

Strategic Improvement Plan 2021-2024

Engadine West Public School 4292



School vision and context

School vision statement

School vision statement currently underway. Process undertaken by staff. Process to be undertaken by P&C and the combined with staff statement.

Final statement to be completed end Week 9.

School context

Engadine West Public School is situated at the southern end of the Sutherland Shire close to the Royal National Park. The school prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C which works in partnership with the school to support students.

Comprising 655 students and 62 staff including 4.5% beginning teachers, the school's family occupation and education index (FOEI) is 63. A small number of students are at the emerging stage of EAL/D and 6.86% students have a language background other than English. 12 students are from an Aboriginal or Torres Strait Islander (ATSI) background. Overall student enrolment has declined by an average of 5.49% over the past three years as a greater number of students are leaving Year 6 than enrolling in Kindergarten.

The wellbeing and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to excel through their participation in a variety of educational and extra-curricular programs.

The situational analysis has identified a need to use data driven practices to ensure student learning growth. Work is planned in the area of deeper differentiation for high performing and gifted learners. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Continual monitoring of student performance data will determine areas of need and success at a class and whole school level. The involvement of all stakeholders is the key to success.

Students requiring additional support in their learning will be monitored through a tiered level of support. Whole school longitudinal systems will be extended and embedded to monitor and extend student growth.

The school has clear expectations for all school community members and follows a positive behaviour for learning model. The school promotes safe, respectful, learners and celebrates achievements.

Strategic Direction 1: Student growth and attainment

Purpose

Clear targets are established to improve student outcomes in literacy and numeracy

Improvement measures

Target year: 2022

A minimum of 51.90% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading. (Lower bound system-negotiated target.)

Target year: 2022

A minimum of 39.80% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target.)

Target year: 2023

A minimum of 62.10% of Year 3 and Year 5 students achieving expected growth in NAPLAN reading. (Lower bound system-negotiated target.)

Target year: 2023

A minimum of 61.80% of Year 3 and Year 5 students achieving expected growth in NAPLAN numeracy. (Lower bound system-negotiated target.)

Target year: 2022

A minimum of 85.10% of students achieving greater than 90% attendance.

Initiatives

Improving reading and numeracy through personalised student learning and differentiated teaching practices

High expectations and explicit teaching

Teachers will hold high expectations for their students: they will know their students well, value them as learners and understand how to support their learning. In the classroom teachers will hold high expectations of their students when they differentiate their instruction in literacy and numeracy, provide individualised feedback and engage in meaningful classroom interactions in order to challenge their students and encourage continuous improvement.

Assessment

Teachers will use high quality assessments to inform them of the learning that is taking place. Teachers will explain what students are learning and why and provide feedback about what they need to do to achieve growth as a learner. Assessment will be an integral part of the teaching and learning programs.

Students attend every day

Wellbeing

Teachers implement practices that support student wellbeing that involve creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills.

Success criteria for this strategic direction

Learning culture - high expectations, attendance

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

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

Curriculum - teaching and learning programs, differentiation

Teaching and learning programs across the school show evidence they are adjusted to address individual students needs ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involved students and parents in planning to support learning and share expected outcomes.

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.

Assessment - whole school monitoring of student data

Teachers use systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

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.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

Questions:

- Are students improving in their growth and attainment in reading and numeracy?
- What has been the impact of enhanced practices in explicit teaching and differentiation for students and staff?

Data:

- NAPLAN data
- SCOUT - value added data
- PLAN 2 data
- MacLit assessments
- Student ILP and PLPs
- attendance data - Sentral
- MyPL - child protection

Analysis:

- How are we going?
- How do we know?

Implication:

- Where to next?
- *Review individual student data mid and end of each term for each level of the tiered intervention*
- *Learning and support team reflective sessions*
- *School self evaluation pack for learning and support teams*
- *professional learning*

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- *contact with school support personnel*

Strategic Direction 2: Evidence and research drive teaching and learning

Purpose

All teachers are committed to the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement measures

Target year: 2024

Sustaining and growing in the theme of differentiation in the element curriculum moves to excelling.

Target year: 2022

Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

Target year: 2022

The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Initiatives

Differentiated teaching practices to meet the needs of all learners

Differentiation

Use data to evaluate the effectiveness of teaching practice in literacy and numeracy to meet the learning needs of students across the full range of abilities. Teachers will identify the needs of individual students through data analysis and differentiating teaching accordingly to provide additional support and /or opportunities for extension.

Curriculum

The school's curriculum provision supports high expectations for student learning and meets the requirements of the Department of Education and the NSW Education Standards Authority.

Teacher professional practice and standards

Collaboration

Effective teacher collaboration is key to sharing successful and innovative evidence-informed practices across the teaching profession. Teachers will engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes. Effective collaborative practice improves teacher quality and supports staff wellbeing.

Professional practice

Staff will draw on the collective expertise of others within the school through regular discussion and peer review of programs, assessments and interpretation of data. They will collaborate to use data to inform co-planning.

Professional engagement

Staff will identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually. Staff will provide and receive

Success criteria for this strategic direction

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.

Professional standards - accreditation, literacy and numeracy focus

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional standards are a reference point for whole school reflection and improvement.

Evaluation plan for this strategic direction

Question:

- What has been the impact of enhanced collaborative practices to improve teaching and learning?
- Do teaching and learning programs show evidence of adjustments ensuring all students are challenged?
- Is there an increased proportion of teachers pursuing higher levels of accreditation?

Data:

- NAPLAN data
- PLAN 2 data
- Student ILP and PLPs
- Student work samples
- Teaching and learning program samples
- Scope and sequence documents
- Timetables
- Teaching unit plans
- Teaching assessment plans
- WWCC documentation
- MyPL mandatory child protection training completed

Strategic Direction 2: Evidence and research drive teaching and learning

Initiatives

feedback that discusses the effectiveness of strategies observed during lessons and planning. Opportunities to engage with the school community within and beyond the classroom will enrich the educational context for students at the school.

Evaluation plan for this strategic direction

- Meeting minutes
- Number of teachers moving into higher levels of accreditation
- AITSL self assessment tool
- AITSL getting started survey

Analysis:

- How are we going?
- How do we know?

Implication:

- Where to next?

Strategic Direction 3: School-wide systems and processes underpin ongoing student improvement.

Purpose

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

Improvement measures

Target year: 2022

Delivering in the theme of data literacy in the element data skills and use moves to sustaining and growing.

Target year: 2022

Assessment data from literacy and numeracy progressions is regularly used in stage teams to monitor learning, identify skill gaps/areas for extension.

Target year: 2022

School assessment schedules are reviewed and inclusive of explicit assessments aligned to curriculum.

Initiatives

Quality teaching and learning through data enhanced practices

Data informed practice

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

Assessment

Teachers will design and deliver high quality formal assessment tasks explicitly matched to curriculum outcomes. Assessment activities will ensure students are well supported, challenged and guide them to identifying the next step in their learning.

Success criteria for this strategic direction

Data skills and use

Student assessment data is regularly used school-wide to identify student achievement 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.

Evaluation plan for this strategic direction

Questions:

- What has been the impact on our enhanced assessment data use processes to improve teaching and learning?

Data:

- Data tracking sheets
- Learning progressions
- Observations of assessment practice in meetings
- Assessment tasks and schedules
- Student voice
- Teacher feedback
- Tell Them From Me

Analyse:

- Where are we going?
- How do we know?

Implication:

- Where to next?