

# Strategic Improvement Plan 2021-2024

## Gymea North Public School 4389



# School vision and context

## School vision statement

Our vision is to build student growth and attainment through a focus on reading and numeracy which incorporates meaningful assessment and feedback. We plan to develop a culture of high expectations and further engage students in their learning by increasing their sense of belonging and advocacy at school. By developing students skills in resilience and building positive student - teacher - parent relationships our aim is to create a cohesive and engaged community where students not only succeed but thrive.

Our school will hold high expectations for student learning underpinned by explicit teaching, meaningful assessment and a sense of belonging.

## School context

Gymea North Public School is situated in a quiet, well established, residential area in the Sutherland Shire. Our school is set in a leafy environment on expansive grounds and is known as 'the school among the trees'.

Our school is committed to developing student skills in critical thinking, communication, collaboration and creativity to enable all students to connect with their learning, feel supported and empowered to not only succeed but thrive .

There are currently 362 students across 15 classes. Almost 20% of our students are learning English as an additional language or dialect (EAL/D), 17 students are from an Indigenous background and 19 languages are represented by the student population.

Our Learning Support Team, Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSOs) ensure early identification and targeted assistance for a large number of students. We offer quality literacy support programs such as Mini and Macq Lit. Through class based and small group instruction, students who require additional support to access the curriculum and develop the academic English language proficiency required for success at school are assisted by the English as an Additional Language or Dialect (EAL/D) teacher.

Teachers at Gymea North are dedicated and engage in continuous professional learning. There is a culture of positive collaboration amongst the staff who genuinely want students to feel connected and succeed. We have a supportive community and an active P&C who want to work with us to continue creating a strong sense of community.

Our school library is newly equipped as a flexible learning space and there is a Before and After School and Vacation Care service onsite. We are continually building connections with quality preschools and high schools to ensure smooth transitions for students from preschool to Kindergarten and Year 6 to 7.

Through our situational analysis, and in consultation with our community, we have identified a need to use meaningful assessment and feedback strategies to improve student learning growth and attainment. Further work will need to occur around how teachers can promote a culture of high expectations and successfully plan for and continue to deliver quality explicit teaching and differentiated instruction to students. We need to ensure that all students are challenged and engaged, including those with additional needs or identified as high potential and gifted. Work will take place on developing quality assessment tasks and data collection practices and developing greater consistency of judgement across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to increase the number of students achieving in the top 2 NAPLAN bands and attaining expected growth in Numeracy and Reading through meaningful assessment that informs teaching, feedback and whole school monitoring of learning.

## Improvement measures

### Target year: 2022

Then :

Increase the percentage of students achieving in the top two NAPLAN reading bands by 13% from our baseline.

### Target year: 2022

Increase the percentage of students achieving in the top two NAPLAN numeracy bands by 8% from our baseline.

### Target year: 2023

Increase the percentage of students achieving growth in Reading by 5% from our baseline.

### Target year: 2023

Improve and maintain the percentage of students achieving growth in Numeracy to stay above our upper bound target.

## Initiatives

### Reading and Numeracy Improvement

We will achieve this reading and numeracy improvement through:

#### Assessment

Teachers will use assessment as an ongoing opportunity to provide feedback to support each student at their point of challenge by:

- Developing formative assessment strategies
- Utilising on-line assessment platforms
- Engaging in consistent teacher judgement and supporting collaborative discussions around assessment
- Marking assessment tasks consistently and objectively against the syllabus. This can be achieved by collaborating with colleagues across teams to develop standards of performance against assessment rubrics.

#### Feedback

Teachers will provide students with detailed and specific feedback about what they need to do to achieve growth as a learner by:

- Providing feedback that is specific and emphasises how students can improve their learning
- Acknowledging students' progress or effort, either verbally or in the comments made on students' work
- Making time after every assessment task to give students timely and relevant feedback that they can use to improve their performance in future tasks
- Using rubrics, marking guidelines and work samples to support students with self assessment. This may include breaking down the rubric or marking guidelines into language that is more appropriate and accessible for students, so that they can self assess their work.

## Success criteria for this strategic direction

### Assessment and Data

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.

