

# Strategic Improvement Plan 2021-2024

## Queanbeyan East Public School 4371



# School vision and context

## School vision statement

Queanbeyan East Public School embeds, celebrates and supports a culturally inclusive environment to support the individual needs of students. Our school harnesses the connections with the wider educational community to build excellence in education, striving to develop student's ability to be active future citizens.

## School context

Queanbeyan East Public School (QEPS) has a 2021 enrolment of 281 students across 12 mainstream classes and 1 support class.

QEPS undertook external validation in late 2020 which has been used as the basis for the situational analysis. As part of this strong consultation has been carried out with; staff, students and community.

The school undertook a major refurbishment with the handover of the new building on day one of 2020. The extensive new build has been designed to enable future focus learning pedagogies. Extensive training and development of staff has been undertaken over the previous years to prepare for the shift from demountable building to the new learning spaces.

QEPS has a teaching entitlement of 17 and a non-teaching entitlement of 3.4. The school employs an additional Assistant Principal bringing the total up to 4. Two assistant principals have a non-classroom teaching load and are responsible for Wellbeing programs and Quality Teaching across the school.

Collaborative practise is evident across all stages of the school and is a clear expectation within teaching and learning programs. Technology is imbedded throughout with the school offering a 1:1 device program K-6.

Queanbeyan East Public School promotes equity and excellence for all. Our students are successful learners, confident and creative individuals, and active and informed citizens. Queanbeyan East Public is located near the border of NSW and the ACT. The culture and climate of the school is characterised by a strong sense of pride, open communication, and a strong commitment to working as a supportive, positive, cohesive team reflecting on our practice. Our school prides itself on providing strong academic and welfare programs to a supportive culturally inclusive school community. The student population consists of 9% Aboriginal or Torres Strait Islander and 30% English as an additional language or dialect.

# Strategic Direction 1: Student growth and attainment

## Purpose

To provide an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

## Improvement measures

### Target year: 2022

A minimum of 42.6% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Lower bound system-negotiated target).

### Target year: 2022

A minimum of 33.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target).

### Target year: 2024

Increase the percentage of students achieving expected growth in NAPLAN reading to be between the system-negotiated lower and upper bound target range.

### Target year: 2024

Increase the percentage of students achieving expected growth in NAPLAN numeracy to be between the system-negotiated lower and upper bound target range.

### Target year: 2024

SEF assessment indicates improvement in SEF theme 'whole school monitoring of student learning' (learning, assessment) from delivering to excelling

### Target year: 2024

SEF assessment indicates improvement in SEF theme 'student growth' (learning, student performance measures) from delivering to excelling

### Target year: 2024

## Initiatives

### Literacy

In Literacy, we will embed a sustainable integrated approach for curriculum planning, teaching, assessing, evaluating and reporting. Whole school, cohort and individual analysis will be used to inform:

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

### Numeracy

In Numeracy, we will embed a sustainable integrated approach for curriculum planning, teaching, assessing, evaluating and reporting. Whole school, cohort and individual analysis will be used to inform:

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

## Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (SEF learning, assessment, whole school monitoring or student learning)
- 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, focus on all learning groups including Aboriginal Education and extension (SEF, learning, student performance and measures, student growth)
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF, teaching, data skills and data, data literacy)
- What works best reflection toolkit indicates best practice across all 8 themes.

## Evaluation plan for this strategic direction

**Question:** How do we know that student growth and attainment outcomes have been met?

**Data:** NAPLAN data, Student work samples, Scout- value added data, Literacy and Numeracy PLAN 2 data, student PLP and ILPs, student focus groups, executive and whole staff evaluation sessions

### Analysis:

- Regular analysis of data sources to ensure that we are making progress towards achieving the intended improvement measures.
- Regular conversations and staff meetings around the School Excellence Framework elements and criteria.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

SEF assessment indicates improvement in SEF theme 'Data literacy' (teaching, data skills and use) from delivering to excelling

## Evaluation plan for this strategic direction

---

- Are the initiatives and activities meeting the improvement measures? what needs to be changed?

### Implications:

Following data triangulation and analysis determine where to next. Which elements of literacy and numeracy need additional support? How? What worked well and how can we use this success to apply to other learning areas?

## Strategic Direction 2: Learning Culture

### Purpose

To support the needs of the school community including students, staff and community.

