the NSW Government norm.

Target year: 2024

In the School Excellence Framework (SEF) shows improvement in the

- Learning Domain, Learning Culture from 'Delivering' to 'Excelling' in the following themes: Attendance.
- Learning Domain, Well-being from 'Delivering' to 'Excelling' in the following themes: Caring for students; A planned approach to well-being; Individual learning needs; Behaviour.

Initiatives

Connecting to Community

Embedding a culture where community engagement is welcomed, valued and respected in order to receive feedback and build strong partnerships between students, families, community and schools. This will be achieved through:

- Student learning and well-being goals being developed with parent, carer and community consultation.
- Feedback on school direction given by students, staff, parents, carers and community.
- Opportunities for parents, carers and community to partake in school events, including information sessions, celebrations and as volunteers.
- Engagement in communication sources such as School Stream and Facebook to ensure community have the most up to date information.
- Clear communication systems within school for staff in order to achieve organisational effectiveness.

Well-being

Embedding practices to a foster sense of belonging, which values voice and promotes engagement in a safe, supportive learning environment. This will be achieved through:

- Attendance monitoring procedures developed and working alongside families in order to set a culture of high expectations.
- Setting high expectations in relation to personal responsibility.
- Using evidence-based practices to address the needs of all students.
- Incorporating sustainable systems to meet all student and all teacher need.
- Ensuring student voice is incorporated into programs and initiatives.

Success criteria for this strategic direction

- Increased parent and carer engagement at school events
- Increased parent and carer participation in feedback forums - in person and online.
- Parents and carers feel welcomed, valued, respected and well-informed.
- Strong home - school partnership where parents and carers, teachers and students work together to achieve negotiated goals.
- Shared school-wide responsibility, promotion and commitment where staff take personal responsibility for improving teaching practice and building cohesive teams.
- Students feel safe, happy and connected at school which leads to an increase in student attendance.
- Students display responsible, respectful and safe behaviours and attitudes which leads to decreased suspension rate and referrals in Sentral.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate a respectful, valued and empowered culture that focuses on connection and well-being?

Data: We will use a combination of data sources, such as:

- * student PLPs
- * Sentral data
- * teaching programs
- * observations of teaching practice
- * focus groups
- * surveys of staff, students and parents

Strategic Direction 3: Positive School Culture

Improvement measures

- Learning Domain, Reporting from 'Delivering' to 'Excelling' in the following themes: Parent Engagement.
 - Leading Domain, Educational Leadership from 'Delivering' to 'Excelling' in the following themes: Community Engagement.
 - Leading Domain, Educational Leadership from 'Delivering' to 'Excelling' in the following themes: Community Engagement.
 - Leading Domain, Management Practices and Processes from 'Delivering' to 'Excelling' in the following themes: Community Satisfaction.
-

Evaluation plan for this strategic direction

* attendance monitoring

* resource allocation analysis

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions. Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.