

Strategic Improvement Plan 2021-2025

Edgeworth Heights Public School 4155



School vision and context

School vision statement

Respect, Responsibility and Strive

Edgeworth Heights Public School has high expectations for all students to achieve their full potential in calm, safe and supportive learning environments. Our authentic collaboration promotes engagement and nurtures positive wellbeing for all students to support learning.

School context

Edgeworth Heights Public School (EHPS) is located in western Lake Macquarie and has an enrolment of 377 students. The school has 15 classes in operation. 17% of students enrolled identify as Aboriginal or Torres Strait Islander and approximately 4% of students identify as English as an Additional Language/Dialect (EAL/D). Our enrolments and socio-economic dynamics continue to change with the rapid development of the neighbouring Cameron Grove estate.

All aspects of EHPS strategic improvement plan are based on our commitment towards engaging and challenging learning experiences for all students, high expectations and a planned approach to support whole school wellbeing processes.

The school continues to have a strong focus on research based and evidence informed practices which encompasses explicit teaching of literacy, numeracy and wellbeing. The development and implementation of consistent school practices will support improved student learning outcomes. Students are provided with opportunities to participate in extra-curricular activities supporting increased engagement and exposure to new experiences.

Staff range from early career to experienced teachers, who are dedicated and caring professionals. Targeted professional learning opportunities include identified teacher needs to ensure dynamic teaching and learning programs are evident in all classrooms.

EHPS embeds a culture of authentic relationships that promote equity in the school community through embracing valued and effective partnerships with Parent & Citizens (P&C), Student Representative Council (SRC), Sugarloaf Community of Schools (SCoS), Kumaridha Aboriginal Education Consultative Group (AECG), local preschools and OOSH providers.

Strategic Direction 1: Student growth and attainment

Purpose

Our Situational Analysis and the Premier's targets has identified the need to improve student learning outcomes in reading and numeracy by developing and sustaining whole school processes for collecting and analysing data. This is underpinned by evidence-informed strategies and evaluative practices.

Improvement measures

Reading growth

Achieve by year: 2023

*Demonstrate progress in Yr 3 and Yr 5 Reading Check-in assessment **reducing the gap against SSSG** achievement data, compared to 2022 baseline.*

Numeracy growth

Achieve by year: 2023

*Demonstrate progress in Yr 3 and Yr 5 Numeracy Check-in assessment, **reducing the gap against SSSG** achievement data, compared to 2022 baseline.*

Initiatives

Data and assessment

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

- Ensure effective strategies and process for data informed practices in reading [making connections and text structure and features] and in numeracy practices [whole number, addition and subtraction, multiplication and division].
- Ensure student assessment is part of everyday practice and provides students understanding of lesson content in reading [making connections and text structure and features] and in numeracy [whole number, addition and subtraction, multiplication and division].

Explicit teaching and feedback

Ensure effective strategies and processes for explicit teaching and feedback are used for responsive curriculum delivery.

- Develop and implement explicit teaching practices K-6 in reading [making connections, and text structure and features] and numeracy [whole number, addition and subtraction, multiplication and division].
- Embed effective feedback practices in K-6 in reading [making connections, and text structure and features] and numeracy [whole number, addition and subtraction, multiplication and division].

Success criteria for this strategic direction

Data and Assessment:

- Using high quality assessments as scheduled across stages.
- Using PLAN2 to target K-6 teaching in specified areas that will track student progress.
- Develop a consistent whole school practice for assessment to monitor, plan, and report on student learning in reading and numeracy.

Explicit Teaching and Feedback:

- Effective teaching methods are identified and modelled by staff.
- Teachers and students monitor and adjust learning to demonstrate individual growth.
- Explicit and timely feedback is evident in reading and numeracy to support student growth as learners.

Evaluation plan for this strategic direction

Question: To what extent can we demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources. These will include: Internal assessment (PAT, PLAN2) External assessment (NAPLAN, Check in Assessments and DoE Short assessments) School Excellence Framework, Surveys, Focus groups, Student and Community voice, Interviews (students, staff, parents), school documents (teaching and learning programs, school scope and sequences, observations), What Works Best Toolkit.

Analysis: The school will bi-annually review progress towards the improvement measures.

Implications: The findings of the analysis will inform future directions.

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

There is a strategic and planned approach to enhance whole school wellbeing processes that support the wellbeing and engagement of all students enabling them to connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students achieving an uplift in students attending school greater than 90% by 9.3% from baseline data.

Wellbeing

Achieve by year: 2023

Increase the proportion of students achieving an uplift in Tell then From Me (TTFM) by 10.4% from baseline data in wellbeing (Advocacy, Belonging, Expectations).

Achieve by year: 2022

Progressing from Delivering to Sustaining and Growing as measured by the School Excellence Framework in the themes of classroom management and wellbeing.