To ensure school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

### Improvement measures

#### Target year: 2024

SEF assessment indicates improvement in SEF theme 'high expectations' (learning, learning culture) from sustaining and growing to excelling

#### Target year: 2024

SEF assessment indicates improvement in SEF theme 'caring for students' (learning, wellbeing) from sustaining and growing to excelling

#### Target year: 2024

SEF assessment indicates improvement in SEF theme 'A planned approach to wellbeing' (learning, wellbeing) from sustaining and growing to excelling

#### Target year: 2024

TTFM Student survey trend data shows consistent upward trend from 2021 for students Social-Emotional Outcomes and Drivers of Student Outcomes to at or above NSW Government norms.

#### Target year: 2024

Attendance data demonstrates improved attendance rates so that 90% of students are attending  $\geq 90\%$  of the time (from 2020 base level of 76% for all students, 73.1% for ASTI students, and 75.5% for EALD students)

### Initiatives

#### Student Engagement

Cultivate student engagement through engaging pedagogies, engaging assessments, engaging spaces, engaging curriculum and engaging school cultures.

#### Wellbeing

Create quality learning opportunities for students that strengthen their cognitive, physical, social, emotional and spiritual development.

#### Cultural Identity

Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

### Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF learning, learning cultures, high expectations)
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential, consider cohorts including Aboriginal Education, students with ILPs. (SEF, learning, wellbeing, caring for students)
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF, learning, wellbeing, a planned approach to wellbeing)
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. 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. (SEF, teaching, professional standards, improvement of practice)

### Evaluation plan for this strategic direction

**Question:** How do we know that we have a high quality and caring learning culture where cultural identity is valued?

**Data:** Tell Them From Me surveys, parent feedback surveys, P&C meetings conversations/ feedback, executive and whole staff evaluation sessions, teacher accreditation at higher levels, evaluation sessions

## Strategic Direction 2: Learning Culture

### Evaluation plan for this strategic direction

---

measuring school placement on the School Excellence Framework.

#### Analysis:

- Regular analysis of data sources to ensure that we are making progress towards achieving the intended improvement measures.
- Regular conversations and staff meetings around the School Excellence Framework and Australian Professional Standards elements and criteria.
- Are the initiatives and activities meeting the improvement measures? what needs to be changed?

#### Implications:

Following data triangulation and analysis determine where to next. Which elements of learning culture need additional support? How? What worked well and how can we use this success to apply to other learning areas?

# Strategic Direction 3: Educational Leadership

## Purpose

To provide leadership opportunities for all members of the school community and connections throughout the wider community to enhance the educational impact for students.

## Improvement measures

### Target year: 2024

SEF assessment indicates improvement in SEF theme 'community engagement' (leading, educational leadership, community engagement) from sustaining and growing to excelling

### Target year: 2024

SEF assessment indicates improvement in SEF theme 'performance management and development' (leading, educational leadership, performance management and development) from sustaining and growing to excelling

### Target year: 2024

SEF assessment indicates improvement in SEF theme 'continuous improvement' (leading, school planning, implementation and reporting, continuous improvement) from delivering to excelling

### Target year: 2024

TTFM Parent survey trend data shows a consistent upward trend from 2021 to at or above NSW Government norms.

## Initiatives

### Distributed Leadership

Create opportunities to identify, develop and inspire current and future leaders within and beyond the school.

### Educational Network

Inspire staff to contribute to and take leadership roles in the education network, to share and improve practice and encourage innovation in the education system.

### Community Connections

Develop effective partnerships that engages parents and the wider community to enable a positive environment where all students thrive.

## Success criteria for this strategic direction

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school (SEF, leading, educational leadership, community engagement)
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (SEF leading, educational leadership, performance management and development)
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. (SEF, leading, school planning, implementation and reporting, continuous improvement)

## Evaluation plan for this strategic direction

**Question:** How do we know that we have made true connections with community and enhanced educational leadership within our school??

**Data:** Tell Them From Me surveys, parent feedback surveys, P&C meetings conversations/ feedback, community feedback sessions, executive and whole staff evaluation sessions, teacher accreditation at higher levels, feedback from local education community, evaluation sessions measuring school placement on the School Excellence Framework.

### Analysis:

- Regular analysis of data sources to ensure that we are making progress towards achieving the intended improvement measures.
- Regular conversations and staff meetings around the School Excellence Framework and Australian Professional Standards elements and criteria.

## Strategic Direction 3: Educational Leadership

### Evaluation plan for this strategic direction

---

- Are the initiatives and activities meeting the improvement measures? what needs to be changed?

#### Implications:

Following data triangulation and analysis determine where to next. Which elements of educational leadership and community connections need additional support? How? What worked well and how can we use this success to apply to other learning areas?