### Feedback

Teachers routinely review learning with each student in class, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

## Evaluation plan for this strategic direction

### Question:

What impact have we had in student growth and attainment in reading?

### Data:

NAPLAN, Phonic Assessment, Sound Waves Spelling assessment, PM Benchmark, Check-In Assessment, EAL/D data, Mini and Macq-Lit data, Progressive achievement tests (PAT) English.

### Question:

How have teachers improved their practice in assessment, feedback and data?

### Data:

Observations of practice, Assessment samples, Consistency of teacher judgement (CTJ), Professional learning (PL) attendance and consistent collection of data.

### Question:

# Strategic Direction 1: Student growth and attainment

## Initiatives

### Use of data to inform practice

Teachers will use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students. Teachers will identify the needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension. We will do this by:

- Making collecting and using data a routine and regular part of teaching practice across the school
- Engage in collaborative analysis of data with colleagues
- Put systems and structures in place to record data that has been collected.

### Targeted Literacy Instruction

Literacy instruction will be modelled to support best practice pedagogy. The focus will be on reading and comprehension and provide support in classrooms to help students achieve the required growth and attainment in literacy by:

- coaching and mentoring school staff and collaborative practices
- assisting teachers with the development of data gathering and recording
- modelling a particular teaching strategy in a classroom
- observations of practice
- collaboratively evaluating the success of teaching programs and explicitly programming
- providing professional learning to, and mentoring of, staff in relation to literacy teaching and learning, such as how to structure a literacy block and how to use rubrics for assessment that allow students to take more ownership of their learning
- supporting students' literacy in small group and whole class instruction

## Evaluation plan for this strategic direction

What impact have we had in student growth and attainment in numeracy?

Data:

NAPLAN, Progressive achievement tests (PAT) Maths, Topic assessments, Check-In Assessment, EAL/D data., Schedule for early number assessment (SENA) testing.

Analysis:

School teams will meet twice a term to monitor the progress and achievement of planned activities, this meeting will analyse our data.

Implication:

The plan will be adapted flexibly through the improvement and progress monitoring so that projects are kept on track with a firm focus on student success.

## Strategic Direction 2: High Expectations for student learning

### Purpose

Our purpose is to improve classroom practice so that all teaching and learning programs promote a culture of high expectations that highlight appropriate differentiation, build student knowledge and skills sequentially and link to effective assessment.

### Improvement measures

#### Target year: 2024

To move from delivering towards excelling in Effective classroom practice- **Explicit teaching**

#### Target year: 2024

To move from delivering towards excelling in Curriculum - **Curriculum provision**, particularly reading and numeracy and differentiation.

#### Target year: 2024

To move from delivering towards excelling in learning culture- **High expectations**.

### Initiatives

#### Improved classroom practice

We will achieve improvement in classroom practice through:

##### *Explicit Teaching and Curriculum Provision*

We will embed a whole school approach to ensure the most effective teaching methods are utilised by staff to achieve student growth and optimise learning progress for all students. Teachers will do this by:

- planning the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge
- use a range of data from different types of assessment to plan, modify and deliver lessons
- explain to students what they will be learning (learning intention) and the purpose of all tasks. Clearly explain the success criteria and check for student understanding
- provide opportunities for guided, and then independent, practice as students gain proficiency
- prioritise teacher professional learning in 'Explicit Teaching'.
- working with an instructional leader and conducting observations of colleagues practice

##### *High Expectations to maximise student potential*

Teachers will hold high expectations of their students, they know their students well, value them as learners, and understand how to support their learning. In the classroom, teachers will promote high expectations of their students by:

- differentiating instruction
- providing students with quality examples and exemplars, including assessment rubrics
- creating a positive classroom environment

### Success criteria for this strategic direction

#### Effective Classroom Practice

##### *Explicit Teaching*

Teachers across the school employ evidence-based effective teaching strategies which are promoted and modelled. A whole school approach ensures that student learning improvement is monitored, demonstrating growth.

#### High Expectations

The whole school community demonstrates commitment to expectations of learning progress and achievement for all students and students are motivated to deliver their best and continually improve.