Initiatives

Wellbeing

Embed whole-school practices that promote social, emotional, behavioural and intellectual engagement for student wellbeing, learning and success.

- Implement a planned, evidence based approach to whole school wellbeing practices supported by the use of the NSW Wellbeing Framework.
- Deliver sustained professional learning to continually improve wellbeing practices and strategies across the school.
- Implement a whole school approach to promote student attendance and enhance student growth in learning.

Productive learning environments

Build collaborative efficacy to enhance and sustain productive learning environments.

- Effective classroom management across the whole school, combining preventative and responsive strategies, that enable positive classroom climates maximising student engagement and responsibility for learning.
- To further develop strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student.
- Positive classroom environments, aligned with our PBL values to support and encourage students to ask questions, take risks and make mistakes while engaging in their learning.

Success criteria for this strategic direction

Wellbeing:

- Implementation of evidence based whole school practices resulting in measurable improvements in wellbeing and engagement.
- Students demonstrate social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students voice a sense of belonging and connectedness that respects diversity and identity.
- Parents and the broader school community actively participate in supporting and reinforcing student learning and wellbeing.
- Teachers, parents and the community work together to support consistent and systematic processes to improve regular attendance for all students, including those at risk.

Productive Learning Environments

- Learning environments are well managed through a consistent, school wide approach to engage all students in productive and engaging learning with minimal disruption.
- Evidence based strategies for effective classroom management and student engagement are modelled and shared across the school.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing and engagement?

Data: We will use a combination of data sources. These will include: Internal assessment including PBL assessments, External assessment including TTFM, Attendance data, Wellbeing Framework, School Excellence Framework, Incident reports, What Works Best Toolkit

Analysis: Analysis will be embedded within the initiatives

Strategic Direction 2: Connect, succeed, thrive and learn

Evaluation plan for this strategic direction

through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:
Future directions Annual reporting on school progress measures published in the Annual Report, Annual School Self-Assessment, What works Best -themes of Wellbeing and Classroom Management, and the impact of the allocated resourcing in wellbeing and classroom management.

Strategic Direction 3: Walking, working and striving together.

Purpose

To improve communication and collaborative practices which ensure a whole school culture of high expectations and engagement

Improvement measures

Achieve by year: 2025

Progressing from Delivering to Excelling as measured by the School Excellence Framework in themes collaborative practices, feedback and high expectations.

Achieve by year: 2025

Increase the % of teachers that identify that collaborative practice is supported by explicit systems as identified in Tell Them From Me baseline data of 78%.

Achieve by year: 2025

Increase the % of parents that identify with being informed about their child's academic and social progress as measured against the Tell Them From Me baseline data of 57% .

Initiatives

High Expectations

A whole school culture of high expectations supports effective systems, and strategies to differentiate for every student's continuous improvement.

- Provide effective curriculum differentiation to challenge and engage all students to support their learning needs.
- Develop effective partnerships with the school community to promote high expectations and continual improvement.
- Development of high expectation relationships that teachers and school leaders can develop with students, peers, parents and community that impact on improved educational outcomes for all students.

Collaboration

Teacher collaboration involves teachers working together to achieve an identified focus in professional learning networks.

- Develop a sustainable professional learning network based upon collaborative planning, consistent teacher judgement practices, shared resources, regular classroom observations and professional dialogue.

Family and community partnerships are fostered to ensure parents are informed and meaningfully engaged with their child's learning and wellbeing.

- Use online platforms to showcase and celebrate successes, student achievements and school events.
- Implement school wide systems to ensure families are advised of student progress at regular intervals.

Success criteria for this strategic direction

Collaboration

- Explicit systems are in place that facilitate professional dialogue, consistent teacher judgment in assessment, classroom observations and feedback, sharing of lesson plans and resources.
- Effective partnerships in learning ensure students are motivated to improve.
- Parents are active participants in the learning process and receive meaningful information about their child's academic and social progress at regular intervals throughout the year.

High Expectation

- School wide strategies are in place. to challenge and support individual student learning needs.
- Parents are engaged with our school and encouraged to hold high expectations for their children in education.
- High expectation relationships provide a framework for individual teachers and school leaders in making a difference in the classroom, school and school community to allow respectful, open dialogue in a safe and trusting environment.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of collaboration and high expectations?

Data: We will use a combination of data sources. These will include: internal assessment including goal setting, student performance data, PBL evaluation tools, external assessment including TTFM (teacher and parent surveys), NAPLAN, School Excellence Framework, focus groups(student, staff, Aboriginal community), Seesaw communications, incident reports, What Works Best Toolkit (Collaboration and High Expectation).

Analysis: Analysis will be embedded within the initiatives

Strategic Direction 3: Walking, working and striving together.

Evaluation plan for this strategic direction

through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform: future directions, annual reporting on school progress measures published in the Annual Report, Annual School Self-Assessment, What Works Best themes of Collaboration and High Expectations and the impact of the allocated resourcing.