

# Strategic Improvement Plan 2021-2025

## Garden Suburb Public School 4136



# School vision and context

## School vision statement

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At Garden Suburb Public School, we strive for excellence in an inclusive environment where all students and teachers are supported to achieve success and their personal best. Teachers, parents and students work in partnership for learning and collaboratively empower all students to become respectful and responsible learners. We support the development of student growth and wellbeing with a valued approach to culture and community.

## School context

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Garden Suburb Public School is located in Lake Macquarie North with an enrolment of 224 students, including two Autism and one multi categorical Support classes. We promote the values of respect, responsibility and personal best in all aspects of the students' learning, providing opportunities in the performing arts and technology. Garden Suburb Public School has a proud sporting history and the spacious playground allows students to learn and participate in a large variety of sports.

Garden Suburb Public School have strong collaborative relationships with an energetic P&C consisting of parents and caregivers, Kumaridha Aboriginal Education Consultative Group and the wider community. Our Yarning Circle and extensive school grounds provides us opportunities to conduct outdoor learning and invite families and the community onto school grounds for organised events and to support student learning.

High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for High Potential and Gifted (HP&G) students and Aboriginal initiatives. Our close working relationships within the Cardiff Community of Schools allow us to support all students in a successful transition to high school and provide evidence-based interventions for students with additional learning and support needs.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan:

1. Student Growth and Attainment
2. Holistic Wellbeing

Our school initiatives and activities are focused on Quality Teaching and Learning and Successful Students.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To maximise student learning growth and quality teacher practice, student learning is underpinned by high quality teaching. Teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

1% increase in the Check-In Assessment mean scaled score for reading by Year 3 and 5 in 2024, compared to Year 3 and 5 in 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

1% increase in the Check-In Assessment mean scaled score for numeracy by Year 3 and 5 in 2024, compared to Year 3 and 5 in 2023.

## Initiatives

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### Quality Teaching and Learning

Embed quality teaching and learning cycles, with strong pedagogical practice based on continual assessment and data analysis to ensure that all students are catered for at their point of need in learning by a team of collaborative staff with expertise, through: -

- Embedding data skills, analysis of data and using across the school, for effective decision making, for grouping, guiding, driving and informing teaching and learning cycles, identifying targeted interventions and opportunities.
- High impact professional learning that targets whole school practice, stage needs and differentiation to meet individual staff needs for professional growth to further develop their teaching craft and cater for all student needs.
- Focusing on differentiated learning within teaching and learning cycles so each student has the opportunity to reach their potential, including students of all equity groups and those students who are high potential or gifted.
- Strengthening the collaborative partnerships within the school and beyond, to ensure staff learn with and from one another through learning walks and sharing to further enhance collective efficacy.
- Maintaining a dedicated focus to student growth and attainment in all the Key Learning Areas, particularly reading and numeracy.
- Embedding effective feedback strategies, (staff to student, student to student, student to teacher) to feed forward progress and intrinsic desire to learn.

## Success criteria for this strategic direction

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### Data Analysis

Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

### Reporting

The school has explicit processes to collect and analyse specific internal and external student and school performance data for formal reporting.

### Data Use in Teaching

Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

### Feedback

Teachers review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

## Evaluation plan for this strategic direction

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The school will conduct a rigorous review of how effectively they have positively impacted Student Growth and Attainment through implementation of the initiative of "Quality Teaching and Learning" activities. Probing questions will be analysed through a variety of data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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sources, which will be triangulated to determine the impact and next steps to be taken for future strategic improvement.

# Strategic Direction 2: Holistic Wellbeing

## Purpose

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In order for all of our students to be known, valued and cared for there is a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students. Our school culture promotes the importance of school attendance and has well developed learning support practices.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 91.4% in 2023 to 92.5% by 2027.

## Initiatives

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### Successful Students

Embed a consistent whole-school approach to student wellbeing that fosters students' sense of belonging, values student voice and promotes engagement in learning and success, through:-

- Embedding a clear and consistent approach to student wellbeing and engagement through an evidence-based wellbeing framework that ensures optimum conditions for student learning across the school.
- Supporting the wellbeing and emotional needs of students for success by implementing well-developed and evidenced-based programs.
- Learning Support Team supporting staff to meet the needs of identified students through differentiation and adjustments to learning.
- Collaborating with teachers, parents and the community to work together to support consistent and systematic processes.

## Success criteria for this strategic direction

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### A Planned approach to inclusion and wellbeing

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

### Individual learning needs

A school-wide, collective responsibility for student learning and success is shared among students, parent/carer(s), and staff. Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents/carers where appropriate.

### Attendance

There is a high expectation culture of high attendance rates for all students. Teachers, students, parent/carer(s) and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## Evaluation plan for this strategic direction

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The school will conduct a rigorous review of how effectively they have positively impacted Student Growth and Attainment through implementation of the initiative of "Holistic Wellbeing" activities. Probing questions will be analysed through a variety of data sources, which will be triangulated to determine the impact and next steps to be taken for future strategic improvement.