

# Strategic Improvement Plan 2021-2024

## St Ives Public School 4331



# School vision and context

## School vision statement

---

## School context

---

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in Reading and Numeracy we will further develop and refine data driven teaching practices that are responsive to the learning needs of our students.

## Improvement measures

### Target year: 2022

Achievement of 2022 system-negotiated targets:

Top 2 bands (or equivalent) NAPLAN Reading uplift of 3%

Top 2 bands (or equivalent) NAPLAN Numeracy uplift of 3%

### Target year: 2023

Achievement of 2023 system-negotiated targets:

Top 2 bands (or equivalent) NAPLAN Reading uplift of 3%

Top 2 bands (or equivalent) NAPLAN Numeracy uplift of 3%

### Target year: 2024

Visible learning

All classroom programs demonstrate evidence of learning intentions and success criteria in reference to student literacy and numeracy goals.

## Initiatives

In Reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

## Visible Learning

Through Visible Learning, we will embed a learning culture that enables students to create and achieve their learning goals through explicit feedback. This will be achieved through:

- \* teacher Professional Learning in effective feedback
- \*student learning goals in Reading, Writing and Numeracy
- \* learning intentions and success criteria evident in teaching programs.

## Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students (SEF Curriculum, Assessment).

Assessment is a tool that supports learning across the school. Formative and summative assessments create opportunities for students to receive feedback on their learning. Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

(SEF - Assessment)

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

(SEF - Effective classroom practice)

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.

(SEF - Data skills and use).

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can 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, eg Plan 2.

## Evaluation plan for this strategic direction

---

- External assessment, eg NAPLAN and Check in Assessment Data.
- Survey
- Observation
- Focus groups
- Student voice
- Interview
- Document analysis

### Analysis

Analysis will be embedded within the initiatives 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 School Report each year and to the community via P&C as well as on the school website)

## Strategic Direction 2: High expectations and continuous improvement

**Purpose**

---

**Improvement measures**

---

**Target year: 2024**

---

**Target year: 2024**

---

**Initiatives**

---

---

---

**Success criteria for this strategic direction**

---

**Evaluation plan for this strategic direction**

---

# Strategic Direction 3: Wellbeing and engagement

## Purpose

In order for our students to connect, succeed, thrive and learn, a planned approach to whole school wellbeing processes will support high levels of wellbeing and engagement.

## Improvement measures

### Target year: 2024

A consistent whole school approach to wellbeing and engagement is consistently evident through reduced behaviour instances.

**(Decrease negative recorded behaviours and suspensions by a minimum of 8% determined by a two-year baseline of incident reports as at year end 2020.)**

### Target year: 2024

An **increased number (variety)** of communication strategies for students, staff and parents are developed to enhance wellbeing.

### Target year: 2024

\* Increase the percentage of students attending > 90% of the time to be at **or above the lower bound system-negotiated target of 91.1%**.

### Target year: 2024

\* TTFM Wellbeing data (advocacy, belonging, expectations) increases to **be at or above the lower bound system-negotiated target of 89.6%**.

**Not sure we need to put this in.**

### Target year: 2024

\* **Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.**

## Initiatives

### Wellbeing and engagement

Wellbeing and engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

\* Reviewing current wellbeing processes and their levels of alignment with data from the Wellbeing Framework self-assessment findings to establish focus areas around whole-school wellbeing.

\* Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced.

\* Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies used to adjust and improve practice.

\* Reviewing and adjusting plan to ensure improvement measures are achieved.

- Communication strategies for students, staff and parents are reviewed, developed and refined to enhance wellbeing.
- Work in partnership with parents and carers to build knowledge and skills in how best to support the cognitive, emotional, social and physical wellbeing of students.

### Attendance

Embed whole-school approach to attendance processes to ensure monitoring, analysis and evaluation of student attendance data is evidenced.

## Success criteria for this strategic direction

The school has implemented evidence-based whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

(SEF Wellbeing)

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.

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

(SEF Learning Culture)

**Do we add Management practices from sef**

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future actions.

- Wellbeing Framework self assessment tool data
- Internal data, eg, Awards, use of card system, PLSPs
- External data, eg, Tell Them from me
- Student Representative Council feedback - survey
- Attendance data and communication records.
- Document Analysis - class programs, assessments and work samples.
- Parent surveys

Analysis will be embedded within our processes through progress and implementation monitoring. Progress will be reviewed and adjustments made as necessary each semester.

Implications

## **Evaluation plan for this strategic direction**

---

Findings of the analysis will inform:

Future actions

Annual reporting on school progress