#### Curriculum

##### *Provision*

The school's curriculum provision and evidence based teaching practices supports high expectations for student learning. The school monitors and reviews its curriculum provision to meet the changing requirements of the students and to ensure continued challenge.

##### *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.

### Evaluation plan for this strategic direction

Question:

What has been the impact of explicit teaching and differentiation on our student learning outcomes and teaching practices?

What has been the impact of enhanced practices in

## Strategic Direction 2: High Expectations for student learning

### Initiatives

- characterised by supportive, collaborative relationships
- implementing the High Potential and Gifted Education (HPGE) policy
- providing clear and specific feedback that identifies the next step and skills needed for students to improve
- partnering with parents by regularly informing them of their child's progress and making time to provide them with positive feedback whenever possible, instead of contact that is only related to concerns

### Evaluation plan for this strategic direction

programming, scope and sequencing and curriculum provision?

Data:

Internal student progress data, observations of teacher practice, Performance and Development plans (PDP's) and teacher programs.

Analysis:

Regular review of these data sources, through structured staff reflection time, to provide clarity around whether we are on track for achieving the intended improvement measures.

Implication:

Regular analysis of the data, and staff reflection, will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 3: Creating Community

## Purpose

In order to support student wellbeing we will develop student skills in resilience to ensure engagement and a sense of belonging. A focus on building positive teacher-student and community relationships will be central.

## Improvement measures

### Target year: 2024

To move from delivering to excelling in Wellbeing

### Target year: 2024

To move from delivering to excelling in educational leadership- community engagement.

### Target year: 2024

To increase the percentage of students by 8% who express a positive sense of wellbeing from our baseline.

### Target year: 2022

To increase the percentage of students by 2% who attend school greater than 90% of the time from our 2019 baseline.

### Target year: 2023

Improve and maintain the percentage of parents indicating they feel welcome at school in the Tell Them From Me parent (TTFM) survey to remain above NSW Government norm.

## Initiatives

### Enabling students' to connect, succeed and thrive

We will support student wellbeing and enable students' to connect, succeed and thrive through:

#### *Developing a Sense of Belonging and Advocacy*

Teachers will develop positive relationships through being a strong advocate for students, helping students to develop positive friendships and resilience by:

- investing time in getting to know students and encouraging student voice
- encouraging positive behaviour
- establishing clear expectations for behaviour in the playground and classroom
- providing structured activities during break times to assist students who may have trouble displaying appropriate behaviour, which also helps students to build positive friendships
- supporting the development of self-regulation skills, such as naming and understanding emotions, physical regulation of the stress response, and encouraging students to de-escalate emotional responses and maintain focus in stressful situations
- encouraging peer and buddy relationships
- engaging students in conversations about their learning, demonstrating to them that they are known and valued, and feel supported at school
- enlisting the expertise of outside agencies - OT/Speech consultants and professional learning

#### *Engaging with the community*

Parents and the broader school community will be encouraged to actively participate in the school and in helping students to develop positive connections by:

- showcasing student progress and achievements to ensure that all students are known, valued and cared for across the school

## Success criteria for this strategic direction

### Wellbeing

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning.

### Community Engagement

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.

## Evaluation plan for this strategic direction

### Question:

What has been the impact of developing positive and respectful relationships on our student learning outcomes?

What has been the impact of enhanced practices at school that promote community engagement and fosters a sense that 'everyone belongs'?

Are our students displaying an increasingly positive attitude towards peers and teachers?

### Data:

Internal student behaviour tracking records ( utilising the program SENTAL), Tell them From Me (TTFM) student and parent survey data; teacher observations.

### Analysis:

Regular review of these data sources, through structured staff reflection time, to provide clarity around whether we are on track for achieving the intended improvement measures.

### Implication:

## Strategic Direction 3: Creating Community

### Initiatives

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- encouraging events at school to create a sense of community
  - discuss students' progress with parents and carers to establish partnerships built on trust and respect
  - collaborative partnerships are built with students, staff, families, communities and other organisations to enable a productive school environment
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### Evaluation plan for this strategic direction

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The plan will be adapted flexibly through the improvement and progress monitoring so that projects are kept on track with a firm focus on student success.